Information Package

Advice to Applicants – Assistant Principal

Assistant Principal Range – 2

5 year tenure
Advice to Applicants

Assistant Principal Range - 2

All prospective applicants, including those external to the Education Department, need to be aware that they must visit the Recruitment Online website to register their CV and to address the Key Selection Criteria. [www.education.vic.gov.au/schooljobs](http://www.education.vic.gov.au/schooljobs)

A tour of the school is available at 3:30 pm on Friday 4 September 2015. Please phone the office on 9871 4888 to book in.

**Preparation of application:**

It is requested that applicants prepare their application by:

- addressing the selection criteria;
  - Applicants are asked to be concise in their responses, size 12 font.
- including a cover letter and Resume / CV;
- providing the names of three referees including **work time** and **after hours** contact numbers.

**The Selection Process will involve the following steps:**

- Receipt of application by the closing date.
- Short listing of applicants.
- Interview process
- Referee Checks (these may occur prior and /or after the interviews). The panel reserves the right to contact others outside of the list of referees provided by the applicant.
- On making a decision to appoint, a job offer will be made to the successful applicant.
Principal’s Welcome

Heathmont College is a co-educational secondary school in Heathmont. Heathmont College has a strong focus on academic achievement. We believe in the development of effective learning conditions, high quality teaching and a focus on the importance of knowing our students so that we can support them in achieving their full potential.

The College has a reputation for inspiring students to achieve their personal best and generating great pride in their school. The foundations of our College lie within the six College values we live by every day.

- Respectful Relationships
- Excellence in all we do
- Supportive Community
- Perseverance
- Enthusiasm for Learning
- Co-operation
- Trust

The College has an established “Ready for Learning’ Policy with an ongoing cycle of feedback to students and parents that fosters growth and cultivates aspirations. Our classrooms are focussed and orderly with staff and students working together to ensure optimal conditions for learning. We are proud of our focus on innovation and challenging students to excel. Recent Naplan and VCE results show a statistically significant four year upward trend.

A renewed Performing Arts program has seen a musical production reintroduced into the College program and a resurgence of the instrumental program.

Students get to enjoy a wide range of opportunities to participate in extra-curricular activities that complement the academic program. We are renowned for our achievements in Debating, Sport and the Performing and Visual Arts.

The teaching staff at Heathmont College are constantly building on their individual and collective strengths, through a rigorous and supportive performance appraisal system, aimed at promoting growth and improvement.

The Principal Team take great interest in the learning environment, making regular visits to all classes to ensure that we speak with confidence about the quality of teaching and learning that is occurring.

Johanna Walker
Principal
Leadership At Heathmont College

The leadership profile at Heathmont College:

<table>
<thead>
<tr>
<th>Principal Class</th>
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<tbody>
<tr>
<td>The Principal</td>
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<tr>
<td>Assistant Principal (2 positions)</td>
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<table>
<thead>
<tr>
<th>Leadership Team</th>
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<tbody>
<tr>
<td>Head of Middle School</td>
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<tr>
<td>Head of Senior School</td>
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<tr>
<td>Head of Curriculum</td>
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<td>Business Manager</td>
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The goal of the leadership team at Heathmont College is to improve learning outcomes for all students. This will largely be achieved by working together to improve the skills, knowledge and performance of the teaching workforce and to improve the curriculum program of Heathmont College.

The roles and responsibilities of leaders have been carefully aligned to the College’s Strategic Plan. Successful candidates will be visionary and dynamic people with a diverse range of skills and abilities which collectively will provide a strong leadership framework across the school community. They will be team players that are able to manage the day to day demands of the role whilst still being able to plan strategically and seek solutions that will bring about improved outcomes for students.

At Heathmont College, we recognise the need for all Educational Leaders to be leaders of people and as a result it is expected that all leaders focus on:

- Building and sustaining positive relationships with staff, students and the community.
- Fostering a climate of support and respect amongst staff, students and the community.
- The quality of the school’s teaching and learning practices including the use of ICT as a critical tool for whole school improvement.
- Encouraging creativity in others and provide expert professional knowledge in order to maintain, justify and articulate a sound, comprehensive program of instruction.
- Understanding other people’s goals by showing consideration and seeking to understand their contribution whilst always assuming positive intent.
- Modelling a passion for learning by high levels of enthusiasm and direct involvement.
- Developing teams that share the leadership in order to achieve improved outcomes for students.
- Identifying the professional learning needs of themselves and others to ensure that all staff are equipped with the skills and knowledge to achieve College goals.
- Their ongoing professional growth, supported by professional reading including published national and international educational research.
- Modelling important goals and behaviours in a range of environments including learning spaces, formal school functions, ceremonies and other important occasions.
- Demonstrating leadership of the community by defining, strengthening and articulating values and beliefs that make the school unique.

