

PRINCIPAL CLASS TEAM

POSITION DESCRIPTION

At Mount Ridley Prep – Year 12 College, the Principal Class team is made up of the College Principal, 3 Deputy Principals, 7 Assistant Principals and the Business Manager. This team has crucial responsibility for the management of significant areas or functions within the College that ensure the effective development, provision and continual evaluation of the College's programs and operations.

As key members of the College's Executive Leadership team, Deputy and Assistant Principals possess high level skills that enable them to lead and support the delivery of optimum levels of academic and social outcomes for students. The College's Deputy and Assistant Principals will have demonstrated exemplary leadership skills and are expected to be flexible and willing to alter their leadership role in line with changes to the College's Strategic Plan and needs, as well as having the opportunity to further develop their own leadership skills.

The following roles and responsibilities required of the Principal Class Team should be read in conjunction with MRC's Staff Code of Practice and the current Victorian Government Schools Agreement (VGSA) and are in addition to the individual duties specified by the College for each Principal Class Team portfolio.

PROFESSIONAL RESPONSIBILITY

The Principal Class team is required to:

- Maintain high standards of supervision, professional conduct and confidentiality.
- Be conversant with and lead the implementation of current educational trends.
- Continue to develop professional competencies through participation in, along with leading professional development activities.
- Lead the College's decision-making processes in an effective manner.
- Proactively lead the staff Performance and Development program as outlined by DET and College policies.
- Be ethical, robust and rigorous in terms of self-reflection and a commitment to the work of the senior leadership team.
- Work flexibly across a range of tasks and areas.
- Be accountable for their role within their job description.
- Drive professional learning for themselves and others, including modelling to and coaching teachers, support staff and students.
- Maintain a high profile at and commitment to College events and performances.
- Lead teams that focus on the academic, social and emotional development of all students.

TEACHING AND LEARNING PRACTICES

Members of the Principal Class team are highly skilled classroom practitioners who also possess leadership skills, experiences and qualities to effectively lead major programs and continuous improvement strategies across the College. As high performing educators the Principal Class team is required to support the learning of all students by:

- Utilising a common language and shared understanding of what underpins an effective Prep to Year 12 learning environment.

- Leading the delivery of appropriate and comprehensive educational programs that enhance the learning outcomes of all students.
- Researching, implementing and promoting a range of optimum student learning environments.
- Leading the continual development and subsequent enhancement of College wide teaching and learning values, shared beliefs, processes and practices.
- Managing the continual evaluation of teacher effectiveness; and leading and supporting the use of high performing staff teams, including PLCs (Professional Learning Communities).

ASSESSMENT AND REPORTING

The Principal Class team is required to:

- Lead and support staff on the effective use of assessment data, including the analysis and review of student learning data.
- Lead the implementation of effective student assessment and reporting practices.
- Ensure staff are mentored in the use of high reliability record keeping that assesses student outcomes attainment, effort and attendance.
- Provide a range of assessment and reporting strategies for staff to utilise.
- Ensure that a meaningful feedback and reporting process exists for students and parents.

CONTRIBUTING TO THE GOALS OF MOUNT RIDLEY P – 12 COLLEGE

The Principal Class team is required to undertake a range of responsibilities, including:

- A commitment to life-long learning.
- Leading and actively participating in Parent Information sessions, special projects, events, camps, excursions and official functions both within and outside normal school hours.
- Leading communication and liaison tasks required to continually develop and maintain close and positive relationships between the College and the wider community.
- Leading the articulation of educational issues within the College and wider community.
- Providing leadership and direction in focus areas of the College.
- Leading and supporting assigned staff teams through the annual performance and development process.
- Leading the continual development and implementation of College policies and programs.
- Leading the implementation of a seamless transition program for students as they progress through their various stages of development.
- Leading partnerships and the promotion of high-level involvement of parents and para-professionals (coaches, artists in residence, musicians, teacher assistants, etc.) in the teaching and learning programs at the College.

OVERVIEW OF SPECIFIC DUTIES

DEPUTY PRINCIPALS

Each Deputy Principal will assist the College Principal in the performance of his duties, and will assume the responsibilities, as required, of the College Principal during his absence. This will involve attending functions in and outside of the College, making decisions on behalf of the College Principal, as well as reflecting and representing the views of DET and the College, when needed.

The College has 3 Deputy Principals who are predominantly involved in educational leadership and the overall management of all school staff and students, as well as contributing to the establishment and maintenance of a supportive school environment and learning culture.

The Deputy Principal portfolios are:

1. Accountability/Operations/Staffing/Student Enrolments

This role has responsibility for leading:

- Accountability measures (Policies, Annual Implementation Plan, Strategic Plan, School Reviews, etc)
- Staffing and Staff Wellbeing measures

This Deputy Principal oversees and supports:

- The effective operation of the College
- Student enrolment and transition processes

2. Curriculum

This role has responsibility for leading:

- Teaching and Learning Programs
- Student assessment and reporting
- Curriculum resource management

This Deputy Principal oversees and supports:

- Student enhancement and intervention programs, including MRC's specialised and Sister School programs
- Staff professional learning and development

3. Student Engagement/Wellbeing

This role has responsibility for leading:

- Student engagement and management practices
- Student Services measures

This Deputy Principal oversees and supports:

- Student Advocacy measures
- Partnership programs
- Student Pathways practices

ASSISTANT PRINCIPALS

The College has 7 Assistant Principals with responsibilities for the effective oversight, leadership and use of resources of a defined area of the College's operation. Assistant Principals work in collaboration with their assigned Deputy Principal to ensure optimum levels of academic and social outcomes for students are met, along with a continual focus on building the capacity of staff at the College.

The Assistant Principal portfolios are:

1. Campus Registrar

This role has responsibility for leading:

- The portfolio of Student Enrolments
- The implementation of effective Student Transition practices

2. College Operations/Information Systems

This role has responsibility for leading:

- The effective short and long term functioning of the College (timetabling, staffing, etc)
- Digital learning and resourcing
- OHS and Emergency Management

3. College Partnerships

This role has responsibility for leading:

- The portfolio of Student Advocacy
- Business, community and family partnerships
- Public communications (newsletter, year book, social media, etc)

4. Curriculum Programs (Prep – Year 6)

This role has responsibility for leading:

- The continual development and implementation of innovative teaching and learning practices at the primary years level
- Student enhancement strategies and programs at the primary years level
- Staff professional learning and development programs and activities for their designated staff

5. Curriculum Programs (Years 7 – 12)

This role has responsibility for leading:

- The continual development and implementation of innovative teaching and learning practices at the secondary years level
- Student enhancement strategies and programs at the secondary years level
- Staff professional learning and development programs and activities for their designated staff

6. Staff Professional Learning/Practice/PLCs

This role has responsibility for leading:

- Professional Learning and Pedagogical Practices across the College, including PLCs
- Accountability measures (staff reviews, WWCC and VIT registration)
- An effective pre-service teacher program

7. Student Intervention Programs

This role has responsibility for leading:

- The development and organisation of student intervention practices, programs and policies across the College which are aimed at building on and supporting student learning confidence. These programs will include, but not limited to, EAL, MYLNS, and varied age appropriate Literacy and Numeracy interventions
- The operational aspects of their assigned portfolio, including the identification and placement of students into intervention programs and the allocation of staff
- Student assessment and reporting practices associated with the implementation of a variety of student intervention programs