



EDMUND RICE EDUCATION
AUSTRALIA

Deputy Principal Appointment

Applicant Information Package 2021



St Patrick's College

Ballarat, VIC

College Overview

St Patrick's College, Ballarat is a Catholic day and boarding school for boys in the Edmund Rice tradition. The College has an enrolment of approximately 1,300 boys and is structured into three schools – Junior (Years 7 & 8), Middle (Year 9) and Senior School (Years 10-12).

The College was founded in 1893 and is conducted and governed by Edmund Rice Education Australia (EREA). The College's vision is "raising fine boys to the status of great men".

Edmund Rice Education Australia is a network of schools, entities and offices, offering a Catholic education in the tradition and spirit of Blessed Edmund Rice. Established by the Christian Brothers in 2007, Edmund Rice Education Australia governs the schools owned by the Christian Brothers at that time, as well as schools established since then. As a Public Juridic Person (PJP), Edmund Rice Education Australia has its own canonical and civil identity but remains closely connected to the Christian Brothers and their ongoing ministry.

As a Catholic school in the Edmund Rice tradition, the College proclaims the Charter for Catholic Schools in the Edmund Rice Tradition, which uses four Touchstones to describe the culture of an authentic Catholic school in the Edmund Rice tradition. The Touchstones are:

- *Liberating Education*: We open hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement each person is hope-filled and free to build a better world for all.
- *Inclusive Community*: Our community is accepting and welcoming, fostering right relationships and committed to the common good.
- *Gospel Spirituality*: We invite all people into the story of Jesus and strive to make his message of compassion, justice and peace a living reality within our community.
- *Justice and Solidarity*: We are committed to justice and peace for all, grounded in a spirituality of action and reflection that calls us to stand in solidarity with those who are marginalised and the Earth itself





Position Description (EREA)

Date: August 2021

Position Title: Deputy Principal, St Patrick's College, Ballarat

Responsible to: Principal, St Patrick's College, Ballarat

DUTIES & RESPONSIBILITIES OF THE DEPUTY PRINCIPAL IN AN EREA SCHOOL

Deputy Principals of EREA schools are employed by the Executive Director on behalf of the Board of Edmund Rice Education Australia. The Deputy Principal provides leadership and supervision to staff and students of the school, working collaboratively with the Principal, Regional Director and other EREA personnel as required.

Note: This statement is the accepted generic statement for the Deputy Principal position. There may be particular information regarding the local, contextual role description included in other documents.

The Deputy Principal is responsible for:

Identity Leadership by

- giving witness to the faith life of the Catholic Church;
- ensuring that the relevance and expression of Edmund Rice values and charism is evident to all staff in the daily operational and strategic practices of the school;
- supporting the Principal in the implementation of values, vision and mission of the school;
- assisting the Principal, integrating the Charter for Catholic Schools in the Edmund Rice Tradition and its Touchstones in the life of the school;
- ensuring the safety of children by establishing and implementing child protection safeguarding preventative procedures according to annually reviewed, locally developed, contextually appropriate policies that are consistent with EREA and the EREA Child Safeguarding Standards and within the requirements of Ministerial Order 870 and its associated Child Safe Standards;
- promoting a child safe culture and environment in accordance with the requirements of the EREA Child Safeguarding Standards and within the requirements of Ministerial Order 870 and its associated Child Safe Standards;
- promoting a child safe culture and environment in accordance with the requirements of relevant state/territory legislation;
- demonstrating a strong commitment to child safety by modelling and reinforcing attitudes and behaviours that value and respect children and young people;
- modelling one's own commitment to spiritual life, self-care and professional improvement, expressed through engagement in formation opportunities, professional learning and leadership development.



Educational Leadership by

- providing leadership in the development of a school-based curriculum which promotes the holistic development of young people;
- supporting the ongoing development of a safe and inclusive place of learning for all students with particular attention given to the diverse needs of learners;
- having knowledge of state/territory based and national curriculum and demonstrating an understanding of contemporary educational research and its application within a school setting;
- displaying familiarity with current educational issues;
- utilising the knowledge, understandings and competencies outlined in the two points above to provide leadership in the alignment of curriculum, strategies, structures and processes with the ethos and mission of the College.

