Principal High and Senior High School

Position number	Generic
Agreement	Teachers (Public Sector Primary and Secondary Education) Award 1993, The School Education Act Employees' (Teachers and Administrators) General Agreement 2014
Classification	Level 6
Reports to	**TITLE:** Director General **LEVEL:** Special Division Band 1 **POSITION NUMBER:** 00011814

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

Further context about the particular school or college in which the vacancy is being advertised is available in the Overview of the School Context attached to the advertisement.

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.

Outcomes

The following principal professional practice outcomes are sought, ensuring every opportunity is available for quality learning and success for all students.

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.

Selection criteria

The following selection criteria are the six domains of practice particular to the role of a principal.

In addressing the following six selection criteria, applicants are also expected to illustrate the six core Personal Attributes of Effective School Leaders, openness and a capacity for learning; trustworthiness; resilience; interpersonal acumen; self-awareness; and drive to excel.

1. Leading the moral purpose
2. Building productive relationships
3. Creating enabling conditions
4. Promoting improved teaching
5. Driving data informed practice
6. Leading strategic change

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; and
- obtain or hold a current Working with Children Check.

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 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 responsibilities and other requirements of the position.

ENDORSED

Date   14 September 2021
Reference