POSITION DESCRIPTION

DEPUTY PRINCIPAL - CURRICULUM AND LEARNING

School Vision

Calvin Christian School is committed to working in partnership with parents to provide students with excellence in Christian education in the context of the 21st century, such that they are prepared to successfully meet the challenges of living and relating in ways that honour Jesus Christ in an increasingly complex and changing world.

In seeking to provide a Christian education, Calvin recognises the pre-eminence of Jesus Christ in all things and encourages students to honour Him in all areas of life and living. It is the school’s desire for the education it provides to be transformational.

As a Christian school, excellence is an expression of faithful stewardship where teachers seek to make full use of what God has given to them by way of gifts, talents and abilities so that students can fully realise the potential God has given each of them.

Rationale for the Role

According to the Calvin Strategic Plan:

- Leadership at Calvin Christian School secures the presence of God, and the practice of our faith as central to our community. Our community is a place of belonging, and then a place of learning. We exist to assist children and staff find and walk in their identity in Christ. Leadership must foster a sense of community. In community people are called always to become more. The leadership of the school frames, models and enables love as the heart of our endeavours.

- The school leaders articulate a clear and inspiring vision of the school, and ensure that planning is strategically effective and operationally efficient.

The Deputy Principal - Curriculum and Learning supports the Principal in establishing the desired learning environment in the school. This culture that we desire should manifest the love and unity expected within a Christian community. This environment ensures the success of our school vision.

The Deputy Principal - Curriculum and Learning is a central figure in supporting the Principal in the creation of this climate within the K-12 School. Working closely with the Principal, the Deputy Principal leads, develops and drives the execution of initiatives aligned to achieving the values, vision, mission and strategic objectives of Calvin Christian School.

This will require the Deputy Principal - Curriculum and Learning to accept the primary initiative for ensuring that events are organised, programmes are documented, that delegation occurs as necessary, and that arrangements are clearly communicated through the regular channels, and on an ad-hoc basis as required.

The Deputy Principal is also delegated to exercise direct responsibility in specifically designated areas, including innovation in teaching and learning, quality improvement processes, staff and professional learning. As a leader committed to enriching educational opportunities for students, the Deputy Principal will identify, enable, facilitate and implement continuous improvement and achievement of projects and initiatives.

Whilst the primary responsibilities of the position are articulated, it is expected that the incumbent will engage with the wider School Community and participate fully in events and activities, playing an ambassadorial role as a senior representative of Calvin Christian School.

Reporting

The Deputy Principal - Curriculum and Learning reports directly to the Principal. In a genuine Deputy Principal capacity, the position provides trusted advice, support and thought leadership on a range of strategic and operational matters.

The Deputy Principal - Curriculum and Learning is a member of the School Senior Management Team, which is also comprised of the Principal (Chair), Deputy Principal - Primary, Deputy Principal - Curriculum and Learning, and the Dean of Student Welfare.
The Deputy Principal - Curriculum and Learning will chair the Teaching and Learning Committee, which is comprised of the Heads of Department (Humanities, Maths, Science, Creative Arts, Technology, Health and PE), the Senior Librarian, and the Primary School Key Learning (KLA) leaders. This group currently meets fortnightly.

The Deputy Principal - Curriculum and Learning will be a member of the Timetable Committee, which is comprised of the Principal, the Deputy Principal (Curriculum and Learning), the Deputy Principal - Primary, and the Head of Mathematics, Rupert Lineage.

**Desired Personal Qualities**

- Love Jesus and be sensitive to the work of the Holy Spirit;
- Manifest the core values of the Christian life;
- Exhibit high personal standards;
- Possess a strong ability to employ professional dialogue that is based on relational trust;
- Possess the strength of character to confront errant attitudes and action in staff, students, and parents;
- Possess a strong work ethic;
- Appreciate the place and timing of fun and a sense of humour;
- Demonstrate grace in difficult situations;
- Demonstrate intelligence and the capacity to accept new ways of doing things, and stimulating creativity and innovation in others;
- Possess a natural attention to detail, especially under pressure.

