

Diocese of Townsville

Catholic
Education

LOVE

CATHOLIC LEADERSHIP

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THE CATHOLIC SCHOOL PRINCIPAL

POSITION DESCRIPTION

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The Position Description for the Principal of a Catholic school provides for the leadership and management of quality Catholic schooling and the growth and development of the Principal in the role. The Principal's call to leadership is a call to respond to the centrality of Jesus Christ and thus serve the Mission of Catholic Education. This Position Description guides the Townsville Catholic Education Office (TCEO) document "Process for Review and Professional Appraisal of the Principal". This document should be read in conjunction with the TCEO School Leadership Framework.

ROLE REQUIREMENTS:

Leadership and Management. Leadership and management need to be seen to be integrated and not separate (Ken 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:

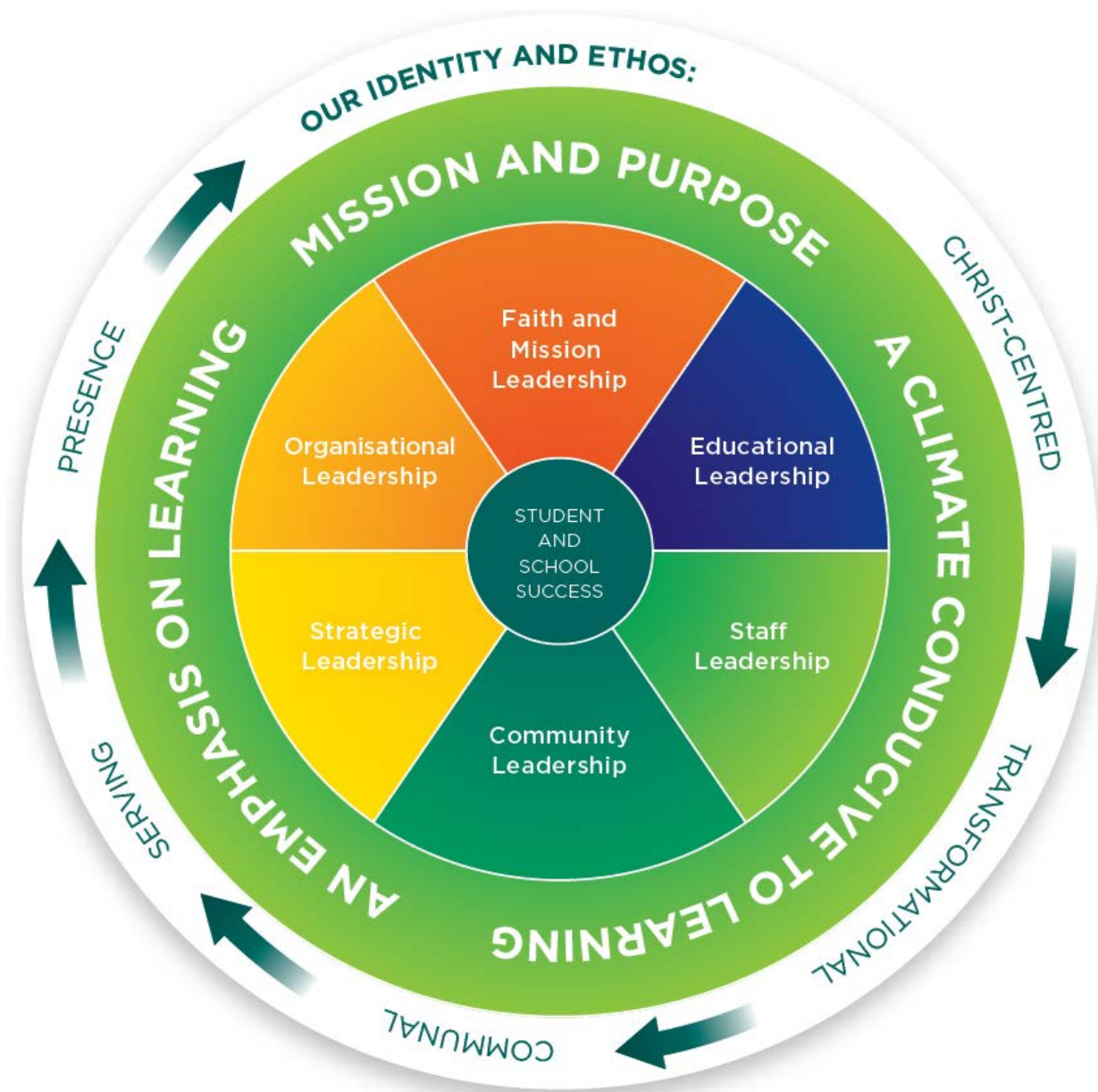
Influential Leadership is concerned with
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 the development of vision,
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 mission,
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 and possible future directions.

