



# Position Description

<b>Position Title</b>	Deputy Principal – School Improvement
<b>Organisation</b>	Catholic Education Sandhurst Limited (CES Ltd)
<b>School</b>	St Therese’s Primary School
<b>Location</b>	<i>Kennington</i>
<b>Enterprise Agreement</b>	Catholic Education Multi-Enterprise Agreement 2022
<b>Position of Leadership</b>	Deputy Principal (Category B): 3-1 - 3-4
<b>Status</b>	Ongoing - 6 years (2026-2031)
<b>Reports to</b>	Principal

## Our Organisation

Catholic Education Sandhurst Limited (CES Ltd) is committed to the mission of Catholic Education across the Diocese of Sandhurst. With a rich history dating back to 1853 the Diocese reaches from Central to Northeast Victoria. The organisation supports more than 3000 employees in 51 schools and 6 early childhood facilities. It also provides support to 4 secondary colleges owned and operated by Religious Institutes.

CES Ltd participates and cooperates in the work of the Victorian Catholic Education Authority (VCEA), which has key responsibilities for the allocation and distribution of government funding, facilitating cooperation across the four Victorian Dioceses, and in working and cooperating with government statutory authorities.

The Executive Director of Catholic Education Sandhurst is appointed by the Board of CES Ltd to support the administrative, organisational, and service matters to Catholic schools within the Diocese.

The Executive Director and all delegations via that position operate within the parameters of Canon Law and the Catholic Church structures and processes. CES Ltd is the employing authority for its schools and acknowledges and respects the role of Parish Priests within the Parish communities in which schools are located and supported.

### **Magnify Sandhurst**

Launched in Term 3 of 2024, Magnify Sandhurst is CESL's comprehensive school improvement initiative made in response to the CESL Strategic Plan. Magnify Sandhurst significantly enhances the resourcing and experience of our students, teachers and leaders across the key areas of spiritual development, the Victorian curriculum, wellbeing, the behaviour curriculum and a truly responsive pedagogy. At a systemic level, Magnify Sandhurst enables the proactive utilisation of inter-school capabilities and learnings, by fostering a Multi-Tiered System of Supports (MTSS) that operates at both the student and school level.

### **Guiding Lights**

The Executive team seeks to bring to reality the Strategic Plan which underpins all work in and for our Catholic Schools and Early Learning Centres across the Diocese. The three Guiding Lights ensure we are prioritising the right work for our Catholic Learning Communities, they are:

#### ***Authentically Sandhurst Catholic Education***

Catholic Education Sandhurst Limited is living the missionary call to respond to the needs of our young people and our world with an ongoing and Gospel infused synodal process of encounter, deep listening, discernment and courageous action. In doing so, we acknowledge that individually and collectively, we are being called by a Loving God into better versions of ourselves. We seek to live and work in synod, knowing that our journey is more life-giving as we encourage, challenge and hold each other to account for our mission that all may have 'life to the full' (John 10:10).

#### ***Outstanding Learner Growth***

The Magnify Sandhurst project officially launches in 2025. Together, the 3000 adults of our enterprise will be focused to improve the learner growth of each and every child. Each of us has much to contribute to ensure the success of this work, and by working in concert, with common goals, common programs and common language, we are building a new way of being Sandhurst, a new way of educating young people, and a new way of ensuring that in our schools, students are always at the very centre of all that we do.

### **Solidarity and Subsidiarity**

Catholic Education Sandhurst Limited's commitment to the Common Good requires further consideration and action so that the integrity of our ecosystem of educational centres is developed and improved. In 2025, we will continue the work of ensuring that our resources are stewarded with diligence and care, utilizing the strength of the whole to support the needs of the individual.

## Our Vision

The vision for CES Ltd is to provide, in partnership with our families, stimulating, enriching, liberating, and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing and inclusion of all children and young people.

