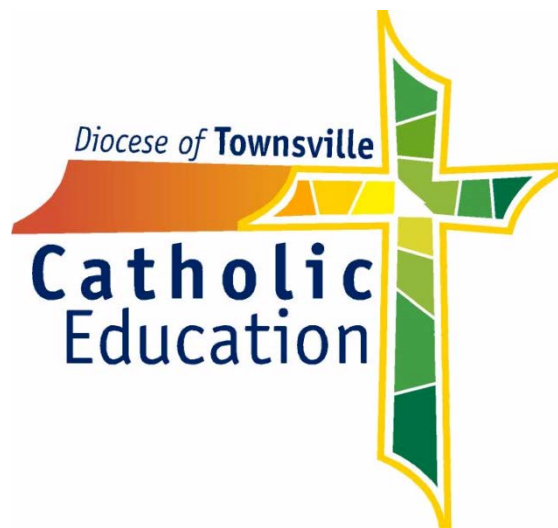


**THE CATHOLIC SCHOOL  
ASSISTANT TO THE PRINCIPAL  
RELIGIOUS EDUCATION  
(APRE)**



**POSITION DESCRIPTION**

**The position description for the Assistant to the Principal Religious Education (APRE) provides for the leadership and management of quality Catholic schooling and the growth and development of the APRE in the role. Those in Senior Leadership positions such as the Assistant Principal Religious Education are responding to a call to leadership. This position description guides the TCEO document “Process for Review and Professional Appraisal of Senior Administrators.”**

**ROLE REQUIRMENTS:**

**Leadership and Management.** Leadership and Management need to be seen to be integrated and not separate (Leithwood,2015). In leading and managing the senior leader is to be a person of influence. Flor McCarthy s.d.b. writes: “Pilate had power over people; Jesus had influence on them. Jesus made His presence felt simply by the kind of person he was.” This may be seen as follows:

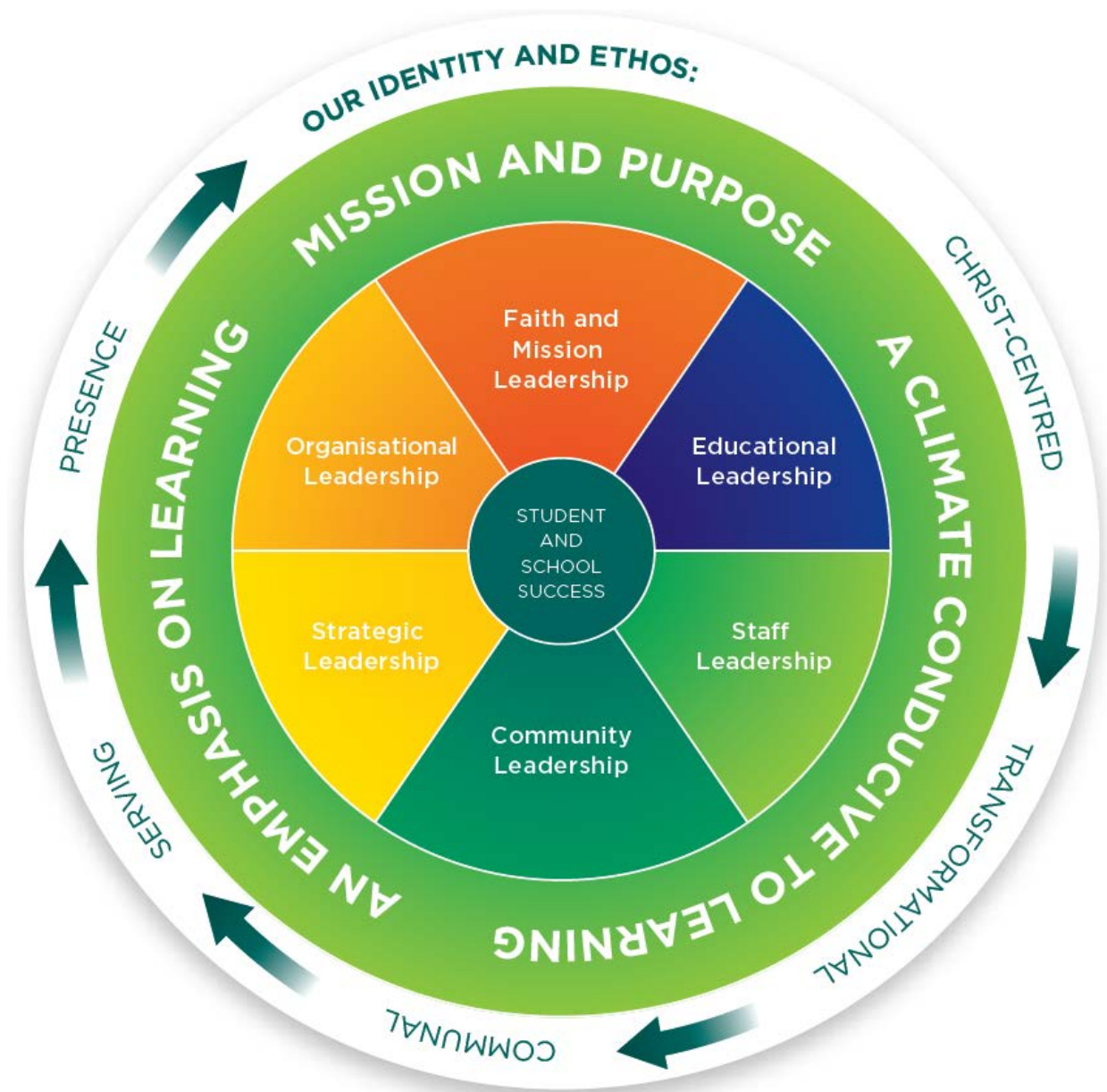
Influential Leadership is concerned with  
 ↓  
 the development of vision,  
 ↓  
 mission,  
 ↓  
 and possible future directions.

