

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

<b>School Education Act 1999</b>	<b>Salaries/Agreement/Award</b> Teachers (Public Sector Primary and Secondary Education) Award 1993, The School Education Act Employees' (Teachers and Administrators) General Agreement 2014 or as replaced	
<b>Group:</b>	<b>Schools</b>	<b>Effective Date of Document</b> 25 August 2017
<b>Region:</b>	<b>Regions</b>	
<b>School:</b>	<b>Schools</b>	

**THIS POSITION**

**Title:** Principal Agricultural College  
**Classification:** Level 5  
**Position No:** Generic

**REPORTING RELATIONSHIPS**

**TITLE:** Director General  
**LEVEL:** Special Division Band 1  
**POSITION NUMBER:** 00011814

TITLE	CLASSIFICATION	POSITION NO	EFFECTIVE DATE
Principal Agricultural College	Level 5	Generic	25 August 2017

## CONTEXT

The Department of Education is Western Australia's largest public sector employer with approximately 45,000 staff or one third of the Government workforce in around 800 worksites.

We provide a system of public schools in which our aim is to ensure that every school is a good school, every teacher is effective and every student is successful.

The Department's other key responsibilities include:

- regulation of non-government schools in accordance with Part 4 of the School Education Act 1999
- administration of state funding to non-government schools
- higher education policy and planning
- legislative reviews
- providing Secretariat services to the Teacher Registration Board of Western Australia, the Training Accreditation Council and the School Curriculum and Standards Authority.

The principles underpinning the Department's operations 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
- promoting confidence in the professional judgement of the Department's staff.

All Department actions are guided by four core values: Learning, Excellence, Equity and Care.

For further information, please visit: <https://www.education.wa.edu.au/web/our-organisation/home>.

The Western Australian College of Agriculture is a system of residential schools that provides a dedicated program of study in agricultural education for male and female students in Years 10, 11 and 12. The campuses operate commercial sized farms, extensive education and training resources and are Registered Training Organisations.

Each campus employs administration and teaching staff, vocational trainers and assessors, business managers, farm managers and technical officers - agriculture, catering and residential staff. About 90 to 95 per cent of students are residential students.

All campuses offer full-time programs of study where students complete a range of courses leading to the Western Australian Certificate of Education and units of competence from Industry Training Packages. The College delivers nationally recognised vocational qualifications that focus on agriculture and also include horticulture, viticulture, equine, aquaculture, forestry, building construction, metals and engineering, furnishing and automotive.

Supporting the courses is a unique and close relationship with the agricultural industry and local community through long-established agricultural advisory committees. Farming operations of the College are subject to advice from community members through a local Agricultural Advisory Committee, of which the principal is a member. While the farm operates initially to provide a meaningful context for the College's education and training program, its commercial viability is also a key objective.

Full-time residential facilities are provided and students are expected to live on-site in order to pursue the full education and training program. There is significant integration of residential and education and training programs that necessitates increased flexibility in the timetable. Typically, there is an extension of the College day in order to meet the requirements of the agriculturally based curriculum, which includes normal farm management.

<b>TITLE</b>	<b>CLASSIFICATION</b>	<b>POSITION NO</b>	<b>EFFECTIVE DATE</b>
Principal Agricultural College	Level 5	Generic	25 August 2017

Pastoral care and mentoring programs, complemented by a wide range of recreational and extra curricular activities, are essential components of the education and training program. Students have access to many recreational, sporting and cultural excursions on evenings and weekends.

Further context about the particular college 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 college name in the *Find a School* field.

**Particular Conditions of Service in this Position**

The Principal is entitled to a designated Band 4 allowance for the organisation, control and running of a school with a residential wing.

Housing is provided to enable the Principal to fulfil a shared (50:50) role outside usual instructional hours with the Residential Hostel Manager to attend to unforeseen and urgent management matters in relation to residential boarding operations and issues concerning student welfare and behaviour.

TITLE	CLASSIFICATION	POSITION NO	EFFECTIVE DATE
Principal Agricultural College	Level 5	Generic	25 August 2017

## ROLE

Key responsibilities of the principal are outlined below.

### Student Achievement and Wellbeing

- ensures the college 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 college /business plan the college's objectives, priorities and achievement targets, and the major strategies that will be used to improve the college's performance
- regularly reviews, and reports on the college's performance through the annual college 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
- builds the capacity of staff through appropriate professional development and performance management in accordance with the Public Sector Performance Management Standard and Departmental policy
- monitors and manages staff leave entitlements to ensure accrued leave is cleared within a reasonable timeframe and in accordance with relevant awards, agreements and Departmental policy.

### Resource Management and Governance

- deploys the college's resources to maximise the educational performance of the college 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 college 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
- complies with all agreements between the Australian and Western Australian Governments.

### Community Engagement

- monitors community satisfaction with the college and responds to the findings as appropriate
- establishes and enables the College 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 college on behalf of the system (e.g. Gifted and Talented programs, Intensive English Centres, etc)
- addresses any directions for college improvement.

TITLE Principal Agricultural College	CLASSIFICATION Level 5	POSITION NO Generic	EFFECTIVE DATE 25 August 2017
---	---------------------------	------------------------	----------------------------------

## 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 *Australian 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. Accrued leave of staff is managed effectively.
6. 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.
7. Clear, evidence-based improvement plans and policies for the development of the school and its facilities are produced and implemented collaboratively.
8. 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.
9. 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.
10. Successful management of the school is built through effective collaboration with the School Council/Board, parents, networks and others.
11. 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.
12. An ethos of respect exists, taking account of the intellectual, cultural, moral, social, health and wellbeing of students.

<b>TITLE</b> Principal Agricultural College	<b>CLASSIFICATION</b> Level 5	<b>POSITION NO</b> Generic	<b>EFFECTIVE DATE</b> 25 August 2017
--	----------------------------------	-------------------------------	---

## SELECTION CRITERIA

The following selection criteria are the five professional practices particular to the role of a principal identified by the *Australian 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 *Australian 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:

- reside on the school/college site in rent-free housing, inclusive of connection and consumption charges for utilities.
- 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; and
- hold or obtain a current Working with Children Check.

## TRAINING

### Employees will be required to:

- complete the Department’s induction program within three months of commencement;
- complete any training specific to this role required by Departmental policy; and
- complete the Department’s training in Accountable 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 August 2017**

**TRIM REF # D17/0360370**