We believe:

- That the values of the Gospel are central to who we are, what we do, and how we act
- That we have a vital role in the mission of the Catholic Church to imagine and seek new horizons while respecting our Tradition
- That a strong sense of community is dependent on the quality of our collegial relationships
- That each person's potential is fostered through the dedicated ministry of Catholic Education
- In leadership encompassing vision, innovation, and empowerment.

## Our Values

CES Ltd Values underpin and reflect the behaviours we expect of our staff:

### Principles of Catholic Social Teaching

The identity of the Sandhurst Catholic School reflects the principles of Catholic social teaching, grounded in the person of Jesus, and interpreted and enacted for the "common good" in response to the "signs of the times".

These principles require that the dignity and potential of each person be fully respected within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school.

### Respect

Respect for the dignity and potential of each person within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school.

### Partnerships

The Sandhurst Catholic Schools do not function in isolation. In attending to the religious dimension of education, the most fundamental partnerships are those with parents/guardians and with local Catholic faith communities. The school is part of the wider Church community.

### Faith

The tasks of evangelisation, catechesis and religious education are shared by home, school and parish, with each having its own distinct contribution to make in a sense of genuine partnership.



## School Summary

St Therese's School was blessed and officially opened on 1st March 1956 by Bishop Bernard Stewart. The original school, begun by the Sisters of Mercy, was spread over two campuses with the Junior School in the old St Aidan's Orphanage and Grades 3 to 6 at the current site in Lowndes St. The initial enrolment was 52 students.

St Therese's School now boasts 21 classrooms, purpose built library, Expressive Arts Centre and administration block, and sundry other small meeting and tuition rooms.

The school is situated in the Bendigo suburb of Kennington, approximately 2.5 kilometres from the city centre and is open to all families who wish to seek the values of a Catholic Education.

The school has 7 grade levels from Foundation to Grade 6 with 3 classes per grade level. The school educational philosophy is solely focused on improving student outcomes - intellectually, spiritually, physically, emotionally and socially. St Therese's is committed to the implementation and application of the Sandhurst Magnify Project.

St Therese's has a dedicated, committed and caring staff who believe the profession is a call to service.

As a community based on the teachings of Jesus Christ, Christian values permeate every aspect of school life. The relationships and interests are centred around caring and affirming the dignity and worth of each member of the school community.

## Position Summary

The Deputy Principal will support the Principal in providing both strategic and operational leadership of the School. The Deputy Principal supports the Principal in the leadership of the School and assumes the role of Acting Principal in the absence of the Principal. The Deputy Principal is also delegated to exercise direct responsibility in specifically designated areas, including Learning and Teaching, Organisation Management and Policy Development, Staff Well-being and Technology Innovation.

## Position of Leadership Structure

The Deputy Principal will report directly to the Principal and be a collaborative leader on:

- Leadership Team
- Learning Leaders Team
- Behaviour Support Team
- School Advisory Council

## Leadership Framework

This role will work within the CES Ltd Leadership Framework. The Framework sets out that Leadership in a Catholic School creates a vision for a community in which all may have life and have it in abundance (John 10:10) and where student flourishing is the core purpose. Leaders in Catholic schools are guided by religious, professional, ethical, and moral principles and pursue this vision in service of the community. Servant leadership is at the core of all levels of leadership in the Catholic school. The leadership vision is student centred with a growth mindset that is guided by a belief in the dignity and potential of the human person.

Leadership in a Catholic school includes seven professional practices that are valued as critical elements in leading a Catholic school. They are as follows:

- Leading the Catholic School
- Leading a Well Community
- Leading Learning and Teaching
- Developing Self and Others
- Leading Improvement, Innovation and Change
- Leading the Management of the School
- Engaging and working with the Community

## Key Responsibilities

### MAGNIFY SAMDHURST

The Deputy Principal in a Catholic school:

- Proactively promotes and embeds initiatives aligned with the Magnify Sandhurst project.
- Work with key staff in monitoring and reviewing implementation, alignment and fidelity of the Magnify Sandhurst project.

