

## VICE PRINCIPAL

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### Our Vision

We recognise each child is special and unique, and we are committed to the personal excellence of each and every learner, regardless of their learning ability. The College always maintains a focus on providing the best support for the intellectual development of every learner so each has the best possible chance to excel. Our vision is therefore to help our students reach their greatest potential. The qualities we seek in our Graduates are captured in the words: To **serve** with pride, **lead** with confidence and **inspire** to impact lives.

### Our Purpose

Prendiville Catholic College (PCC) is a contemporary Catholic secondary, co-educational College, which provides a challenging education in an attractive environment. We foster in young people the desire to lead, serve and inspire. We aspire to provide an education that seeks to discover Christ in our personal and communal lives.

A vital ingredient in achieving this is our committed, enthusiastic staff. Our leadership positions align with Catholic Education WA's strategic direction encapsulated in the acronym LEAD: Learning, Engagement, Accountability, Discipleship.

### Leadership at the College

The senior College leaders are responsible for the management and leadership of their teams and are expected to be active members of the College's Leadership Team (CLT). Members of the CLT are required to honour the College vision, purpose, motto, beliefs and values.

In line with our values, leadership at Prendiville Catholic College is considered to be a privilege; it is a position of service, not power. We are here to **serve**, **lead** and **inspire** the PCC community through the provision of authentic leadership and effective management.

**'Christ my Shepherd'**

Our inspiration is 'Christ the Shepherd' and our leadership will:

Originate from within us and be an expression of our faith and willingness to serve others

Be about influencing and inspiring others to reach their greatest potential

Be supportive, collaborative, consultative, compassionate and empathetic of and with others at all times

Develop a rich learning environment

Build professionalism and management capability

Encourage leadership actions and aspirations in others

## Values

All leaders at the College must be a witness in living and promoting the Catholic values of the College. They must understand the implications of the mandate set for Catholic schools by the Bishops of WA. In working with others, members of the CLT will be:

Courteous	Compassionate	Respectful
Collaborative	Empathetic	Supportive
Consultative	Non judgmental	Trustworthy

## Collective Responsibilities

The **collective responsibilities** of members of the CLT are to:

- Promote the Catholic Faith within and outside the College community
- Show care and compassion for others in the College community
- Encourage others by demonstrating our enthusiasm, passion and commitment in all that we do
- Be role models as leaders of the College community and as teachers in the classroom
- Role model exemplary professional standards
- Be learners who engage in professional development and lead and inspire others to do the same
- Keep abreast of current research related to education and learning
- Share good practices with others and encourage the adoption of these by others
- Facilitate evidence-based improvement within the College

The CLT is collectively responsible for ensuring Prendiville Catholic College has an *Expert Teaching Team* and there is *Engagement with the School Community* from the College Strategic plan called '***Beyond 30: Strategic Directions***'.

## Organisation

All members of the CLT report directly to the Principal. The Vice Principal must work closely with the rest of the CLT. They will lead the Teaching and Learning Council (comprising the House Coordinators and Heads of Learning areas) within the College. All staff should be able to contact the Vice Principal about matters relating to:

- College management such as College Calendar, College reviews and audits.
- Staff management such as staff meetings, duty rosters and teacher relief.
- Staff wellbeing such as staff induction, staff bulletins, workload, professional learning and leave requests.
- Professional learning such as professional learning days, professional learning requests, Educator Impact, staff appraisals and practical students.
- Year 7 and 8 related issues and management.
- Year 7 and 8 Teaching and Learning.

## Purpose of the Role

The Vice Principal supports the Principal in the leadership of the school and assumes the role of Acting Principal in the absence of the Principal. As a member of the College Leadership Team, the Vice Principal collaborates with and shares with the College Leadership Team in the authority and responsibility of the Principal in the overall leadership and management of the College. The Vice Principal is also delegated to exercise direct responsibility in specifically designated areas, including teaching and learning, staff and professional development, whilst collaborating with the Business Manager and Deputy Principals, as required.

The Vice Principal is a senior teacher, administrator and leader, and in this capacity, is expected to provide a strong model for other teachers. Therefore, in addition to administrative duties, the Vice Principal will be required to undertake a teaching role, preferably teaching Religious Education. This will reflect the balance between staffing requirements and role responsibility as negotiated with the Principal.

The role also aligns with the strategic direction of **Learning, Engagement, Accountability and Discipleship** ensuring the College provides the best environment for the intellectual, emotional and spiritual development of every student in the Foundation Years (Years 7 and 8) so each has the best possible chance to reach their greatest potential.

As a member of the CLT, the Vice Principal will:

- Participate in decision-making, and assist in developing policy and maintaining procedures within the College in line with Catholic Education WA's (CEWA) policies and guidelines.

- Work closely and collaboratively with the Principal and other CLT members to develop and implement the Strategic Plan and Annual School Improvement Plan.

- Manage various College management and staff management tasks in consultation with the Deputy Principals

- Lead the Teaching and Learning Council to drive school improvement.

- Lead and manage professional learning for College staff.

- Promote Christian leadership and unity of purpose amongst all staff in the College.

