

**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> 4 September 2017
<b>Region:</b>	<b>Education Regions</b>	
<b>School:</b>	<b>Schools</b>	

**THIS POSITION**

**Title:** Deputy Principal – Agricultural College

**Classification:** Level 4

**Position No:** Generic

**REPORTING RELATIONSHIPS**

**Non-Independent Public Schools**

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

**TITLE:** Principal  
**LEVEL:** Various  
**POSITION NUMBER:** Various

**Independent Public Schools**

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

**TITLE:** Principal  
**LEVEL:** Various  
**POSITION NUMBER:** Various

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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/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 but 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. The 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 education and training program of the College, 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.

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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.

## ROLE

The Deputy Principal role varies considerably between schools, particularly in self-determining schools, and is influenced by factors such as the teaching experience of staff, geographical location, the type of community served, curriculum structures within the school and local needs. The specific responsibilities associated with the role will be negotiated within the administration team. The Deputy Principal is at times expected to take on the Principal's role and needs to build partnerships and develop a climate of trust within the school community.

### **Leadership**

In collaboration with the Principal and other members of the administrative team, the Deputy Principal, Agricultural College:

- provides educational leadership in the college and the community by helping develop and promote the college values, ethos and priorities, and encouraging college staff, volunteers from the community and others to share ownership of the college's vision and goals
- uses effective change management strategies to assist the college community to accept and develop opportunities for improved service
- assists the college Principal to facilitate workforce effectiveness in leading and motivating college staff in planning that is directed at improving education and training outcomes for students and the level of service delivered by the college
- contributes to the development of the college plan through participative decision-making, including assisting in developing policy, and establishing and maintaining systems
- uses professional knowledge and understanding to promote teaching and training within the school community, fostering the development of a responsive and inclusive college-based curriculum and training program
- provides strategic direction for staff, and models and promotes a culture of improvement of professional performance, providing coaching and mentoring where appropriate
- establishes and manages administrative and operational systems in the relevant area of responsibility in order to ensure the effective operation of the college, within legislative and industrial policy and guidelines
- has a significant role in the daily management of staff and student wellbeing and may have responsibility for the management, or shared management, of the school timetable and training program.

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### ***Management***

The Deputy Principal is accountable to the Principal for the effective operation of the relevant area of responsibility through:

- assisting the Principal to ensure compliance with relevant legislation, Departmental policies and procedures, and the management of financial, physical and human resources;
- ensuring staff are provided with timely and appropriate feedback about their performance and presented with opportunities for professional learning in accordance with the Public Sector Performance Management Standard and Departmental policy
- assisting the Principal to ensure appropriate information systems are in place to report on compliance and the use of proper accounting procedures
- utilising these information systems to ensure accurate and timely reporting on college performance, which is used to inform planning and decision-making, and to ensure accountability for the performance of the college
- monitoring and managing staff leave entitlements to ensure accrued leave is cleared within a reasonable timeframe and in accordance with relevant awards, agreements and Departmental policy.

### **OUTCOMES**

The overall purpose of the following outcomes is to support student learning.

1. Effective leadership in the context of the educational policies and programs of the Department of Education is provided to staff and students and the college vision is promoted in the college and in the community.
2. The college plan and associated policies and education and training programs are developed, implemented, monitored and reviewed in collaboration with Department of Education staff, students and the community.
3. Accountability for student learning outcomes and training programs is demonstrated through appropriate monitoring and reporting of outcomes.
4. Administrative and operational systems and resources, including financial and physical resources, are effectively and equitably managed.
5. Effective and equitable human resource management practices that comply with the Public Sector Standards ensure that staff have access to appropriate professional development and performance management and change is managed strategically.
6. Accrued leave of staff is managed effectively.

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## **SELECTION CRITERIA**

1. Demonstrated capacity to provide effective leadership in a diverse range of educational settings.
2. High level of interpersonal and public relations skills that demonstrate the ability to establish and maintain effective working relationships to achieve planned outcomes.
3. Demonstrated professional knowledge and the ability to apply this knowledge to ensure a high level of educational outcomes for all students, (e.g. Aboriginal students, students from diverse ethnic backgrounds and students with special needs).
4. Demonstrated capacity to manage staff, physical and financial resources.

## **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.

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 4 September 2017**  
**TRIM REF # D17/0364750**