

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

School Education Act 1999	Salaries/Agreement/Award Teachers (Public Sector Primary and Secondary Education) Award 1993; School Education Act Employees' (Teachers and Administrators) General Agreement 2017 or as replaced	
Group:	Public Schools	Effective Date of Document 10 September 2018
Region:	Education Regions	
School:	Schools	

THIS POSITION

Title: Principal Primary School – Language Development Centre

Classification: Level 5

Position No: Generic

REPORTING RELATIONSHIPS

For non-INDEPENDENT PUBLIC SCHOOLS

TITLE: Deputy Director General, Public Schools
LEVEL: Special Division Band 3
POSITION NUMBER: 00018864

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

For INDEPENDENT PUBLIC SCHOOLS

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

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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/>.

In addition to providing intervention programs to its cohort of students, five Language Development Centres (LDC) provide a Statewide outreach service (the Statewide Speech and Language Service (SSLS)) to support other schools and regions with strategic initiatives to enable them to cater more effectively in mainstream settings for students with speech and language impairments/difficulties. The LDCs also work across agencies to optimise the integration of speech and language services. This work is supported by a team of school-based Support Officers Speech and Language.

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

ROLE

Key responsibilities of the Principal in relation to the LDC and the SSLS are outlined below.

Student Achievement and Wellbeing

- ensures the LDC school and SSLS 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 LDC school and SSLS business plan objectives, priorities and achievement targets, and the major strategies that will be used to improve the school's performance
- regularly reviews, and reports on the LDC school and SSLS performance through the annual reports.

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

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- 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
- builds staff skills and capacity to deliver integrated speech and language services
- 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 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 and SSLS 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 statewide reporting obligations
- complies with all agreements between the Australian and Western Australian Governments.

Community Engagement

- monitors community satisfaction with the school and SSLS and responds to the findings as appropriate
- establishes and enables the School Council/Board and the Department's Speech and Language Management Group to fulfil its function effectively
- fosters links including facilitating access to integrated speech and language services with relevant external service providers
- encourages and enables parents to be engaged in their children's education.

Program Delivery

- meets the requirements associated with the delivery of LDC programs and supports schools and regions with strategic initiatives to enable them to cater more effectively in mainstream settings for students with speech and language impairments/difficulties
- addresses any directions for school improvement
- promotes early intervention, evidence-based quality services and support.

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. A variety of projects and programs supporting the provision of speech and language services to schools are managed and coordinated.
3. Support to schools in the evaluation of their programs and planning for students with speech and language impairment/difficulties is provided.
4. Effective communication networks with appropriate stakeholders and agencies are established and maintained to ensure a high-level of service for students with speech and language impairment/difficulties.

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5. High expectations are set for the whole school and achieved through careful collaborative planning, monitoring and review of the effectiveness of learning.
6. High standards of behaviour and attendance are evident, with active student engagement.
7. The school and SSLS 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.
8. Accrued leave of staff is managed effectively.
9. 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.
10. Clear, evidence-based improvement plans and policies for the development of the school and its facilities and SSLS and its facilities are produced and implemented collaboratively.
11. Leading and managing innovation and change to ensure the school's and SSLS's vision and strategic planning is put into action across the school and goals are achieved.
12. 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.
13. Successful management of the school and SSLS is built through effective collaboration with the School Council/Board, parents, networks and the Department's Speech and Language Management Group.
14. 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.
15. 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 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

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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;
- 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 10 September 2018

TRIM REF # D18/0391481