Relational Leadership (Young People) by

- adhering to the EREA Code of Conduct;
- providing leadership in the establishment and implementation of child safeguarding preventative procedures according to annually reviewed, locally developed, contextually appropriate policies that are consistent with EREA and the EREA Child Safeguarding Standards and within the requirements of Ministerial Order 870 and its associated Child Safe Standards;
- ensuring that all child safety matters are addressed in compliance with the EREA Child Safeguarding Standards and the EREA Child Safeguarding Standards and within the requirements of Ministerial Order 870 and its associated Child Safe Standards;
- providing leadership in the school's appropriate response to the pastoral and wellbeing needs of each young person;
- ensuring that the voice of young people informs the daily actions of the school;
- providing opportunities for students to participate in decision making processes that affect their safety and wellbeing;
- maintaining visibility and presence amongst students at the school;
- playing a key role facilitating conflict resolution strategies between staff, students and parents.

Relational Leadership (Staff) by

- adhering to the EREA Code of Conduct;
- supporting the Principal in the recruitment and induction of new staff to the school;
- playing a key role facilitating conflict resolution strategies between staff, students and parents;
- upholding standards of excellence in professional attire, demeanour and manner;
- maintaining the highest standards of prudence and confidentiality;
- communicating effectively with staff;
- providing clear and competent leadership of middle leaders;



Community Leadership by

- demonstrating a strong commitment to child safety by modelling and reinforcing attitudes and behaviours that value and respect all children and young people;
- ensuring the highest standards of a child safe environment in accordance with the requirements of the EREA Child Safeguarding Standards Framework and the EREA Child Safeguarding Standards and within the requirements of Ministerial Order 870 and its associated Child Safe Standards;
- nurturing a culture of collaboration, team and co-creation;
- supporting the co-curricular life of the school;
- supporting the Principal in the engagement of parents, carers and community members to participate in decision making processes that affect the safety and wellbeing of the children and young people in the school;
- upholding the school's duty of care of all young people;
- promoting and maintaining a quality learning and teaching environment underpinned by high expectations of behaviour and positive relationships in the College community;
- engaging parents and carers as active members of the school community.

Administration Leadership by

- supporting the Principal in the induction and ongoing training and refresher training in all mandated training areas, including child safety and wellbeing in accordance with the requirements of the EREA Child Safeguarding Standards and within the requirements of Ministerial Order 870 and its associated Child Safe Standards, for all staff, relevant volunteers, and contractors;
- assisting the Principal to ensure compliance with the EREA Child Safeguarding Standards which are in compliance with the recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse and the National Catholic Safeguarding Standards;
- meeting regularly with the Principal to share information regarding staff, students and school matters;
- working cooperatively with external educational bodies and maintaining effective communication with them;
- supporting the implementation of school improvement processes and assisting the Principal in maintaining compliance with annual government and EREA reports.
- communicating competently and clearly with the school community;
- assisting the Principal in the implementation of the school's strategic plan.
- assisting the Principal in school organisation, preparation and coordination as required.

And

- Carrying out reasonable duties and tasks that may be assigned by the Executive Director from time to time.



Position Description (St Patrick's College)

The key focus areas of the role of Deputy Principal at St Patrick's College, Ballarat are:

- Teaching and Learning
- Cultural Change – Students, Staff and Parents

The Deputy Principal will be expected to demonstrate strengths and skills in the following key competencies:

Leadership – the capacity to lead a process of change management and drive a range of initiatives for improvement.

Communication – excellent communication skills and the capacity to communicate effectively and convincingly to students, staff and parents.

Professional Growth and Development – capacity to lead and articulate a targeted professional development pathway for the College community.

Organisation, Problem Solving and Decision Making – excellent planning and organisational skills with the ability to balance resources, timelines and priorities to achieve key, strategic objectives. The Deputy Principal will have demonstrable skills in identifying problems and taking decisions with reference to available data and analysis of this to resolve these.

Collaboration – the Deputy Principal must have significant capacity to lead and work with others in achieving improvement, identified goals, objectives and outcomes for the College.

