

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

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|---|---|
| School Education Act 1999 | Salaries/Agreement/Award Teachers (Public Sector Primary and Secondary Education) Award 1993; The School Education Act Employees' (Teachers and Administrators) General Agreement 2015 or as replaced |
| Group: Schools | Effective Date of Document 20 July 2015 |
| Division: Statewide Services | |
| Directorate: Student Support Services | |
| School: School of Special Educational Needs: Behaviour and Engagement | |

THIS POSITION

Title: Deputy Principal

Classification: School Administrator Level 4

Position No: Generic

Positions under direct responsibility

| Title: | Classification: | Position No: | Number of FTE's Controlled: |
|----------------------------------|------------------------|---------------------|------------------------------------|
| Program Coordinator - Engagement | Admin 3 | Various | |
| School Psychologist | Various | Various | |

REPORTING RELATIONSHIPS

TITLE: Director, Student Support Services
LEVEL: DCO
POSITION NUMBER: 00035548

TITLE: Principal
LEVEL: School Administrator Level 6
POSITION NUMBER: 00035754

This position and the positions of:

| Title: | Classification: | Position No: |
|---------------|------------------------|---------------------|
| Various | | |

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|------------------|---------------------------------|--------------------|-----------------------|
| Deputy Principal | School Administrator Level 4 | Generic | 20 July 2015 |

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 and equity are valued.

The Statewide Services Division is responsible for the central portfolios that deliver support services to students and schools across the State to improve educational outcomes for all students. This includes closely collaborating with regions to ensure there is a state-wide integration of support to schools and students delivered through regional networks, providing policy advice, allocating resources, and monitoring programs and services to ensure high standards.

As part of Statewide Services, four Schools of Special Educational Needs provide specialist services and support for students with diverse learning needs. This position is located in the School of Special Education Needs: Behaviour and Engagement.

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ROLE

Key responsibilities of the Deputy Principal are outlined below.

Leadership

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

- provides educational leadership in the school and the community by helping develop and promote the school values, ethos and priorities, and encouraging staff, volunteers from the community and others to share ownership of the school's vision and goals
- uses effective change management strategies to assist the school community to accept and develop opportunities for improved service
- assists the Principal to facilitate workforce effectiveness in leading and motivating staff in planning directed at improving outcomes for students and the level of service delivered by the school
- contributes to developing the School Plan through participative decision-making, including assisting in developing policy, and establishing and maintaining systems
- uses professional knowledge and understanding to promote teaching and learning within the school community, fostering development of a responsive and inclusive school-based curriculum
- 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 to deliver effective school operations within legislative and industrial policy and guidelines.

Management

The Deputy Principal is accountable to the Principal for effective operations of relevant areas of responsibility through:

- assisting the Principal to ensure compliance with relevant legislation, Departmental policies and procedures, and management of financial, physical and human resources
- ensuring a safe, orderly and inclusive learning environment
- complying with the Department's School Audit process, and practicing appropriate risk management according to Government standards
- 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
- using information systems to ensure accurate and timely reporting on school performance to inform school planning and decision-making and to ensure accountability for school performance
- 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.

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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 school vision is promoted to the school community.
2. Leading and managing innovation and change to ensure the school's vision and strategic planning is put into action across all campuses.
3. The school plan and associated policies and learning programs are developed, implemented, monitored and reviewed in collaboration with Department of Education staff, students and the community.
4. Accountability for student learning outcomes, learning programs, behaviour and attendance is demonstrated through appropriate monitoring and reporting of outcomes.
5. Administrative and operational systems and resources, including financial and physical resources, are managed effectively and ethically.
6. Effective and equitable human resource management practices that comply with the Public Sector Standards ensure that staff has access to appropriate professional development and performance management and change is managed strategically.
7. Accrued leave of staff is managed effectively.

SELECTION CRITERIA

The following selection criteria are identified as being required to achieve the outcomes in the context of this position. Applicants will need to provide evidence of their capacity to transfer their knowledge and skills to achieving the outcomes of this position.

1. Demonstrated capacity to provide effective leadership and change management 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 high level innovative 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.

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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 Principal Eligibility Modules. 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 20 July 2015

TRIM REF # D15/0279785