



POSITION TITLE: Deputy Principal: Head of Secondary

DIRECTLY RESPONSIBLE TO: Principal

DIRECTLY RESPONSIBLE FOR: Secondary staff and students

KEY RESPONSIBILITIES:

Responsibilities articulated in the College [“Enterprise Agreement”](#) and [“Code of Conduct”](#), apply to all staff.

All staff are to ensure conformance to CCM values and policies in relation to workplace health and safety, striving towards zero harm. This will involve:

- Promoting within your sphere of influence the importance of health and safety in the workplace
- Being vigilant and alert to potential and actual safety risks and hazards in the workplace and taking appropriate actions
- Embracing an active reporting culture of hazards, incidents and near misses
- Fostering a positive safety culture through being vigilant for the safety of yourself and others and not hesitating to intervene to prevent an unsafe act or condition
- Wearing Personal Protective Equipment (PPE) where required
- Understanding and following approved safety related policies and procedures.

The **Deputy Principal: Head of Secondary** has diverse responsibilities. Overall, they oversee the teaching and learning, student welfare and operations of the Secondary School. Apart from staff recruitment and student enrolment, they have overall responsibility of this section of the College. Their demonstrated behaviours should include:

- Integrating faith, learning and practice. This will include providing Christian guidance and encouragement as appropriate to staff, students and parents. (Details of faith standards are articulated in the documents [AITSL National Professional Teaching Standards including Christian Distinctives](#) and [Christian Professional Standards for Support staff](#).)
- Establishing and maintaining effective working relationships with all staff with particular emphasis on Secondary staff, Secondary students and their families.
- Exercising strong interpersonal skills and the capacity to develop and sustain productive relationships within and beyond the school community.

- Developing then supervising processes to encourage teachers, aides and volunteers to develop student faith, engagement, wellbeing, and achievement within a Christian context.
- Actively encouraging the development of each student's special talents and skills as individuals, to enhance their ability to reach their maximum potential for God.
- Using strategic thinking and analytical skills to contribute to educational outcomes at the College level.
- Managing effectively human, financial, and physical resources to deliver quality outcomes. This will involve identifying key staff, external agencies and education providers and volunteers.
- Working collegially with other College Leaders in the education and support of students.
- Participating in and support a wide range of College activities.
- Keeping the Principal and College Leaders advised of progress and potential concerns, presenting possible solutions to matters of concern.

Specific Teacher Leadership responsibilities include:

- Lead the development, implementation and evaluation of teaching and learning practices, including the delivery of a high quality and comprehensive curriculum that meets all required College, State and National expectations
- Evaluate and develop teacher and aide performance
- Teach classes as required, modelling excellence in teaching practice
- Ensure assessment and reporting policies and practices provide students and parents with regular and appropriate advice and guidance about all educational matters, including discussions with parents regarding student performance or behaviour
- Ensure student wellbeing is an integral part of all student learning and development activities

Specific Student development responsibilities include:

- Developing then supervises processes to develop godly student behaviours in our students who have not experienced success in traditional settings. This involves monitoring ongoing student needs including behaviour support. Developing Godly behaviours is a subset of character development.
- Ensure the support of students with individual additional needs.
- Ensure school counsellors and referrals to external student support services are available to meet student needs, as required.
- Monitor and celebrate student attainment of engagement, wellbeing, faith and achievement.
- Monitor student attendance and the completion of work and ensure accurate records are maintained.
- Support and oversee the development of co-curricular programs for Secondary students.
- Supervise the provision of information to parents about faith, engagement, wellbeing, and achievement matters in a timely and effective manner.
- Facilitates meetings, and where necessary meets, with parents to help resolve issues that arise in the support of a holistic Secondary education.

Specific finance accountabilities include:

- Manage administrative structures and procedures to ensure the efficient operation of the Secondary school, including overseeing the ordering of all requisites.
- Monitor and report on expenditure against the budget including staffing to the Principal
- Oversee and assist with the development of grant applications, major capital works proposals and capital expenditure requests as required
- Direct the Property Manager to arrange for the completion of minor works and routine maintenance of all school furniture, equipment, grounds, buildings and other resources.

ESSENTIAL QUALITIES / QUALIFICATIONS / SKILLS:

- Consistent with the Biblical basis of the College and with God's enabling, live as God's servant, bringing His Kingdom to earth. (Matthew 6:9-14, Matthew 22:37-39, Matthew 28:18-20)
- Accept and uphold CCM's [Statement of Faith](#).
- Be committed to the Ethos, Mission, Vision and Policies and Procedures of the College as they relate to the scope of their position.

The Deputy Principal: Head of Secondary needs to:

- Be a person of Christian faith and integrity.
- Teach from a Christian World view.
- Be registered with the Queensland College of Teachers.
- Perform mainly at the 'Highly Accomplished' level for many of the seven [Professional Standards for Teachers \(AITSL\)](#). Ideally these staff are working toward a 'lead level'.
- Act consistently within the framework of the College's Policies and Procedures, as they relate to the scope of their position.
- Demonstrate the practice of:
 - ✓ Enjoying working with children / young people.
 - ✓ Being patient in dealing with students of differing abilities.
 - ✓ Communicating simply and clearly to staff, students and families.
 - ✓ Demonstrating knowledge of current and expected future curriculum and teaching practices for disengaged students.
 - ✓ Leading cooperatively.
 - ✓ Very effective organisational skills.
 - ✓ Committing to ongoing computer literacy development to lead the appropriate planning, administrative and teaching requirements.
 - ✓ Committing to personal and professional growth including leadership development.