**Desired Professional Abilities**

The Deputy Principal - Curriculum and Learning will be an outstanding classroom teacher, and possess:

- Excellent communication skills in both formal and informal settings;
- High levels of skill in conflict resolution;
- Well-developed skills in being assertive without confronting;
- Well-developed emotional intelligence;
- The ability to see more than one perspective to a situation;
- A love for children, and a strong orientation towards people;
- Well-developed attention to detail.

**Specific Areas of Responsibilities**

**Strategic Leadership**

- Provide leadership to the school staff through the expression of the values consistent with those of our ethos, and in particular an encouraging spirit, an acceptance of responsibility, a resilience, and willingness to problem-solve.
- Play an active role in the development and implementation of the current and future strategies and objectives.
- Promulgate and promote key strategic objectives to all staff, ensuring that there is understanding, engagement and participation at all staff levels.
- Develop, recommend, implement and monitor quality assurance processes regarding teaching and learning, staff learning and pastoral care.
- Encourage and maintain a climate of quality and excellence through being the guardian of the “customer experience” within the School and the development of collaborative relationships with internal and external stakeholders.
- Respond strategically and proactively to the changing education sector, lead innovation collaboratively and model a positive approach to change.
- Build the school culture at every opportunity.
- Maintain high standards and to exhort the same from the teaching staff.
- The Deputy Principal - Curriculum and Learning may be required to deputise for the Principal in his absence, and so he/she should be prepared and capable of representing his perspective without warning.
- To connect the teaching and learning culture to the goals in the School Strategic Plan.
Educational Leadership

• Promote teaching and learning as the core business of the School, facilitating and fostering a learning climate for staff and students.
• Facilitate the development and growth of a high performance culture of continuous improvement and individual merit.
• Ensure school effectiveness research is undertaken in order to promote and sustain school improvement, ensuring the development of appropriate quality assurance and review strategies.
• Lead and facilitate measures to achieve best practice in relation to the learning and teaching processes, as well as high quality models of assessment and reporting.

Staff Leadership and Management

• Monitor and evaluate staff performance, succession planning, recruitment, induction and professional learning and relevant training for all staff.
• Promote a strong working relationship between teaching and non-teaching staff to deliver strong outcomes for students, staff and the School community.
• Foster a positive and dynamic working environment by developing a team approach, ensuring open communication, transparent and effective decision-making and collaborative work practices.
• Address and resolve matters of performance and conduct, in accordance with School policies, procedures and values.
• Encourage or demonstrate effective communication within and beyond the School community, including keeping staff informed about relevant decisions and issues.

Academic Leadership

• Working with the Teaching and Learning Committee to build and sustain:
  • A clearly articulated Calvin Philosophy of Learning, and to see it implemented uniformly;
  • A strong academic system that actively supports each student;
  • High levels of programme documentation, such that we are perpetually ready for audits and school registration.
  • A coherent, integrated curriculum framework from K-12.
  • Identify, and provide targeted professional development as required.
• Collaborate with the Principal and Heads of Department to develop a comprehensive and systematic collection of data that can guide the analysis of student learning outcomes, including developing a historically orientated analysis of Calvin’s TQA performance.
• Organise the internal and external examinations including rooms, time-tables, supervision rosters, and oversight of examination paper preparation and security.
• Work with the Principal to ensure that procedures are in place and carried out, for the ongoing evaluation and development of subject curricula by Heads of Department.
• Be aware of new curriculum trends and raise suitable issues with the Principal and senior staff when appropriate, with a view to improve the School's curriculum.
• Oversee students selecting subject pathways and to ensure that students are enrolled in subjects in which they meet the prerequisites and have a strong opportunity to perform, and to ensure that parents are advised of any concerns in this regard.
• Advise the Principal on staffing needs.
• Act when delegated to as the School’s Tasmanian Certificate of Education Co-ordinator;
• Work closely with the Principal in achieving compliance with the requirements of Registration as required by the Schools Registration Board.
• Lead, manage, and oversee the progress of the Learner Support programme, ensuring that the requirements of the Discrimination Act and Disabilities Framework are being achieved.

