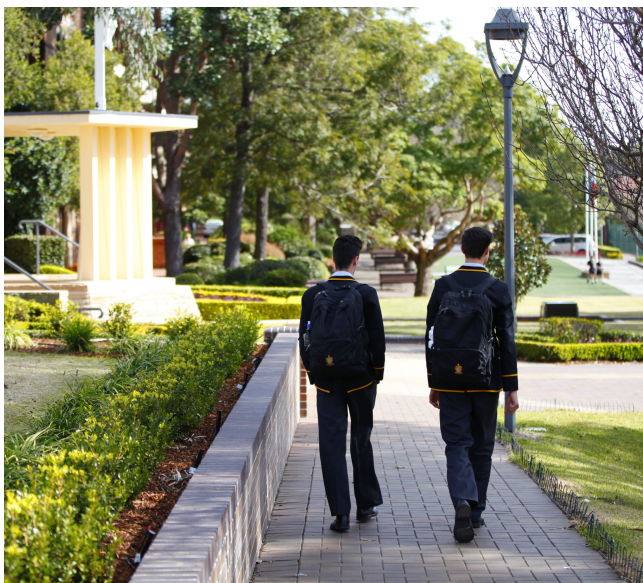


DEPUTY PRINCIPAL APPOINTMENT

ST PATRICK'S COLLEGE STRATHFIELD



APPLICANT INFORMATION PACKAGE
2021



EDMUND RICE EDUCATION
AUSTRALIA

College Overview

St Patrick's College Strathfield is a Catholic boys' school in the Edmund Rice Tradition, catering for boys in Years 5 to 12. The College has a current enrolment of 1460 students, supported by over 200 teaching and support staff. The only entry point for enrolment is in Year 5 and in 2022, the College will be increasing the enrolment pattern beginning with Year 5. Set in spacious grounds in Strathfield, St Patrick's enjoy an excellent reputation for producing young men who are prepared to serve others and who are committed to living out the Gospel message.

The College was founded in 1928 by the Christian Brothers and has a rich tradition of excellence in academic learning and a robust co-curricular sporting and cultural life. The myriad opportunities for young men to become actively involved in the life of the College allow every boy to let his light shine (*Luceat Lux Vestra*). The College is a member of the Independent Schools Association and sport is played on Saturdays and takes place after school during the week with a wide variety of sports offered.

The St Patrick's College new Strategic Plan, *A Beacon for Boys' Education*, will enable the College to continue to be a "lighthouse" school for boys' education in Australia. That is, as a College, the wish to stand tall and strong, illuminating the community from within and shining a light over the students to guide them to safe harbour.

As is embedded in the motto, *Luceat Lux Vestra*, the commitment is to nurture and challenge each boy to let his light shine. St Patrick's aspires for each boy to be a....

- Light of faith
- Light of liberating education
- Light of right relationships
- Light for our world

There are opportunities for social justice, immersion, faith in action groups, debating, public speaking as well as possibilities for drama and musical expression in more than 20 ensembles. From time to time, overseas tours are offered to supplement the curricular and co-curricular programme. The College enjoys very strong academic results at the Higher School Certificate and are proud of the notable alumni. The continued connection of Old Boys to the College is testament to the time they have spent there. Boys who graduate from St Patrick's are self-disciplined, hardworking, thoughtful and reflective, and they are more than ready to actively work for the plight of the poor and the marginalised.



Position Description

Date: September 2021

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

Responsible to: Principal, St Patrick's College Strathfield

DUTIES & RESPONSIBILITIES OF THE DEPUTY PRINCIPAL

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 relevant state/territory legislation;
- 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 relevant state/territory legislation;
- ensuring that all child safety matters are addressed in compliance with the EREA Child Safeguarding Standards and relevant state/territory legislation;
- 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 relevant state/territory legislation;
- 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 relevant state/territory legislation, 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.

* The Deputy Principal is expected to carry out reasonable duties and tasks that may be assigned by the Executive Director from time to time.



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 NSW 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 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 Advisory Councils.



Conditions of Employment

Remuneration

The remuneration package (in line with the EREA National Framework for Remuneration) will include a base salary for a school of 901+ students; 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 New South Wales.

Long Service Leave portability is covered under the Intrastate/Interstate Catholic schools portability agreement. Sick leave is only portable between Catholic schools in New South Wales 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:

- CV;
- Covering Letter, outlining reasons for your interest in and suitability for the position (no more than 2 A4 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 selection 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 Peter Leuenberger, EREA Regional Director – NSW/ACT, on (03) 9426 3203 or peter.leuenberger@erea.edu.au.

EXPRESSIONS OF INTEREST CLOSE 4.00pm (AEST) MONDAY, 27 SEPTEMBER 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.