Ownership, Accountability and Ambition – the Deputy Principal will demonstrate responsibility and accountability for the quality of their decision making, communication and actions. It is important that the Deputy Principal demonstrates a positive ambition for the College and its strategic imperatives and their role towards achieving these.

SPECIFIC RESPONSIBILITIES & EXPECTATIONS OF THE DEPUTY PRINCIPAL AT ST PATRICK'S COLLEGE, BALLARAT

Strategic Leadership

- work with the Principal and other senior staff to implement the College's Strategic Plan;
- lead and build a strong, positive and trusting culture in the College community which will enable and foster growth and improvement;
- lead and manage innovation and change around student standards, wellbeing, behaviour and educational outcomes;
- lead the work of senior staff involved in the Academic Care of students – the combination of academic and pastoral care programs and initiatives;
- ensure that St Patrick's College complies with all organisational and legislative requirements, including procedures and control systems to mitigate risk, protect the College community and its learning environment and optimise the use of College resources;
- responsible for the day-to-day administration of the College.



Professional Growth and Review

- establish and nurture staff relationships based on trust and respect leading to a culture characterised by critical reflection and problem solving;
- develop, publish and lead the College's professional learning calendar and plan in conjunction with senior leaders;
- ensure that a professional review process for all staff is conducted, reviewed and refined and is linked to the College's strategic directions;
- in cooperation with the Director of Human Resources and other senior staff, lead the overall induction, mentoring, feedback and coaching process in support of teachers as they commence in the roles at the College and strive to achieve best practice in their professional work;
- promote a professional learning community that is focused on innovation and continuous improvement;
- through consultation with senior staff, identify appropriate internal and external professional development opportunities that align with the College's strategic directions;
- assist and advise the Principal regarding the appointment of teaching staff and Positions of Leadership within the College as required.

Academic Care (Learning, Wellbeing and Faith)

- contribute to and lead the College's vision to be future focused, to deliver innovative and contemporary education that engages and excites students, provides and promotes student voice and prepares them for success in the future;
- promote high expectations for learning and inspire aspirations around these for staff, students and parents;
- work with senior staff to develop a genuine understanding of contemporary pedagogical principles of best practice in boys' education with students at the centre of learning;
- provide leadership in the areas of pedagogy, professional partnerships and pastoral care initiatives and programs which reflect best practice in boys education and lead to improved outcomes;
- ensure that the professional learning program is aligned to the College's commitment to the academic care of all students;
- work with senior staff to embrace all available data to monitor student progress, promote and set goals and to make informed decisions around staffing, resourcing and timetabling;
- work with the Director of Mission to ensure that the mission and vision of St Patrick's College is promoted and underpins all that we do as a school;
- work with senior staff to ensure that the College's policies, procedures and programs promote student wellbeing and growth;
- facilitate opportunities for student voice and agency in a commitment to continuous growth.

Administration

- in consultation with senior leaders and the Principal, review and monitor policies and procedures to ensure that the College complies with all statutory and legislative requirements;
- ensure that the College calendar is thoroughly prepared;
- in consultation with senior colleagues, support and oversee the organisation of all major College assemblies, events, activities and celebrations;
- actively support the College's co-curricular programs;
- actively promote high standards for students in terms of their uniform, conduct and work ethic as students of St Patrick's College, Ballarat;
- actively promote high professional standards for all staff and nurture in them aspirations for their work as staff and for their students;
- attend and participate as appropriate meetings of the College's Advisory Council.



General

- support and promote the Catholic ethos of the College by contributing to staff and student prayer, retreats, social justice and outreach programs;
- maintain confidentiality at all times and demonstrate exemplary professional standards within the College and the broader community;
- display and provide consistent support both within and outside of the College for its policies, initiatives and strategic plans;
- actively support and promote the College's policies and procedures and Codes of Conduct;
- take care for their own health and safety and contribute to the maintenance of a healthy work and learning environment which is respectful, safe and supportive of all students, staff and the broader College community;
- proactively support the role of the Principal and, as required and directed, deputise in their absence;
- consulting with the Principal frequently, ensuring that he/she is fully briefed on all matters relevant to the successful operations of the College and its strategic imperatives;
- other duties as required by the Principal.