Organisational Leadership and Management

• Clearly understand the vision for the School and adopt it as part of daily practices, the development of policies and procedures, and when working with teams to implement improvement strategies.
• In the absence of the Deputy Principal - Curriculum and Learning, the Deputy Principal - Curriculum and Learning will be required to receive early morning calls from staff who are unexpectedly unable to attend school. In this, the Deputy Principal - Curriculum and Learning will be supported by the Database Officer.
• Ensure that school events within this portfolio are planned with accuracy and in a timely way, giving staff, parents, and students the opportunity to be well prepared and aware of their requirements and expectations.
• Promote and model health and safety across the School, with an emphasis on staff and student health.
and wellbeing and compliance with WH&S requirements (including safe work practices).

- Maintain a regular schedule of meetings with direct reports to monitor students’ academic progress and pastoral care, ensuring that parents are effectively involved where concerns are raised.
- Act as a point of escalation in matters of discipline, performance and interpersonal conflict (in support of other leaders).

### Specific Events and Tasks

- Contribute relevant items to the Staff News each week to alert all staff to upcoming events.
- Recommend to the Principal any staff member who does not alter their behaviour and/or standards of performance after being spoken to. This could result in Performance Management steps being taken.
- Liaise with the Principal, the Deputy Principal - Curriculum and Learning over the establishment of reporting timelines.
- Conduct staff appraisals as required by the Principal according to the policies of the school;
- Undertake such other duties as requested by the Principal from time to time.

### Financial and Resource Management

- In conjunction with the Principal, manage the financial outcomes of the School through effective engagement in the budget setting process and on-going monitoring and management of expenditure.
- Take an active role in project management and monitoring of outcomes across major projects, building and maintenance initiatives.

### Other

- Maintain a strong presence in both the parent community (by acting as an ambassador of the School by leading and being actively involved in key events for parents throughout the year including Parent Teacher Interviews, Information Nights, Speech nights and so on) and the wider education community.
- Maintain a practising role in the teaching program.
- Other responsibilities as required by Principal from time-to-time.

### Accountability and Extent of Authority

- Employ interpersonal and relationship building skills to ensure the ability to effectively negotiate, resolve conflict, motivate and engage staff within the School.
- Performs tasks within the limits of operational policies and procedures.
- Authorises expenditure within the approved budget.
- Solves day-to-day problems in accordance to operational directions, guidelines and procedures.
- Makes independent and appropriate decisions as they relate to the operation of the School in alignment with principles underpinning School values and strategic objectives.
- Seeks guidance and authorisation as appropriate when undertaking tasks which are not routine to the role.

### Key Performance Indicators

- Expressing public loyalty to the leadership of Christian Schools Tasmania, the position of the Principal, and the school vision.
- Maintaining absolute confidentiality.
- Resolve conflict using the Biblical principles Matthew 18:15-16.
- Providing regular and accurate feedback to the Principal about the operation of the school.
- Events are organised with more than adequate time and the arrangements are expressed in detail.
- Not entering into gossip.
- Clarity of communication.
- In meetings to express your point of view without fear or favour, and to do so in a clear, honest and reflective manner.
- Achieve compliance with appropriate National and State laws, and Calvin policies and procedures.
- Staff News is to be published on time and be accurate.
- Such measures and evidence that will be mutually agreed upon at the annual appraisal meetings.
Review

The performance of the incumbent will be reviewed annually both informally on an on-going basis, and formally at the conclusion of each Term 3.

Terms and Conditions

The Deputy Principal - Curriculum and Learning will be on an Executive Management contract, and this includes the requirements of:

- A school working day from 8 a.m. till 5 p.m.;
- The Deputy Principal - Curriculum and Learning is expected to teach in his/her discipline;
- A release time of no less than .33 FTE;
- A working year of 44 weeks. The Deputy Principal - Curriculum and Learning is expected to attend school in the week prior to the staff returning in January, and all official school professional development days;
- The usual salary sacrifice options as approved by the Australian Taxation Office are available as part of a contract.

This Position Description is a guide only and is not intended to be an exhaustive or exclusive list of the duties of this Position. It is subject to review and modification by the Principal at any time in response to the changing needs of the School.

Signature ____________________________________ (Date) _____________________
Deputy Principal (Curriculum and Learning)

Signature ____________________________________ (Date) _____________________
Principal