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

ROLE COMPONENTS:

The Principal:

Faith & Mission	<i>within the context of the community of the people of God</i>
Education	<i>guides the achievement of the school's educational objectives</i>
Staff	<i>through their work with teachers who identify with, and are committed to, these objectives</i>
Community	<i>as part of a community of students, parents, teachers, other administrators, support staff and system wide personnel</i>
Strategic	<i>who are committed to the school's broad philosophy and mission for improvement, innovation and change</i>
Organisation	<i>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.</i>



Each dimension is 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 demonstrate the implementation of the dimensions. The *indicators shown in italics* are linked to one of the ten TCEO Characteristics of Effective Catholic Schools.

DIMENSION 1: FAITH AND MISSION LEADERSHIP

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

The Principal:

- *Develops the school's Catholic Identity*
- 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
- Acts in a spirit of co-responsibility as part of the Church
- Is conscious of and embraces Diocesan initiatives
- Nurtures and shares commitment to the vision and mission of the school
- Promotes Catholic identity through culture, gospel values, evangelization, faith education, liturgy and prayer
- Demonstrates active pastoral engagement, authentic witness, sacramental participation and leadership in the life of the Church and school community
- Maintains the standards of Religious Education in the school, in accordance with Diocesan guidelines and policies
- Facilitates Christian community service and social justice
- Seeks opportunities for personal faith development and to nurture personal spirituality
- Acknowledges and promotes ecumenical opportunities

DIMENSION 2: EDUCATIONAL LEADERSHIP

Leading learning and teaching

The Principal:

- *As leader ensures learning and teaching is the focus of the school's endeavour*
- *Ensures effective pedagogy is implemented to improve student learning*
- *Implements a plan for a coherent and sequential curriculum*
- Develops and promotes a Catholic educational vision for life
- Ensures opportunities for students to achieve to the best of their ability
- Nurtures relationships as a basis for learning and teaching
- Builds teacher capacity at the school level
- Ensures effective pastoral care of all students is practiced
- Provides for diverse student needs
- Ensures educational accountability practices are in place
- Builds and maintains high educational standards
- Is knowledgeable about current educational trends and issues
- Affirms and promotes best practice
- Models lifelong learning

DIMENSION 3: STAFF LEADERSHIP

Developing self and others

The Principal:

- *Ensures there is a professional teaching community of qualified and skilled teachers*
- Ensures effective staff selection, recruitment, induction and developmental learning
- Oversees the spiritual formation and professional development of staff
- Demonstrates the personal ability to develop self, others and team
- Facilitates the operation of the Leadership Team
- Manages staff and workplace practices efficiently and effectively
- Provides effective supervision of staff
- Develops and maintains positive, professional relationships with staff and students
- Manages effective staff performance and review processes
- Is committed to the support, development, implementation and evaluation of school and Diocesan policies and practices
- Encourages and promotes leadership of staff
- Ensures effective staff selection, recruitment, induction and capacity building
- Enables and develops leadership in staff

DIMENSION 4: ORGANISATION LEADERSHIP

Leading the management of the school

The Principal:

- *Targets the strategic resourcing of the school*
- Takes control and responsibility for the efficient and effective management of the school, in compliance with funding bodies, Diocesan policy and regulations, and legislation applicable to schools
- Establishes effective communication and decision-making processes
- Leads the development of school policies in collaboration with the school community
- Promotes and manages enrolment within policy and resources
- Oversees the stewardship of resources, including accountability for administration of the school funds and maintenance, and development of facilities
- Ensures duty of care is carried out for students and staff, in accordance with legislative, compliance and policy requirements
- Ensures employment processes are in accordance with Diocesan policies
- Develops and manages effectively the plant, equipment and maintenance plan of the school, in accordance with diocesan, parish and legislative requirements
- Maintains effective system administration practices, including reporting and evaluation