Influential Management is concerned with designing  
 ↓  
 and carrying out plans,  
 ↓  
 achieving outcomes efficiently,  
 ↓  
 and working effectively with people.

**ROLE COMPONENTS:**

***The Assistant to the Principal Religious Education:***

- Faith & Mission** *within the context of the community of the people of God*
- Education** *assists in the leadership and management of the achievement of the school's educational objectives*
- Staff** *through their work with teachers who identify with, and are committed to, these objectives*
- Community** *as part of a community of students, parents, teachers, other administrators, support staff and system wide personnel*
- Strategic** *who are committed to the school's broad philosophy and mission for improvement, innovation and change*
- Organisation** *within a school structure and climate that efficiently and effectively supports and facilitates the work and vision of the school and its role in contributing to the Common Good*



The italicized key indicators refer directly to one of the **Characteristics of Effective Catholic Schools** which guides School Improvement in our Diocese.

Each Dimension may be set out as follows:

**Dimension:** FAITH and MISSION LEADERSHIP

**Performance Competency:** Sharing in the essential mission of the Church as leader within the school faith community.

**Performance Indicators:** These are examples of practices which may evidence the fulfillment of the Dimensions. The *italicized indicators* are linked to one of the TCEO Characteristics of Effective Catholic Schools.

## **DIMENSION 1 FAITH & MISSION LEADERSHIP**

Acknowledging the centrality of Jesus Christ to the Mission of the Church  
and act as leader within the school faith community

### **The Assistant Principal Religious Education:**

- i. Promotes Catholic Identity through culture, gospel values, evangelization, faith education, liturgy and prayer*
- ii. Works to share in the Mission of the Church and the centrality of Jesus Christ as partners with the representatives of the Diocesan and local Church
- iii. Acts in a spirit of co-responsibility as part of the Church
- iv. demonstrates a commitment to the Catholic ethos of the school
- v. nurtures a school climate which is faith centred
- vi. draws upon the expertise of various staff / community members to facilitate the best of liturgical experiences
- vii. Is conscious of and embraces Diocesan initiatives
- viii. Contributes to and displays commitment to the vision and mission of the school
- ix. Promotes Catholic identity through culture, gospel values, evangelization, faith education, liturgy and prayer
- x. Demonstrates active pastoral engagement, authentic witness, sacramental participation and leadership in the life of the Church and school community
- xi. Supports the Christian community of this school to strive to be of service and facilitate social justice
- xii. Seeks opportunities for personal faith development and to nurture personal spirituality.
- xiii. Acknowledges and promotes ecumenical opportunities

