

Educational Leadership in Curriculum

The Assistant Principal – Teaching, Learning and Wellbeing will:

- Under the direction of the Campus Principal, lead and oversee the implementation, evaluation, and continuous improvement of the College approved curriculum to meet the needs of all students.
- Monitor developments in curriculum and pedagogy, initiating discussions and actions to ensure alignment with contemporary educational research, AITSL and ACARA standards.
- Oversee and maintain the Learning Management System (SEQTA), providing professional learning to staff in accordance with College expectations.
- Develop and implement strategies to support effective transition through Primary, Middle, and Secondary education.
- Coordinate the annual curriculum documentation process to ensure compliance with external and internal requirements, including NAPLAN and Catholic Education South Australia (CESA) reporting obligations.
- Oversee the effective coordination and delivery of Progressive Achievement Tests (PAT), National Assessment Plan – Literacy and Numeracy (NAPLAN), Classroom Pulse Check Survey (PULSE) and First Years of School Literacy and Numeracy Assessments (FYOSLA / FYOSNA).

Student Engagement and Wellbeing

- Lead and oversee pastoral care and behaviour management, ensuring a safe and positive learning environment.
- Model and promote restorative practices consistent with College policy and Salesian values.
- Manage complex student wellbeing and behaviour matters and ensuring a consistent and effective practice across the campus.
- Provide leadership and coordination of support for families experiencing academic, social, or behavioural challenges, ensuring effective communication between home and school.
- Monitor trends in student wellbeing and initiate appropriate adjustments to curriculum or delivery to meet the needs of all learners.

Staff Leadership and Development

- Provide leadership and oversight of teaching staff and act as the direct line manager for Positions of Responsibility (POR) staff.
- Develop and implement professional learning programs, in collaboration with the Campus Principal, that foster a culture of continuous growth, mentoring, and coaching.
- Review teacher performance and assist with the development of individual professional learning plans under the direction of the Campus Principal.
- Contribute to workforce planning and the onboarding and induction of relief and teaching staff.
- Be responsible for the line management of Riverlea College Counsellors.

Daily Operations and Administration

- Work collaboratively with the Campus Principal to lead the planning, development, implementation and ongoing management of the campus timetable, including staffing, class and year level allocations, ensuring educational priorities, operational requirements and workforce needs are effectively met.
- Oversee the strategic allocation of staff and resources, ensuring compliance with relevant legislation, policies, enterprise agreements and College requirements, while supporting the achievement of campus and College improvement priorities.
- Lead the effective management of daily campus operations, including staff relief, leave administration, daily communications and operational planning to ensure the smooth functioning of the campus.
- Contribute to the development, monitoring and stewardship of campus and learning area budgets in collaboration with the Campus Principal, Finance team and relevant leaders.
- Ensure the accurate and efficient management of campus records, timetables, schedules and the master calendar, working collaboratively with Assistant Principals and other key stakeholders.

- Oversee the administration of NAPLAN and other required assessment processes in collaboration with the Diversity and Inclusion Coordinator, ensuring compliance with College, system and regulatory requirements.
- Utilise data and operational information to support decision-making, planning, resource allocation and continuous improvement initiatives.
- Actively lead, positively engage in, and support the participation in College events and activities, meetings and professional learning.
- Perform other duties as directed by the Principal (or delegate).

Out of School Hours Care (OSHC)

- Work collaboratively with the Campus Principal and OSHC Director to ensure the safe transition of students at the end of the school day.
- Support OSHC staff with behaviour management, as required.
- Attend OSHC meetings chaired by the OSHC Director and contribute to effective communication and coordination between the College and OSHC service.

Relationships

The Assistant Principal – Teaching, Learning and Wellbeing will exercise their role in direct negotiation and liaison with the Campus Principal. They will also work closely with other Assistant Heads of Campus as required, ensuring a cohesive cross-campus team. This includes attendance at regular meetings of all POR4 staff across the College.