DIMENSION 5: COMMUNITY LEADERSHIP

Engaging and working with the community

The Principal:

- *Engages and promotes the growth of the school, staff, parents, Church and community partnerships*
- Ensures the school is a place of welcome
- Utilises strategies to engage parents in the life of the school
- Liaises with the parish priest in accordance with Diocesan policy and practice
- Supports, co-operates and collaborates with the Diocesan Education Council, Catholic Education Office, Parishes, School Board, Parents and Friends' Association, and members of the wider community
- Participates fully in the life of the Church within the Parish and Diocese and is duly accountable
- Establishes and/or maintains parent support groups (e.g. School Board; Parents and Friends Association) to ensure parental support is sought and considered
- Creates opportunities for students to be involved in the life and plans for their school
- Actively participates in the collegial approach to leadership in the Diocese
- Actively supports a spirit of co-responsibility at intra, and inter-school levels

DIMENSION 6: STRATEGIC LEADERSHIP

Leading improvement, innovation and change

The Principal:

- *Leads the School Improvement agenda by developing a culture of school renewal*
- *Develops a learning culture which promotes learning and success*
- *Ensures the use of data informed practices*
- Works in the spirit of co-responsibility, according to Diocesan policy and procedures
- Encourages a culture of continuous school renewal and improvement
- Ensures effective financial management
- Is an effective change manager
- Develops a climate that facilitates the effective engagement of the school community.
- Engages and inspires evidence based improvement, change and innovation to improve student learning
- Leads and manages innovation and change so that goals are realised
- Allocates responsibility and appropriate delegation to members of the Senior Leadership Team and monitors same

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 and 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 and 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

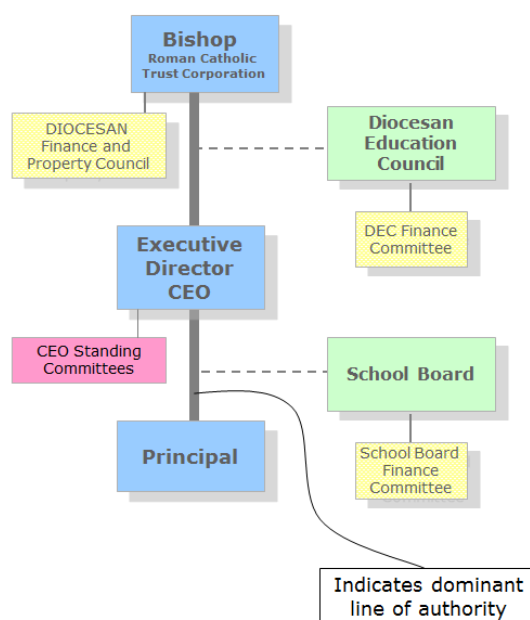
The purpose of the position is to exercise leadership and management of the school in accordance with Catholic Education policy and in consultation with other personnel as appropriate and with due reference to Catholic Education structures, processes and practices.

The Principal is responsible for the supervision at the school level of its overall educational functioning. To this end, it is a function of the position holder to provide leadership to all staff members.

AUTHORITY LIMITS

Full authority is delegated by the Executive Director of the Townsville Catholic Education Office to carry out the responsibilities of the position.

Structure showing the relationship between the Roman Catholic Trust and Diocesan Schools in the Diocese of Townsville



REPORTING AND RELATIONSHIPS

The Principal, in matters relating to performance of the role, reports in the first instance to the Education Consultant who then reports to the Director - Leadership and School Development.

Important directive relationships also exist with the Parish Priest and with senior management personnel within Townsville Catholic Education.

NOTE:

Performance Criteria

The Performance Criteria as they relate to the role of the Principal, 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.

See also the TCEO documents: "School Leadership Framework"; "Process for Review and Professional Appraisal of the Principal" and "A Guide to Assist the Writing of the Self-Review for Professional Appraisal."