_The learning culture at Heathmont College has been developed to create a challenging yet secure environment for all students to learn in._
We have found that when expectations are clearly communicated, and explicit teaching occurs for both students and parents, the incidence of non-compliance within the College is minimal and limited to very few individuals.

On the whole we commend our students for their behaviour and attitude towards being positive members of our community.

It is the responsibility of every classroom teacher at Heathmont College to establish and maintain a positive working environment.

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**Heathmont College Instructional Model**

The model has not been designed as a planning model (what is taught) but as a Teacher Instructional Model (how it is taught). It does not have to be linear. A teacher needs to develop expertise in each of the phases and apply that expertise at the point of need within any teaching program. It is of critical importance to ensure that a mixture of ‘I Do’, ‘We Do’ and ‘You Do’ instructional methods are used across a teaching program to maximise student outcomes.

**In each lesson:**

**Learning Goals**

- In every lesson, the teacher must clearly communicate the specific learning goals for the lesson.
- The goals should be practical, realistic, challenging and measurable. They should be a subset of the overarching goals of the unit of work.
- Take the time to communicate and clarify the goals, connect them to previous learning and align them to future learning.

**Engage**

- “Engage” is designed to verify students’ understanding of pre-requisite knowledge and activate knowledge that underpins the lesson.
- “Engage” is to be aligned with knowledge underpinning the learning goals for that lesson.

**One or more of the following in each lesson**

**I Do (teacher)**

- Focus on direct teaching of new knowledge or skills.
- Model and present new procedures and skills by providing step-by-step demonstrations and clarify decision-making processes by thinking aloud.
- Use clear and precise language

**We Do (class)**

- The teacher supports students in guided practice to confirm students’ understanding.
- Use observation, frequent questioning, and corrective feedback to ensure that all students understand and can apply the new knowledge or skills.
- Work with groups of students to encourage collaborative practice, additional modelling and support where required.

**You Do (student)**

- Students engage in independent and collaborative practice to further consolidate skills, apply them in new contexts and relate them to previously acquired skills.
- Differentiate practice by providing varying levels of scaffolding and the complexity of tasks to target groups of students.
- The teacher will structure activities that link skills to prior learning and apply them in new situations.

**In each lesson:**

**Reflect**

- Refer back to the lesson’s learning goals and outline how these have been covered.
- Help students to organise new knowledge and skills, making connections to prior and future learning and addresses any common misconceptions.
- Encourage students’ own reflection of their learning.
- Announce any additional reminders to students
Vision, Values and Strategic Plan

**Philosophy**

Heathmont College is committed to providing diverse programs which offer high quality learning to equip young people for their future – in education, training or employment and for life-long learning. Students, as part of the whole school community, are expected to take responsibility for their own actions. Balancing intellectual achievement with personal, emotional and social development is vital and we recognise the need to foster a strong sense of self-worth, self-confidence and the capacity for building fulfilling relationships with others. A key feature of student behaviour is mutual respect which includes positive and non-discriminatory relationships between boys and girls. Self-discipline, responsible behaviour and commitment to worthwhile goals are the main foundations of the school’s educational philosophy/outlook. Considerable emphasis is placed on academic achievement within the school program. Each student has the right to learn and each teacher has the right to teach in an environment that is positive, supportive harmonious and productive.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Heathmont College is committed to:</th>
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<tbody>
<tr>
<td></td>
<td>• Excellence in student academic achievement</td>
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<td></td>
<td>• A culture of high expectations for all learners and school community members</td>
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<td></td>
<td>• Creating opportunities for every student to be successful in their chosen pathway</td>
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<td>• Encouraging students to act with integrity, self discipline and to take the initiative to contribute to their community</td>
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<table>
<thead>
<tr>
<th>Values</th>
<th>The values that underpin the guiding principles and beliefs at Heathmont College are based on RESPECT:</th>
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<tbody>
<tr>
<td></td>
<td>• Respectful Relationships</td>
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<td>• Trust</td>
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<tr>
<td>Service Standards</td>
<td>General:</td>
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<td>• The School Council expects parents to uphold the goals of the College and encourages their involvement in the educational development of their children.</td>
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<td>• The school commits to the active sharing of its vision and goals to ensure school community engagement in the school’s strategic plan.</td>
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<td>• The school aims to deliver all students access to a broad, balanced and flexible curriculum including skills for learning and life.</td>
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<td></td>
<td>• The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</td>
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<tr>
<td>Specific:</td>
<td>• The school will respond to all communication by parents and caregivers in a timely fashion.</td>
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<td>• Parents will be engaged regularly when their child does not behave in a socially acceptable manner.</td>
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<td>• Students will engage in regular workshops of Ready to Learn and the College values of RESPECT.</td>
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<td>• All teachers will provide timely and targeted feedback to students on their work.</td>
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Assistant Principal