**LEADING LEARNING  
AND TEACHING**

The Deputy Principal in a Catholic school:

- builds a culture of purposeful learning and teaching fostering lifelong learning.
- is responsible for the development of a deep understanding of pedagogical knowledge and practice.
- cultivates a student-centred professional learning community informed by data and contemporary research, theory and practice.
- ensures a data-rich culture that focuses on collating, analysing, interpreting and applying data to enhance pedagogy, practice and growth.
- sets high expectations for the whole school through collaborative and explicit planning in the delivery, monitoring and evaluation of the curriculum.
- researches and recommends high impact teaching strategies, engaging staff in emerging pedagogies.
- ensures that effective practices, structured feedback and the use of the standards lead to the improvement of staff practice and in turn student outcomes.

	<ul style="list-style-type: none"> <li>empowers and supports members of the school community to take on roles and responsibilities to enhance professional learning and collaborative team practice.</li> <li>have strategic and operational responsibility for student reporting.</li> </ul> <p>Key Elements:</p> <ul style="list-style-type: none"> <li>Schoolwide pedagogy development</li> <li>Planning and professional feedback</li> <li>Assessment and reporting</li> </ul>
<b>ORGANISATIONAL MANAGEMENT OF THE SCHOOL</b>	<p>The Deputy Principal works closely with the Principal to</p> <ul style="list-style-type: none"> <li>lead, initiate and contribute to designing, developing and articulating the strategic direction for the School.</li> <li>translate the strategic direction of the school into organisational plans to deliver the outcomes of the schools vision.</li> <li>embed operational decision-making processes on aspects of school organisation and management setting in place clear and appropriate structures, reporting lines and delegated authorities.</li> <li>review and monitor whole-school policies to ensure alignment and compliance with the School's strategic direction and statutory requirements.</li> <li>manage issues regarding Child Protection.</li> <li>lead, manage and implement special projects as defined and required by the Principal.</li> <li>lead the school review process in consultation with the Principal.</li> </ul> <p>Key Elements:</p> <ul style="list-style-type: none"> <li>Daily organisation, calendars and meeting schedules</li> <li>Policy development</li> <li>Assist with school review and VRQA processes including Child Safe</li> </ul>
<b>LEADING A WELL COMMUNITY</b>	<p>The Deputy Principal works closely with the Principal to:</p> <ul style="list-style-type: none"> <li>develop and communicate a clear vision for a well school environment.</li> <li>empower learning and the building of respectful and responsive relationships.</li> <li>develop relationships with families through school initiatives.</li> <li>support the work of the Parents and Friends Committee.</li> </ul>
<b>TECHNOLOGY</b>	<p>The Deputy Principal is responsible for the planning and execution of technologies within the school. They focus on the use of technologies to support learning, as well as maintaining the current infrastructure within the school.</p> <p>Key Elements:</p> <ul style="list-style-type: none"> <li>Develop and maintain contemporary infrastructure</li> </ul>



	<ul style="list-style-type: none"> <li>• Work in consultation with Nettek in managing school infrastructure</li> <li>• Work with staff to use technology in a meaningful way that supports student learning</li> </ul>
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Carry out all other duties that are within the limits of the skill, ability, competence, and training of the employee, and aligned with the requirements of the role as may be directed from time to time.

## Mandatory Responsibilities and Requirements

### Compliance with CES Ltd Policies and Procedures

- All CES Ltd policies and procedures are available in either CompliSpace and/or the Staff Portal. It is expected that all employees of CES Ltd must ensure that they comply with policies, procedures and standard ways of work practices when carrying out their work. Any breaches in compliance may result in disciplinary action.