## **DIMENSION 2 EDUCATIONAL LEADERSHIP**

Leading learning and teaching

### **The Assistant Principal Religious Education:**

- i. Supports Learning and Teaching across the school*
- ii. Ensures effective pedagogy is implemented to improve student learning*
- iii. Implements a plan for a coherent and sequential curriculum*
- iv. Develops and promotes a Catholic educational vision for life
- v. Takes a leading role in the development of the classroom and school Religious Education program and its evaluation
- vi. Monitors the classroom teaching of Religion and regularly facilitates review of the Religious Education program
- vii. Maintains current knowledge of professional development activities available in Religious Education including theology and spirituality

- viii. Supports the building of teacher capacity particularly in the inclusion of Catholic perspectives at the school level
- ix. Provides for diverse student needs
- x. Provides feedback for students and staff as associated with the role

### **DIMENSION 3 STAFF LEADERSHIP**

Developing self and others

#### **The Assistant Principal Religious Education:**

- i. *Provides appropriate leadership for a Professional Teaching Community of highly able teachers*
- ii. Supports the spiritual formation and professional development of staff
- iii. Practises life-long learning through a personal commitment to Professional Learning Plans
- iv. Works with the Religious Education Staff individually and in groups, to obtain their commitment and input to Religious education curriculum
- v. Supports staff and workplace practices efficiently and effectively
- vi. Builds a continuous improvement culture focused on teaching and learning
- vii. Demonstrates the personal ability to develop self, others and team
- viii. Contributes to the successful operation of the Leadership Team
- ix. Develops and maintains positive, trusting, professional relationships with staff and students
- x. Encourages and promotes leadership of staff

### **DIMENSION 4 ORGANISATION LEADERSHIP**

Leading the management of the school

#### **The Assistant Principal Religious Education:**

- i. *Supports the Targeted Strategic Resourcing of the school*
- ii. Is assigned some responsibility for the efficient and effective management of the school
- iii. Establishes effective communication and decision-making processes
- iv. Draws upon the expertise of various staff / community members to facilitate the effective implementation of the Religious Education program
- v. Assists all staff to develop competence in preparing prayer / liturgical experiences, processes and resources
- vi. Seeks appropriate timetabling of Religious Education
- vii. Builds a successful school through effective collaboration and participation as required with school boards, governing bodies, parents and others
- viii. Applies for adequate budget allocation for RE and manages same
- ix. Contributes to the development of school policies in collaboration with the school community
- x. Participates in enrolment practices as required

- xi. Ensures duty of care is carried out for students and staff, in accordance with legislative, compliance and policy requirements
- xii. Fully supports the school's vision and values and the operational tasks which support them

## **DIMENSION 5      COMMUNITY LEADERSHIP**

Engaging and working with the community

### **The Assistant Principal Religious Education:**

- i. *Plays a leadership role in School, Staff, Parents, Church and Community Partnerships*
- ii. Ensures the school is a place of welcome and Christian hospitality
- iii. Participates fully in the life of the Church within the Parish
- iv. Supports parental engagement in the life of the school
- v. Creates an ethos of respect taking account of the spiritual, moral, social, health and well-being of all
- vi. Promotes understanding and reconciliation with Indigenous people especially elders and community leaders respectful of Indigenous spirituality
- vii. Promotes understanding and participation in our multi-cultural community by supporting inter-faith understandings
- viii. Creates opportunities for students to be active participants in their school community cognisant of Catholic Social Teaching
- ix. Supports, co-operates and collaborates with the Diocesan Education Council, Catholic Education Office, Parish, School Board, Parents and Friends' Association, and members of the wider community, particularly in the Religious and Spiritual spheres
- x. May be part of parent support groups (e.g. School Board; Parents and Friends Association) to ensure parental support is sought and considered
- xi. Actively participates in the collegial and co-responsible approach to leadership in the Diocese

## **DIMENSION 6      STRATEGIC LEADERSHIP**

Leading improvement, innovation and change

### **The Assistant Principal Religious Education:**

- i. *Supports The School Improvement Agenda*
- ii. *Develops a Learning Culture which promotes learning and success*
- iii. *Ensures the use of Data Informed Practices*
- iv. Supports evidence based improvement, change and innovation to improve student learning
- v. Endeavours to ensure that teachers are adequately resourced for the classroom teaching of religion
- vi. Contributes to a climate that facilitates the effective engagement of the school community
- vii. Uses suitable communication skills to build a trusting work environment.

