



LA SALLE COLLEGE
ROLE DESCRIPTION

Vice Principal

ACCOUNTABLE TO:	Principal
EMPLOYMENT CONDITIONS:	Contract of Employment
LEVEL / STEP:	Category 8
COMMENCEMENT:	1 January 2022
CATERGORY:	Ongoing An initial Term of three years, a First Renewed Term of four years, a Second Renewed Term of three years.
TENURE:	Extension of Initial or First renewed Term is dependent upon a successful review of performance in relation to the defined responsibilities. The position shall be advertised in the tenth year. The incumbent may apply; however, should the incumbent be unsuccessful they shall have security of employment as a teacher at La Salle College.

LA SALLE COLLEGE MISSION

In keeping with the tradition begun by St John Baptist de La Salle, La Salle College is committed to providing a quality education for the whole person within a Catholic community. The foundations upon which our College is built are:

- A strong sense of community
- A rich pastoral care system
- A nurturing spiritual environment
- A commitment to excellence

ROLE OUTLINE

The Vice Principal actively supports the Principal in contributing to all key strategic, policy and management decisions taken by the Senior Leadership Team in their collective strategic leadership of the College. This role has the delegated responsibility of being second to the Principal in the leadership of the College. Central to this role is to ensure the College maintains a school improvement agenda focused on:

- delivering contemporary pedagogy
- authentic teaching and learning
- quality planning
- a cohesive and aligned structure,
- maximisation of students' learning potential and teacher professional learning

Informed by the College Vision for Learning, the Australian Professional Standards for Teachers and the National School Improvement Tool. The Vice Principal works closely with the Senior Leadership Team to ensure that the intrinsic relationship between student wellbeing, pastoral care and student learning is fostered across the College community.

The Vice Principal shares responsibility for the Catholic identity of the College and spiritual and faith leadership within the College community, informed by the charism of Saint John Baptist de La Salle as an expression of the Gospel message of Jesus. The Vice Principal articulates the mission, ethos and educational goals of La Salle College, and gives witness to the distinctive educational, moral and social purpose of the College within the evangelising Mission of the Church.

In being both proactive and responsive to changes in the College's operating environment, the Principal may, from time to time, require the performance of other duties. This can include deputising for the Principal as required.

KEY ACCOUNTABILITIES

1.0 CATHOLIC IDENTITY AND MISSION

- 1.1 Gives witness to the distinctive educational, moral and social purpose of the College within the evangelising Mission of the Church.
- 1.2 Actively works to promote the charism of Saint John Baptist de La Salle and the mission and life of the Catholic Church within the College.
- 1.3 Contributes to student development of intellect, moral knowledge, understanding and reasoning through a Catholic pedagogy.
- 1.4 Works with the Deputy Principal Mission and Catholic Identity in leading and supporting the prayer, sacramental and liturgical life of the College.
- 1.5 Provides exemplary Christian and professional leadership for all members of the La Salle College community.
- 1.6 Promotes and supports community outreach programs and social justice initiatives underpinned by Catholic Social Teaching.
- 1.7 Promotes the adoption of civic virtue, high educational standards and the pursuit of excellence in the College community.

2.0 TEACHING AND LEARNING

- 2.1 Implements a systematic approach to the use of the Australian Professional Standards for Teachers to inform the development of quality pedagogy.
- 2.2 Works with the Director of Teaching and Learning, Leaders of Wellbeing and Leaders of Learning Areas on the analysis of systematically gathered data on student performance and outcomes, including academic, attendance, behavioural and wellbeing data.
- 2.3 Creates a performance culture of continual improvement across the College characterised by learning gains for all students.
- 2.4 Mentors and provides professional learning outcomes across a range of assessment tools including but not limited to WACE, NAPLAN and the Bishop's Religious Literacy Assessment.
- 2.5 Leads the ongoing development of quality contemporary teaching, learning and assessment processes, including the effective use of school data from external assessments and diagnostic testing.

- 2.6 Critically evaluates the growth in learning outcomes across a range of assessment tools including but not limited to NAPLAN, WACE and the Bishops' Religious Literacy Assessment.
- 2.7 Working with the Director of Teaching and Learning and Leaders of Wellbeing, consolidates the processes for identifying and profiling gifted students and strengthens the development and implementation of Personalised Learning Plans so as to improve learning gains for these students.
- 2.8 Promotes the implementation of whole school approaches across all learning areas including Literacy, Numeracy, Information and Technology Services, Learning Support, Diverse Learning, Gifted and Talented and English as an Additional Language or Dialect.
- 2.9 Works systematically and collaboratively with all staff to enhance student outcomes.
- 2.10 Models a culture of reflective practice characterised by robust, evidence-based professional dialogue.