- Direct and co-ordinate the development and implementation of curriculum appropriate to students in the Foundation years, in collaboration with the Deputy Principal Curriculum and Academic Standards, the Director of Diversity and Excellence, the Head of VET and Transition Services and the Careers Coordinator.

- Assist the Deputy Principal (Curriculum and Academic Standards) to ensure the appropriate timetabling and/or structuring of classes for the whole of College within the parameters set by the Principal.

- Oversee to the daily management issues such as teacher relief, staff bulletins, staff duty rosters and examinations (including NAPLAN, OLNA, WACE and ATAR examinations).

- Develop and maintain a high level of knowledge and understanding of teaching pedagogy, especially in relation to methodologies appropriate to years 7 and 8 (including use of ICT and innovative practices).

Work with the Deputy Principal (Pastoral Care and Formation Years) to develop, implement and review the pastoral care program appropriate to students in the Foundation years, incorporating approaches to discipline and student support.

Work with the Director of Mission and Identity to promote the integration of Catholic values across all areas of College life.

Work with the Director of Diversity and Excellence to ensure our College is a place of inclusion.

## Key Responsibilities and Duties

The overarching responsibility of the **Vice Principal** is to manage the daily running of the College and staff, manage professional learning for College staff and oversee the vision for learning in the Formation Years of Years 7 and 8. They are primarily responsible for the components of *Expert Teaching Team*, *Accountability and Pastoral Care of Staff* from '**Beyond 30: Strategic Directions**'.

Key Responsibility	Desired Outcome
<b>Learning – Explicit Improvement Agenda</b>	
<p>Assist in the development and implementation of the College Strategic Plan</p> <p>Create, review and update the following policies, as required:</p> <ul style="list-style-type: none"> <li>- Professional Learning Policy</li> <li>- Teacher Workloads Policy</li> <li>- Leave Policy</li> </ul> <p>Assist in the creation, review and update the following policies, as required:</p> <ul style="list-style-type: none"> <li>- Uniform Policy</li> <li>- ICT User Policy</li> <li>- Homework Policy</li> <li>- Selection of Texts Policy</li> <li>- Bullying and Harassment Policy</li> <li>- Behaviour Management Policy</li> <li>- Behaviour Records and Detention Policy</li> <li>- Critical Incident Reporting Policy</li> </ul>	<p>Goals, strategies and targets in relation to the academic improvement agenda, including Systematic Evangelisation Planning, Integrating Catholic Faith and Culture and Pastoral Care of staff and Students</p>
<b>Learning – Expert Teaching Team</b>	
<p>Develop, maintain and implement a professional learning plan</p> <p>Organise school based professional learning days</p> <p>Manage professional learning requests</p> <p>Maintain professional learning and accreditation records</p>	<p>Comprehensive Professional Learning Plan</p> <p>All graduate teachers complete the two-year Beginner Teacher Programme offered by CEWA</p> <p>Increase in number of staff who meet WA Professional Teaching Standards</p> <p>All staff participate in Educator Impact</p>

Key Responsibility	Desired Outcome
<p>Ensure all teachers are aware and actively support the WA Professional Standards for Teaching as outlined by the Teachers Registration Board of WA</p> <p>Ensure all graduate teachers will take part in the PCC Beginner Teacher Programme</p> <p>Review Educator Impact as a method for staff evaluation against the Australian Institute for Teaching and Learning (AITSL) standards</p> <p>Facilitate the mentoring system for new staff, graduate and beginner teachers, Middle Leaders, leaders and staff.</p> <p>Manage assignment of practical student teachers</p> <p>Manage staff appraisal process and improvement plans</p>	<p>Majority of staff are involved in coaching and mentoring relationships</p> <p>PL time is included in Learning Area meetings</p> <p>Increase in the number of onsite after hours PL opportunities</p> <p>Increase collaboration in PL with neighbouring Catholic Colleges</p> <p>Continued development of College LIFE program.</p>
<b>Learning – Culture that Promotes Learning (Years 7-8)</b>	
<p>Ensure the quality and completeness of reporting of student achievement, consistent with College policy</p> <p>Liaise with, and mediate between students, teachers and parents on serious matters of student behaviour</p> <p>Monitor patterns of absenteeism in the and proactively intervene where necessary in collaboration with Pastoral Care Advisors and House Pastoral Leaders.</p>	<p>Enhanced student learning and motivation</p> <p>Maintain overall attendance rate above 93%</p> <p>Progressive reduction in the number of students who are chronically absent</p>
<b>Learning – Systemic Curriculum Delivery (Years 7-8)</b>	
<p>Ensure all teachers and leaders are cognisant with the Australian Curriculum</p> <p>Maintain and annually review the curriculum delivery plan for the Foundation Years</p> <p>Support the focus on improving literacy and numeracy in the Foundation Years</p>	<p>Curriculum plans are reviewed annually</p> <p>Evidence-based teaching practices are embedded in the curriculum delivery in the Formation Years</p> <p>Assessment and reporting procedures are aligned to curriculum delivery plans for the Formation Years</p> <p>Year 9 students improve on Year 7 NAPLAN results</p>
<b>Learning – Effective Pedagogical Practices (Years 7-8)</b>	
<p>Staff are effectively utilising best practice 21st Century Pedagogy</p> <p>Learning Area space plans and ICT plans meet the needs of students and staff</p>	