Key Selection Criteria

In the selection of a Deputy Principal, Edmund Rice Education Australia is seeking to appoint an educator and administrator of the highest calibre who is called to serve and utilise their gifts in bringing to life the mission of our Church through Catholic education in the Edmund Rice tradition.

Essential Criteria

The successful applicant will:

- be an active member of the Catholic Church with a strong commitment to promoting the teachings of the Church;
- be able to demonstrate an understanding of the charism of Blessed Edmund Rice as articulated in the Charter for Catholic Schools in the Edmund Rice Tradition;
- have a minimum of five years teaching experience in a Catholic school;
- have relevant teaching registration in Victoria or transferrable registration from another state;
- have (or be working towards) post graduate qualifications in education, leadership, religious education or theology;
- be able to demonstrate a high level of competency in the domains of leadership (as outlined in the EREA Deputy Principal Duties and Responsibilities);
- be able to demonstrate a willingness and ability to undertake the duties of the Principal (in cases of the Principal's extended absence).

Highly Desirable Criteria

The successful applicant will:

- have successful experience in a leadership position (e.g. Head of Faculty, Dean of RE / Identity, Head of Pastoral Care) in more than one educational setting;
- have demonstrated experience in leading programs resulting in improved outcomes;
- have a proven ability to work in a collaborative environment as the leader of an executive team;
- be able to assist with the development of community amongst staff, students and parents;
- have experience in working with School Boards/Advisory Councils.



Conditions of Employment

Remuneration

The remuneration package (in line with the EREA National Framework for Remuneration) will include a base salary between Level 6-1 to 6-4 (in line with the Victorian Catholic Education Multi Enterprise Agreement); an EREA loading of 15% of the base salary; annual leave loading; and 10% superannuation.

For further information on the Total Employment Cost for this position, please contact Bryan Rodgers, National Manager Human Resources, at bryan.rodgers@erea.edu.au.

Tenure

A five-year Contract is offered with the opportunity for a second five-year Contract subject to successful review.

Technology/Communication Provisions

The school will provide the Deputy Principal with a mobile phone and laptop computer in order to fulfil their duties. Such items remain the property of the school and should be adequately maintained by the Deputy Principal.

Salary Packaging

The Deputy Principal may enter a salary package arrangement, which will be in accordance with guidelines established by EREA. Southgate Salary Packaging Services, Paywise and Selectus are EREA's current providers.

Leave Entitlements

The Deputy Principal will have sick leave and long service leave entitlements equivalent to those offered to Catholic teachers by Award or Enterprise Agreement in Victoria.

Long Service Leave portability is covered under the Intrastate/Interstate Catholic schools portability agreement. Sick leave is only portable between Catholic schools in Victoria and/or between EREA schools nationally.

Professional Renewal Leave

Professional Renewal Leave shall be provided in accordance with policies and procedures adopted by the Employer. Five weeks is available in each five-year Contract period subject to application approval by the Executive Director. It is expected that the Deputy Principal will undertake an approved cross cultural immersion experience at some point during the first Contract period.



Application Process

Expressions of interest should be addressed to Dr Craig Wattam, EREA Executive Director, and can be emailed to recruitment@erea.edu.au. Please include a:

- Curriculum Vitae;
- Covering Letter, outlining reasons for your interest in and suitability for the position (no more than 2 pages).

All expressions of interest will be acknowledged by reply email. Please contact us on (03) 9426 3205 if you do not receive an acknowledgement of receipt within 7 days.

Suitably qualified candidates will be notified and invited to submit a full application, including a written response to criteria.

All applicants will be subject to EREA and legislative screening procedures. These checks are consistent with EREA's commitment to child protection policies and procedures.

Any further questions or for more information, please contact Diarmuid O'Riordan, EREA Regional Director Southern, on (03) 9426 3234 or diarmuid.oriordan@erea.edu.au.

EXPRESSIONS OF INTEREST CLOSE 5.00pm MONDAY, 23 AUGUST 2021.

Edmund Rice Education Australia is committed to ensuring the safety, wellbeing and dignity of all children and young people.

Aboriginal and Torres Strait Islander people are encouraged to apply.

Edmund Rice Education Australia is an Equal Opportunity Employer.

