

**DEPARTMENT OF EDUCATION WESTERN AUSTRALIA  
JOB DESCRIPTION FORM**

<b>School Education Act 1999</b>	<b>Salaries/Agreement/Award</b> The School Education Act Employees' (Teachers and Administrators) General Agreement 2011 or as replaced
<b>Group:</b> Schools	<b>Effective Date of Document</b> 25 September 2014
<b>Directorate:</b> Education Regions	
<b>Branch:</b> Schools	
<b>Section:</b>	

**THIS POSITION**

**Title:** Principal Senior College - Metropolitan

**Classification:** Level 6

**Position No:** Generic

**REPORTING RELATIONSHIPS**

**For non-IPS**

**TITLE:** Deputy Director General Schools  
**LEVEL:** DEPDGS  
**POSITION NUMBER:** 00018864

**TITLE:** Regional Executive Director  
**LEVEL:** RAEXDR  
**POSITION NUMBER:** Various

**For IPS**

**TITLE:** Director General  
**LEVEL:** Group 4 Max  
**POSITION NUMBER:** 00011814

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Principal Senior College - Metropolitan	Level 6	Generic	25 September 2014

## CONTEXT

The Department of Education is Western Australia's largest employer with approximately one third of the Government workforce in some 800 worksites across the State. The Department's annual budget is approximately \$4.5 billion.

The major objectives of the Department are to achieve excellence in the public school system and to provide access for all Western Australian students to a quality education irrespective of their background or geographical location.

The Department is committed to achieving these objectives by:

- attracting and retaining a highly skilled and capable workforce;
- supporting all learners to achieve their full potential, including those with special educational needs and interests; and
- ensuring all public schools maintain excellence in the quality of education and the teaching and learning environment.

The principles underpinning the Department's objectives for the public school system in Western Australia are:

- working collaboratively to achieve outcomes;
- accepting responsibility and accountability for the achievement of outcomes;
- enabling flexible, innovative and diverse work practices; and
- promoting confidence in the professional judgement of the Department's staff.

The Department operates within a framework of principles and values that are applied in all decision-making contexts. These are:

- a culture of learning and excellence;
- an expectation of accountability and action;
- a commitment to partnerships, professional collaboration and stakeholder involvement; and
- an environment in which diversity and equity are valued.

Further context about the particular school in which the vacancy is being advertised is available on the Department's website. Please visit <http://www.det.wa.edu.au/schoolsonline/home.do> and enter the school name in the *Find a School* field.

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## ROLE

Key responsibilities of the principal are outlined below.

### Student Achievement and Wellbeing

- ensures the school delivers education programs that enable students to achieve appropriate standards, taking into account the school's context;
- ensures there is a safe, orderly and inclusive learning environment;
- sets out in a school/business plan the school's objectives, priorities and achievement targets, and the major strategies that will be used to improve the school's performance; and
- regularly reviews, and reports on the school's performance through the annual school report.

### Staff Development and Management

- monitors the levels of staff satisfaction with the leadership and responds where needed;
- operates as an effective instructional leader;
- manages change effectively including conflict management;
- encourages an appropriate level of staff engagement in decision-making;
- encourages and supports innovation in educational practice; and
- builds the capacity of staff through appropriate professional development and performance management.

### Resource Management and Governance

- deploys the school's resources to maximise the educational performance of the school in accordance with Public Sector legislative requirements (e.g. *Financial Management Act 2006*, *Public Sector Management Act 1994*; *Occupational Safety and Health Act 1984*);
- ensures the school operates within all relevant legislation, industrial agreements and awards;
- complies with Government and Department policies and initiatives;
- complies with the Department's School Audit processes, and practices appropriate risk management according to Government standards;
- provides data the Department requires to meet its state-wide reporting obligations; and
- complies with all agreements between the Australian and Western Australian Governments.

### Community Engagement

- monitors community satisfaction with the school and responds to the findings as appropriate;
- establishes and enables the School Council/Board to fulfil its function effectively;
- encourages and enables parents to be engaged in their children's education; and
- develops relationships with community organisations and agencies to benefit students and education provision.

### Program Delivery

- meets the requirements associated with the delivery of any special programs hosted by the school on behalf of the system (e.g. Gifted and Talented programs, Intensive English Centres, etc); and
- addresses any directions for school improvement.

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## OUTCOMES

The following principal professional practice outcomes are sought, ensuring every opportunity is available for quality learning and success for all students, as detailed in the *National Professional Standard for Principals* (July 2011).

1. Effective teaching is achieved through the promotion of a positive culture of challenge and support that develops enthusiastic, independent learners, committed to life-long learning.
2. High expectations are set for the whole school and achieved through careful collaborative planning, monitoring and review of the effectiveness of learning.
3. High standards of behaviour and attendance are evident, with active student engagement.
4. The school has a professional learning community focused on the continuous improvement of teaching and learning, and all staff are supported to achieve high standards and develop their capacity through the management of performance, ongoing professional learning and regular feedback.
5. Commitment to ongoing personal professional development, health and wellbeing is given in order to manage the complex range of capabilities and actions required in the role.
6. Clear, evidence-based improvement plans and policies for the development of the school and its facilities are produced and implemented collaboratively.
7. Leading and managing innovation and change to ensure the school's vision and strategic planning is put into action across the school and goals are achieved.
8. A range of data management methods and technologies is used to efficiently organise and manage the school's resources and staff, providing an effective and safe learning environment, including appropriate delegation of tasks and monitoring of accountabilities.
9. Successful management of the school is built through effective collaboration with the School Council/Board, parents, networks and others.
10. A culture of high expectations is achieved that takes account of the school's wider community, the education systems and sectors, developing and maintaining positive partnerships with students, families and carers, and all those associated with the school's broader community.
11. An ethos of respect exists, taking account of the intellectual, cultural, moral, social, health and wellbeing of students.

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## SELECTION CRITERIA

The following selection criteria are the five professional practices particular to the role of a principal identified by the *National Professional Standard for Principals (July 2011)*.

In addressing the following selection criteria, applicants are also expected to illustrate their capacity in the three leadership requirements detailed in the *National Professional Standard for Principals*: “vision and values; knowledge and understanding; and personal qualities, social and interpersonal skills”.

1. Effective leadership in teaching and learning
2. Developing self and others
3. Leading improvement, innovation and change
4. Leading the management of the school
5. Engaging and working with the community

## ELIGIBILITY

### Employees will be required to:

- hold a recognised teaching qualification and be currently registered or eligible for registration to teach in Western Australia;
- obtain a current Department of Education Criminal Record Clearance prior to commencement of employment;
- obtain or hold a current Working with Children Check; and

## TRAINING

### Employees will be required to:

- complete the Department’s induction program within three months of commencement; and
- complete any training specific to this role required by Departmental policy; and
- complete the Department’s training in Accountability and Ethical Decision-Making within six months of appointment.

Applicants currently employed by the Western Australian Department of Education may wish to demonstrate they have undertaken leadership programs conducted by the Institute for Professional Learning, including the Public School Leadership Program. Applicants from outside the Department may identify in their curriculum vitae any professional learning related to leadership.

## CERTIFICATION

**The details contained in this document are an accurate statement of the duties, responsibilities and other requirements of the position.**

## ENDORSED

**DATE** 25 September 2014

**TRIM REF #** F7191508