Personal Skills, Abilities and Knowledge

The Assistant Principal – Teaching, Learning and Wellbeing must have the ability to:

- Relate successfully to staff, students and parents/guardians in a manner that is responsive to the particular needs of those groups.
- Communicate clearly and effectively with students, staff, parents/guardians and members of the wider community.
- Have a highly developed sense of social and emotional intelligence.
- Work effectively with the College Principal, College Executive team, Campus Principal, Campus Leadership team and staff, and Cross-Campus team, for the benefit of all students.
- Be a reflective practitioner.
- Work effectively in a busy, dynamic and changing working environment.

The Assistant Principal – Teaching, Learning and Wellbeing must have skills in:

- Effective organisation of curriculum and pastoral care initiatives.
- Student case management.
- Building a resourceful and effective team.
- Conflict resolution and problem solving.

The Assistant Principal – Teaching, Learning and Wellbeing must have knowledge of:

- Relevant issues affecting student wellbeing.
- Knowledge of relevant issues affecting contemporary curriculum development.
- The South Australian Certificate of Education (SACE), including current future pathway opportunities open to students.
- Social justice principles and practices.
- Current pedagogical practices, including Middle School pedagogy.
- Catholic Social awareness and justice principles and practices including an understanding of Restorative Practices.
- Legal obligations and confidentiality requirements.

Person Specification

- Commit to upholding and actively contributing to the Catholic ethos of the school.
- Proven experience leading strategic and operational school improvement initiatives, with a particular focus on excellence in teaching and learning, student wellbeing and continuous improvement outcomes.
- Previous demonstrated experience undertaking a Position of Responsibility (POR) or equivalent leadership role, with evidence of positively influencing staff practice and student outcomes.
- Demonstrated understanding of Crossways Curriculum and its implementation, including MITIOG and the Child Protection Curriculum, ensuring compliance while fostering high-quality educational practice.
- Demonstrated expertise in contemporary literacy and numeracy pedagogy, including a strong understanding of middle years education and evidence-informed teaching practices.
- Demonstrated capacity to support the implementation of system-wide initiatives and strategic priorities, fostering staff engagement and ensuring successful integration into campus practice.
- Strong commitment to advancing school improvement through innovative teaching and learning practices, student wellbeing frameworks, and data-informed decision-making.
- Excellent interpersonal, relationship-building and communication skills, with the ability to engage effectively with others.
- Demonstrated capacity to be self-directed, exhibiting initiative, sound judgement, resilience and a highly organised approach to leadership responsibilities.
- Ability to quickly comprehend instructions and respond effectively to emerging priorities and challenges.
- Advanced digital literacy skills, including proficiency in Microsoft Office applications, educational technologies, data analysis tools and school learning management systems.
- Advanced ICT skills including Microsoft Office and ability to efficiently navigate databases and systems.
- Highly developed written and verbal communication skills, including the capacity to prepare reports, lead professional dialogue, facilitate staff development and communicate with clarity, professionalism and influence.
- Demonstrated commitment to fostering a collaborative, inclusive and high-performing professional culture that promotes staff growth, accountability and collective efficacy.

Role Requirements

- Possess or actively working towards completing formal postgraduate qualifications in Educational Leadership (or postgraduate qualifications relevant to the role)
- Current Teachers Registration in South Australia and Teacher Accreditation in Catholic Education SA
- Current and acceptable Working with Children Clearance and screening to work in Catholic Education SA
- Acquire and maintain Catholic Police Clearance to work in Catholic Education SA
- Current Responding to Risks of Harm, Abuse & Neglect – Education and Care certificate
- First Aid certificate (HLTAID012)
- Youth Mental Health First Aid
- Disability Standards for Education Training
- As a worker, comply with the SA Work Health & Safety Act 2012 and, while at work, take reasonable care for their own health and safety.
 - Take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons.
 - Comply, in so far as you are reasonably able, with any reasonable instruction given by the employer.
 - Co-operate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers.

Being vaccinated against COVID-19 is not mandatory for CESA staff. It is highly recommended for all CESA staff to maintain vaccination status as recommended by the policy.

This position information document indicates the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks and outcomes.