The Principal Team at Heathmont College is a high performing team leading the achievement, engagement, wellbeing and productivity of the whole school community. Together they work to drive continuous school improvement to ensure successful outcomes for all staff, students and families. They understand the complexity of achieving cultural change and have the demonstrated capacity to plan for, implement and reflect on the change process.

Members of the Principal team at Heathmont College network and collaborate with a wide range of professionals to secure the best possible outcomes for all students. They are genuinely committed to their own growth and are skilled at establishing and maintaining professional relationships to lead the work of others within the College.

The core business of the Principal Team at Heathmont College is to lead the whole school community towards success.

The Principal Team at Heathmont College:

- All have a role in leading a flourishing Performance and Development Culture that results in improved teaching practice
- Are driven by the desire to see every student in the College achieve their own personal best.
- Have high aspirations for learning that inspire staff, students and the community.
- Establish an environment that provides opportunities for all staff to learn and improve together.
- Are constantly reflecting on the impact of their leadership.

Key attributes required are:

- The capacity to facilitate and nurture staff collaboration and reflection on teaching practice.
- The capacity to plan, document and lead the implementation of whole school improvement strategies.
- The capacity to maintain optimal conditions for learning.
Assistant Principal Selection Criteria

Educational leadership

- Outstanding capacity for visionary and exemplary educational leadership of a school or college.
- Highly developed skills in leading and managing change including the leadership of others in the process of change.

Financial, managerial and administrative ability

- Outstanding financial, organisational and resource management skills.

Planning, policy and program development and review

- Exemplary values appropriate to the development of student learning with a demonstrated capacity to achieve high quality student outcomes.
- Demonstrated ability to implement Department policies to a high level.
- An understanding of, and a commitment to, the use of learning technologies to improve teaching and learning.

Leadership of staff and students

- A highly developed capacity to motivate staff, develop their talents and build an effective team.
- A clear capacity to foster a learning environment that takes account of the individual needs of students and helps students to develop their special abilities and talents.

Interpersonal and communication skills

- Highly developed interpersonal and communication skills in individual, small group and community contexts.
- Exemplary values pertaining to personal qualities of objectivity, sensitivity and integrity.
- An ability to work with parents and the community to develop a strong learning environment.

Community Criterion

Demonstrated capacity to effectively lead and manage a secondary college including: (a) building effective partnerships with parents and the wider community and (b) providing leadership in a range of college wide roles that focus on:

- The development of improved teacher practice with processes including coaching, mentoring and feedback
- Systematic use of ICT to enhance deep learning, student engagement and quality teaching
- Co-curricular and student leadership programs
- Demonstrated capacity in building school student numbers.
The key responsibilities of the successful applicant include, but may not be limited to:

As an Assistant Principal the successful applicant will work as part of a team consisting of 2 Assistant Principals and the College Principal. Specific duties will be negotiated as a team and will vary over time. All Assistant Principals have responsibility for the effective implementation of the Heathmont College strategic plan, as well as significant College wide responsibility. There is a strong commitment to building the leadership capacity of the Principal team and other educational leaders throughout the College. In addition the college actively invests in the capacity building of its teachers through a comprehensive performance and development process. Each Assistant Principal teaches one or more classes.

Responsibilities

Typically, assistant principals perform one or more of the following functions:

- supervision and coordination of the work of senior curriculum or level coordinators;
- allocation of budgets, positions of responsibility and other resources within the area of responsibility;
- supervision of the delivery of teaching programs;
- management of programs to improve the knowledge and experience of staff;
- responsibility for general discipline matters beyond the management of classroom teachers and year level coordinators;
- contribute to the overall management of the school;
- determining the final form of any curriculum proposals which go to school council
- the appraisal of the work of subject co-ordinators
- responsibility for decisions relating to employment of short-term replacement teachers
- development and management of the school code of conduct
- appraisal of the work of year level co-ordinators