### Compliance with Occupational Health and Safety

- All CES Ltd employees have a responsibility to take reasonable care of their own health and safety along with the safety of others. It is expected that all employees comply with policies, safe work procedures, instructions, and rules of CES Ltd's OH&S Management System.
- All employees must report any hazards or any other health, safety, or wellbeing issues to their team leader/principal. There is also an expectation that employees will actively eliminate hazards, follow instructions, and participate in training and consultation processes.
- All employees who have responsibility to supervise /lead others have additional responsibilities including ensuring that employees have clearly defined safety roles and responsibilities, addressing OH&S issues immediately, be aware of tasks being undertaken by employees and ensure that they have the skills required to perform tasks safely, ensuring training is provided to address any knowledge or skills gaps for performing work safely, ensuring clear policies and procedures are implemented as well as holding regular OH&S meetings with employees and managing non-compliance.
- All employees will be required to provide evidence of vaccination status prior to commencing employment with CES Ltd. Depending on the role some employees will also be required to provide evidence of successful completion of First Aid Certificate inclusive of Anaphylaxis training.

### Compliance with Child Safety Legislation

- CES Ltd is committed to creating and maintaining a child safe school environment in which all students feel safe and are safe. They do this by promoting the safety, wellbeing, and inclusion of all children. All CES Ltd employees have a responsibility to comply with current Child Safety legislation. This includes keeping up to date with relevant mandatory reporting requirements and maintaining a valid working with children check or VIT registration. CES Ltd are committed to ensuring the safety of children in our care, as such rigorous reference and background

checks are conducted at the pre-employment stage. All staff are also expected to comply with the Child Safety Code of Conduct as amended or varied from time to time.

## Key Selection Criteria

<b>Essential</b>	<b>Qualifications and Registrations</b>	<ul style="list-style-type: none"> <li>● Maintain current Victorian Institute of Teaching (VIT) registration</li> <li>● Live out the guiding beliefs and values of the Catholic Church</li> <li>● Comply with the CECV Accreditation Policy to hold Accreditation to Teach in a Catholic School and Accreditation to Lead in a Catholic School</li> <li>● Complete the Disabilities Standards for Education professional learning course and Protecting Children - Mandatory Reporting and other Obligations (PROTECT) online learning annually</li> </ul>
	<b>Knowledge and Experience</b>	<ul style="list-style-type: none"> <li>● Previous experience of leadership in Catholic education</li> <li>● The ability to provide leadership that is characterised by a desire for continuous improvement and commitment to evidence-based best practice.</li> </ul>
	<b>Commitment to Catholic Education</b>	<ul style="list-style-type: none"> <li>● A demonstrated understanding of the ethos of a Catholic school and its mission</li> <li>● Demonstrate a commitment to instil in students a respect for each other in accordance with the teaching of Jesus Christ</li> <li>● Demonstrate a commitment to personal witness as a member of a faith community</li> </ul>
	<b>Commitment to Child Safety</b>	<ul style="list-style-type: none"> <li>● Have a demonstrated understanding of child safety</li> <li>● Have a demonstrated understanding of appropriate behaviours when engaging with children</li> <li>● Be familiar with legal obligations relating to child safety (e.g. mandatory reporting)</li> <li>● Be a suitable person to engage in child-connected work</li> </ul>

	<b>Skills and Attributes</b>	<ul style="list-style-type: none"> <li>• The capacity to provide leadership that is characterised by a desire for continuous improvement, lateral thinking, and innovation</li> <li>• A proven capacity to work independently and effectively in the face of changing priorities, deadlines and pressures</li> <li>• Well-developed interpersonal and communication skills and the ability to liaise and communicate effectively with others</li> <li>• The ability to work effectively as a team member</li> <li>• Proficiency in the use of information and communication technologies</li> <li>• A commitment to ongoing Professional Learning</li> </ul>
	<b>OH&amp;S Requirements</b>	<ul style="list-style-type: none"> <li>• Comply with legislated occupational health and safety practices and participate in consultative processes</li> <li>• Observe safe work practices in accordance with training and instruction given</li> <li>• Identify, report and where appropriate, action risks/hazards in order to eliminate or mitigate against the risk recurring (Risks arising in the workplace may be financial, site, task or person specific or related to safety.)</li> <li>• Promote and implement occupational health and safety and risk mitigation processes within the school</li> </ul>
<b>Desirable</b>		<ul style="list-style-type: none"> <li>• Post Graduate studies in Leadership and/or Learning and Pedagogy</li> </ul>