3.0 BUILDING THE CAPACITY OF SELF AND OTHERS

- 3.1 Uses a range of strategies that develops the leadership capacity of self and others to meet the unique learning needs of the College and its community.
- 3.2 Develops and maintains the Middle Leadership as a highly skilled professional learning group characterised by a performance growth culture that is cohesive and collaborative and generates and sustains professional learning networks focused on contemporary pedagogy.
- 3.3 Leads the School Improvement Team to assist teachers to identify their professional learning priorities and facilitates their engagement in a range of professional learning communities, associations, learning groups, networks and leadership programs, with a view to deepening teacher capacity.
- 3.4 Works in collaboration with the Senior Leadership Team and Middle Leadership Team to support harmony between the academic program and the organisation of the learning experiences for students and staff.
- 3.5 Challenges and supports teachers to undertake accreditation appropriate to his/her stage of career with a view to having teachers working towards the higher levels of accreditation of the Australian Professional Standards for Teachers.
- 3.6 Promotes teacher professionalism and encourages positive staff morale by contributing to and initiating team building processes and recognition and celebration of teaching excellence.
- 3.7 Works with teachers on the use of Professional Growth Plans including the development of active role descriptions, support for professional development goals and integrated career path planning.
- 3.8 Works with the Senior Leadership Team with the induction, mentoring, performance counselling and management of all teaching staff.
- 3.9 Works in collaboration with the Senior Leadership Team and Middle Leadership Team to support harmony between the academic program, day to day organisation and faith life of the College.

4.0 MANGEMENT WITHIN THE COLLEGE

- 4.1 Working with the Director of Teaching and Learning and relevant others, ensures that the development, implementation and integration of technology systems and structures continue to serve student learning needs and teaching initiatives.
- 4.2 Leads a team to ensure that operational matters including staffing, staff leave, College Calendar,

Timetable, reporting and professional learning, are effectively carried out.

- 4.3 Assists in the design and development of a timetable that caters for the changing structure of the College.
- 4.4 Facilitates processes and provides support as needed to ensure adherence to legislative, mandatory and system level requirements relevant to the role.
- 4.5 Coordinates resources and develops appropriate processes to support the professional development goals of teaching staff.
- 4.6 Manages, with support of the Senior Leadership Team, the professional learning budget across the College.
- 4.7 Works closely with the Human Resources Advisor in relation to all mandatory compliance requirements of regulatory bodies including but not limited to, TRBWA, SCSA and CECWA.
- 4.8 Adopts a long-term view and coaches and mentors newly appointed leaders and teachers to ensure good systems, policies and processes for the effective management of the College.
- 4.9 Exercises good stewardship of College resources.
- 4.10 Serves as Chairperson of nominated Committees and Working Parties.

5.0 INNOVATION AND STRATEGIC MANAGEMENT

- 5.1 Drives improvement in the capacity of the Senior Leadership Team, Leaders of Wellbeing and Leaders of Learning to generate new ideas, think and plan strategically and create a culture and practice of continual improvement, transformation and sustainability with a focus on learning gains for all students.
- 5.2 Embeds a workplace culture characterised by innovation, effective team functioning and change management delivering sustainable improvements in students' learning outcomes, pedagogy and workplace satisfaction.
- 5.3 Deepens the capacity across all levels of College leadership for strategic thinking, innovation and change management through professional learning opportunities.
- 5.4 Works strategically by distributing leadership to support effective improvement and change.
- 5.5 Seeks and identifies opportunities to collaborate across and beyond the education sector within Australia and internationally.
- 5.6 Motivates and works with others in addressing problems that do not have easy answers, modelling the effective management of complexities, ambiguities and dilemmas.
- 5.7 Embeds a workplace culture characterised by innovation, effective team functioning and change management delivering sustainable improvements in students' learning outcomes, pedagogy, use of data and workplace satisfaction.
- 5.8 Develops a shared understanding of innovation and developmental change processes as they apply to teaching and learning.
- 5.9 Contributes to the leadership and development of the College Strategic Plan and relevant aspects of the College's Improvement Plan and Annual Report.
- 5.10 Promotes a whole school approach in utilising the AITSL Framework and National School Improvement Tool and ensuring academic balance.

6.0 ENGAGING AND WORKING WITH THE COMMUNITY

- 6.1 Develops strategies to ensure equity for all students and families within the College community, understands the broader community within which the College resides and is aware of the cultural, social and political characteristics that inform the needs of students, families and carers and the challenges they face.
- 6.2 Contributes to the development of a College environment that is welcoming, hospitable, life-giving and just.
- 6.3 Develops and maintains structures for effective liaison and consultation within the College and wider community.
- 6.4 Effectively leads and contributes to parent engagement forums on contemporary faith and learning initiatives.
- 6.5 Actively participates on parent volunteer groups as designated by the College Principal.
- 6.6 Facilitates collaborative processes that build relationships and promote shared commitment, partnership and a sense of achievement.

SELECTION CRITERIA

The individual appointed to the position of Vice Principal must:

- Be active members of the Catholic Church.
- Be free from any impediment to full acceptance by the Church.
- Be able to demonstrate a successful record of teaching and administrative experience.
- Demonstrate a high level of interpersonal and communication skills.
- Be able to demonstrate appropriate leadership competencies to successfully achieve the Key Areas of Accountability listed in the Role Description.
- Be committed and supportive of working in an innovative learning environment.
- Demonstrate a growth mindset and flexibility.
- Demonstrate the capacity to work as a member of a team.
- Hold Accreditation for Leadership of Religious Education Learning or its equivalent.

KEY LEADERSHIP DOCUMENTS

Leadership at La Salle College is guided by the following key documents:

- Bishops of WA Mandate for Catholic Schools
- College Vision, Mission and Strategic Direction
- Leadership Framework for Catholic Schools
- AITSL Standards for Teachers and School Leaders
- Quality Catholic Schooling
- National School Improvement Tool

These frameworks provide an integrated model for excellence in school leadership.

DOCUMENT CONTROL

Version: 1.1 Reviewed: Aug 2021 Next Review: Aug 2022 Reviewed By: HR