

**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; 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> 11 December 2015
<b>Division:</b>	<b>Statewide Services</b>	
<b>Directorate:</b>	<b>Student Support Services</b>	
<b>School:</b>	<b>School of Special Educational Needs: Sensory</b>	

<b>THIS POSITION</b>			
<b>Title:</b>	<b>Principal, School of Special Educational Needs: Sensory</b>		
<b>Classification:</b>	<b>School Administrator Level 6</b>		
<b>Position No:</b>	<b>00011757</b>		
<b>Positions under direct responsibility</b>			
<b>Title:</b>	<b>Classification:</b>	<b>Position No:</b>	<b>Number of FTEs Controlled:</b>
Various			

<b>REPORTING RELATIONSHIPS</b>			
<b>TITLE:</b>	Assistant Executive Director, Statewide Services		
<b>LEVEL:</b>	AEDXR		
<b>POSITION NUMBER:</b>	00027719		
<b>TITLE:</b>	Director, Student Support Services		
<b>LEVEL:</b>	DIRECEN		
<b>POSITION NUMBER:</b>	00035548		
This position and the positions of:			
<b>Title</b>	<b>Level</b>	<b>Position Number</b>	
Manager, School Psychology Service	8	00027962	
Manager, Complex Learning and Wellbeing	8	00012546	
Principal, School of Special Educational Needs	Admin 6	Various	
Principal Project Officer	7	00035347	
Administrative Assistant	2	00035812	

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## 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
- 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
- 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
- an environment in which diversity, care and equity are valued.

The Statewide Services Division is responsible for delivering support services across the State within the portfolios of Behaviour, Engagement, Attendance, Wellbeing, Disability, Curriculum P-10 and Curriculum Senior Secondary, to improve educational outcomes for all students. This involves closely collaborating with regions to ensure there is a state-wide integration of support to schools through the provision of policy advice, allocation of resources, and the monitoring of programs and services to ensure high standards.

The Student Support Services Directorate is responsible for the delivery of integrated, state-wide services for networks, schools and teachers that support the engagement and wellbeing of every student.

Further context about the School of Special Educational Needs: Sensory 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

The Principal, School of Special Educational Needs: Sensory:

- provides educational leadership within the Statewide Specialist Services, promoting the vision and values of the service, in context of improving outcomes for students with disability, in particular sensory disability, in WA Public schools
- provides strategic leadership, actively engaging staff in business planning, to improve services and support for students with a disability, in particular students with vision impairment and/or hearing loss
- provides advice and support on sensory and special educational needs to the Executive Director, Statewide Services
- manages and leads a diverse workforce, including teachers and support staff, providing a broad range of co-ordinated support and services to students with disability
- oversees processes for making ethical, timely and where appropriate, consultative decisions
- operates as an effective instructional leader, motivating and building the capacity of staff to improve outcomes for students disability, in particular sensory disability
- builds productive partnerships across Statewide Services, Government and non-Government agencies, providing services to students with disability and other needs
- deploys resources to maximise the educational performance of the school in accordance with Public Sector legislative requirements including the *Financial Management Act 2006*, *Public Sector Management Act 1994* and *Occupational Safety and Health Act 1984*
- complies with Government legislation, Departmental policies, procedures and guidelines industrial instruments in providing services and support
- complies with the Department's Audit processes, and practices appropriate risk management according to Government standards
- manages change effectively including applying conflict management skills
- adheres to state-wide reporting obligations as required by the Department
- 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
- manages staff performance in accordance with the Public Sector Performance Management Standard and Departmental policy.

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## **OUTCOMES**

1. Effective services are delivered to students, their families and schools through a coherent and co-ordinated approach, to improve student engagement and respond to the needs of students with disability.
2. An effective and motivated workforce operating in a culture of mutual respect, collaboration and optimism. Staff feel connected and valued, supported through challenge and conflict and that their unique talents and strengths are identified and utilised. Opportunities exist to help others grow professionally through collegiate coaching and problem solving.
3. High expectations, a high-level of personalisation, student relevance and flexibility are essential criteria for all targeted supports and services to improve engagement. All services will achieve successful student engagement outcomes through careful collaborative planning, ongoing monitoring and review of the services provided.
4. The creation of a professional learning community focused on the continuous improvement of services to improve student engagement. All staff are supported to achieve high standards and develop their capacity through the management of performance, ongoing professional learning and regular feedback.
5. A centralised system of accountability is used to efficiently report on outcomes of service provision and to manage resources and staff, providing effective and safe workplaces, including appropriate delegation of tasks and monitoring of accountabilities.
6. A range of tiered positive partnerships/connections focused on improving student engagement works around the student to involve families and carers, other schools, local area Government and non-Government services and relevant systemic partnerships
7. Sufficient access exists to specialised support for students with disability.
8. Successful management of the school is built through effective collaboration with key stakeholders.
9. Accrued leave of staff is managed effectively.
10. Performance management and development is delivered effectively.

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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 *Australian Professional Standard for Principals*.

In addressing the selection criteria, applicants are 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 qualification in teaching 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;
- 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.

## **CERTIFICATION**

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

## **ENDORSED**

**DATE 11 December 2015**  
**TRIM REF # D15/0567935**