Key Responsibility	Desired Outcome
<b>Accountability – Pastoral Care of Students (Years 7-8)</b>	
<p>Initiate and co-ordinate the induction of students and relevant staff, including Year 7 orientation, Year 7 Parent Information Night and other events</p> <p>Initiate and co-ordinate other special events in Year 7-8.</p> <p>Work with the Pastoral Care team to develop, implement and review the pastoral care program for students</p>	<p>All students express a sense of belonging and support</p> <p>New initiatives and events to welcome new students and promote pride in the College</p>
<b>Discipleship – Systematic Evangelisation Planning (Years 7-8)</b>	
<p>Support the Director of Mission and Identity to implement appropriate opportunities for staff and students to celebrate or reflect their Catholic faith e.g. Mass, liturgies, prayer</p>	
<b>Accountability – Pastoral Care of Staff</b>	
<p>Provide input to policies and practices that promote a positive climate amongst staff</p> <p>Maintain open lines of communication with staff, including staff meetings and staff bulletins</p> <p>Manage staff induction process, House and buddy allocation</p> <p>Manage staff work schedules, duty rosters, relief teaching and leave requests</p> <p>Monitor and report on unplanned staff absences</p>	<p>Staff wellbeing programme delivered which addresses the spiritual, social, physical, psychological and emotional wellbeing of staff</p> <p>Regular opportunities for staff to express their needs, interests, concerns and expectations</p> <p>All new staff feel welcome, supported and involved</p> <p>Reduction in the number of unplanned absences</p>

## Associated Management Tasks

These tasks include, but are not necessarily limited to:

College Management	Staff Management	Staff Wellbeing	Professional Learning
<ul style="list-style-type: none"> <li>College Calendar</li> <li>College reviews and audits</li> <li>Oversee daily admin</li> <li>Code of Behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Staff Meetings</li> <li>Duty rosters</li> <li>Oversee Teacher relief</li> <li>Manage staff co curricular</li> <li>Staff bulletins</li> </ul>	<ul style="list-style-type: none"> <li>Staff Induction with Director Mission and Identity</li> <li>Staff House Allocation</li> <li>Leave requests</li> </ul>	<ul style="list-style-type: none"> <li>Professional Learning Days</li> <li>Staff appraisals</li> <li>Practicum Students</li> <li>Growth coaching program</li> </ul>

Learning Culture	Curriculum Delivery	Pastoral Care	Other
<ul style="list-style-type: none"> <li>• Year Group Reporting</li> <li>• Year Group Behaviour Management</li> <li>• Study Centre Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Year Group Booklists</li> <li>• ICT innovations</li> <li>• Pedagogy development</li> </ul>	<ul style="list-style-type: none"> <li>• Year 7 Orientation</li> <li>• Year 7 and 8 Pastoral Care Management</li> <li>• Year 7 and 8 Assemblies</li> <li>• Year group events</li> </ul>	<ul style="list-style-type: none"> <li>• SEQTA management</li> <li>• Year 7 Parent Information Night</li> <li>• Subject Counselling</li> </ul>

The management tasks for all College Leadership Team members will be finalised in consultation with each other. In addition to the management tasks described above, the Vice Principal will be required to undertake a classroom, teaching role. This will reflect the balance between staffing requirements and priorities as negotiated with the Principal. Other duties may be required by and negotiated with the Principal.

## Key Challenges & Complexities

The critical challenges faced in delivering this role in the context of the responsibilities highlighted above are:

Ability to interface and work collaboratively with the rest of the CLT, particularly with regard to integrating the Catholic context across all educational programmes.

Leadership of the Teaching and Learning Council.

Develop a professional learning policy and implement a professional learning plan that is research-based and accommodates contemporary trends in education.

Managing the complexity of the various daily activities and responding to changes at short notice.

Managing staff requests and potential conflicts of interest.

Flexibility to respond to the changing needs of the College, including embracing any necessary role and scope changes.

Ability to interface and work collaboratively with the other Deputy Principals, the rest of the CLT, HOLAs, HOCOs, Pastoral Care Team.

Flexibility to respond to the changing needs of the students and staff in the Foundation Years.

Ability to foster the holistic (academic, character and faith) development of students in their Foundation years.

Ability to ensure students feel a sense of identity, belonging, curiosity and discovery in their Foundation Years.

**Short description**

**Relevant to**

**Authority**

**Responsible officer**

**Responsible office**

**Date introduced**

**Date(s) modified**

**Next scheduled review date**

**Legislative and system requirements**

**Related College documents**

Position Description

Vice Principal

This position description reflects the senior status of this role as primarily deputising for the Principal. It is the result of a realignment and restructure of the senior leadership of the College, one that reflects its ongoing growth and development.

Principal

Administration

September 2017

September 2018

CECWA Guidelines for Catholic Schools

EBA CURRENT

Quality Catholic School Improvement Framework

College Strategic Goals – Beyond 30