## **THE LEADER'S CAPABILITIES**

The four sets of Leader's Capabilities indicated below incorporate the qualities, attitudes, dispositions and observed behaviours that serve to inspire and motivate others across the core dimensions. They have been grouped against the capability areas developed by the Australian Institute of Teaching and School Leadership (AITSL).

### **AITSL: Vision and Values**

- Establishes regular patterns of prayer, worship and service
- Articulates a personal faith
- Takes time to reflect on personal motivations, beliefs, values and behaviours
- Values and encourages the views and input of others
- Situates work within the faith community of the Church
- Applies ethical standards to complex and value-sensitive situations
- Embodies the Catholic vision in the school's goals, policies, programs, structures and operations.

### **AITSL: Knowledge & Understanding**

#### **Professional Capabilities:**

- Models life-long learning
- Makes decisions collaboratively and equitably
- Is knowledgeable about contemporary directions and specific issues in education
- Displays accountability for work and focuses on intended results
- Builds organisational capability and responsiveness through others
- Nurtures effective learning environments for a diverse range of students
- Values staff input and views
- Is an effective coach and is able to respond clearly
- Is able to give and receive feedback.

### **AITSL: Personal qualities, Social and Interpersonal skills**

#### **Personal Capabilities:**

- Engages in personal theological reflection
- Exemplifies honesty and integrity
- Responds to staff and community issues and concerns
- Is present to and visible in the school community
- Acts as a genuine, thoughtful, caring compassionate person
- Effectively integrates work and personal life – caring for personal well-being
- Understands the need for the health and well-being of others
- Listens actively and objectively articulates what has been heard
- Is consistent, trustworthy and level-headed.

#### **Interpersonal Capabilities:**

- Treats staff as professionals, trusting them implicitly to perform their roles
- Shares personal faith experiences
- Is an example of faith, hope and love
- Displays confidence, curiosity, enthusiasm, optimism and resilience
- Displays emotional intelligence in working with individuals and groups
- Affirms the work of others and demonstrates a genuine interest in and concern for people
- Builds an inclusive, trusting community by forging personal and professional bonds with others
- Cultivates productive working relationships
- Deals openly with difference and successfully negotiates solutions.

## **STATEMENT OF RESPONSIBILITY**

The purpose of the position is to exercise leadership and assist with management of the school in accordance with Catholic Education policy and in consultation with other personnel as appropriate and with due reference to Catholic Education structures, processes and practices.

The APRE is responsible for the supervision of those areas as delegated by the Principal and as designated in his / her duty statement which should be reviewed annually. By negotiation the APRE in some schools-particularly smaller primary schools may be expected to assume the delegated role of the Principal in his / her absence.

### **AUTHORITY LIMITS**

Authority, to carry out the responsibilities of this position, is delegated by the Executive Director of the Townsville Catholic Education Office as represented by the Principal who delegates responsibilities to the APRE.

### **ACCOUNTABILITY**

The APRE, in matters relating to performance of the role, is accountable, in the first instance to the Principal.

### **NOTE:**

#### **Performance Criteria**

The Performance Criteria as they relate to the role of the Assistant to the Principal Religious Education are intended to point to those essential aspects of the role which, when carried to the fullest extent, would combine to result in exemplary carriage of the role.

In any given school the performance criteria that applies to a particular position are those that reflect the duty statement for that position.

Attention is drawn to the TCEO documents: "TCEO School Leadership Framework"; "Process for Review and Professional Appraisal of Senior Administrators" and "A Guide to Assist the Writing of the Self- Review for Professional Appraisal – Deputy Principal and Assistant to the Principal – Religious Education".

As part of annual and cyclical performance reviews the role holder should refer to this position description and associated duty statement when reflecting on performance and formulation of professional learning plans.