



Principal - School Leader A

Applicant Information Package

Position Information	
Position Title	Principal in Residence, Student-Centred Improvement and Leadership
Position Number	P72014
Classification	School Leader A Band Level 2 SLA 2 Salary \$ 210,521
Permanent/Temporary	Permanent, Full-Time (Principal in Residence placement for a term of 2 years)
Manager & Position Contact Details	Executive Leader, Student-Centred Improvement and Leadership Craig Edwards
	(02) 6205 8219 - EDU.DSIOffice@act.gov.au

DIRECTORATE OVERVIEW

The ACT Education Directorate is responsible for early childhood education and care and school education in the ACT. The Directorate provides school education services to children and young people both directly through public schools and indirectly through regulation of non-government schools and home education.

The Directorate's Future of Education Strategy identifies four foundations and four principles that shape and guide thinking, planning and delivery of education for every ACT student.

Foundations of the Strategy:	Principles
- Place students at the centre of their learning - Empower teachers, school leaders and other professionals to meet the learning needs of all students - Build strong communities for learning - Strengthen systems to focus on equity with quality.	- Equity - Student agency - Access - Inclusion.

The ACT Public School System is growing, requiring knowledgeable, flexible, innovative, and responsive leaders in every school. Successful school leaders in the ACT will understand that our people are our greatest resource, who flourish when engaged with colleagues as learners receiving quality feedback. This supports their impact both individually and collectively on student outcomes. ACT school leaders operate as system principals, collaborating with colleagues across and within their networks.

PRINCIPAL PROFILE

The Principal-in residence is appointed for a 2 year term and works collaboratively with the Student-Centred Improvement and Leadership (SCIL) team to implement the Student-Centred Improvement Framework (SCIF) and leadership initiatives. The role positively influences people, process and practices across the Directorate's school improvement and leadership support services.

The Principal-in residence reports to the Executive Leader of Student-Centred Improvement and Leadership and works directly with the other Principal in Residence. Together they are responsible for leading the implementation and continuous refinement of the SCIF and Leadership support across all levels of ACT public schools. The SCIL team oversees the School Review process, the evaluation of school performance and progress, and the planning for improvement and impact that schools undertake.

Job Description:

To undertake the role successfully, the candidate must possess the following attributes:

Ability to develop and maintain systems to enable exemplary evidence informed school level evaluation, planning and reporting practices including:

- Strategically lead the functions, responsibilities and culture of the SCIL team and more broadly across the School Improvement Group.
- Manage the quality assurance of School Review reporting including Directorate level reports and Ministerial briefings.
- Lead and manage the SCIL team members to be responsive to the evolving needs of the Directorate's evidence informed agenda and continue to build the leadership capabilities of school leaders.
- Work in accordance with, and uphold the ACT Government's Respect, Equity and Diversity Framework and the Directorate's Work Health and Safety System.

Relevant Skills and Abilities:

- Ability to strategically lead and positively influencing people, process and practice improvement in a service environment.
- Demonstrated ability to think strategically, analyse complex problems and develop innovative approaches that improve student outcomes.
- Ability to lead, create and contribute to a cooperative team environment.
- Excellent interpersonal communication (oral and written), collaboration, negotiation, and representational skills and the ability to make informed judgements working with a range of internal and external stakeholders.
- Outstanding analytical skills to identify and interpret appropriate data literacy and ability to present the data for school leaders.
- Ability to apply equity and diversity, work, health and safety and participative management principles and practices in the workplace.

INTRODUCTION: School Leader Recruitment

Principal vacancies may be filled through the following recruitment options:

- An advertised merit recruitment selection process
- Internal permanent transfer
- Internal temporary transfer through expression of interest (EOI)

Recruitment and selection are linked closely to quality teaching, professional learning, career performance and leadership development enabling the Directorate to build and sustain a high-quality teaching workforce.

The head of service has the right and obligation to place permanent principals/teachers in suitable positions, as required. This requirement takes precedence over any other method of filling vacancies.

Placements into new settings allow school leaders to broaden their experience and incorporate new perspectives, thus contributing to the renewal and enhancement of education communities.

Executive Education Leaders- (EEL's) *plan the optimum placement end dates of individual principals through the career development discussions with reference to the principal's career plan and the need to sustain and renew educational programs. Such discussions will be conducted in accordance with the Career Development Discussion Guidelines.*

Placements are generally for a five-year period unless school operational requirements are otherwise. NOTE: The Principal in Residence role is a system leadership appointment of 2 years and is not subject to the standard 5 year school placement arrangement.

ELIGIBILITY REQUIREMENTS

- A minimum of 4 years full time (or equivalent) tertiary study leading to the award of a recognised school teaching qualification.
- Current professional teaching registration with the ACT Teacher Quality Institute (TQI) or eligibility to obtain [TQI](#).
- A current registration issued through Access Canberra under the *Working with Vulnerable People (Background Checking) Act 2011* ([WwVP](#)).

REFERENCE LINKS

- **ACT Education Directorate website**
www.education.act.gov.au/home
- **ACT Education Directorate Organisational Chart**
www.education.act.gov.au/about-us/who-we-are
- **ACT Education Directorate Strategic Plan 2022-2025**
www.education.act.gov.au/our-priorities/strategic-plan
- **ACT-Public-Sector-Education-Directorate-Teaching-Staff-Enterprise-Agreement 2023-2026**
www.education-directorate-teaching-staff-enterprise-agreement-2023-2026
- **ACT Education Directorate Annual Report**
www.education.act.gov.au/about-us/policies-and-publications/publications_a-z/annual-report

ADVICE FOR APPLICANTS

Questions relating to individual principal positions can be directed to the position Contact Officer whose contact details are provided in the job ad.

Preparing your application

For more information on preparing your application including your written response refer to www.jobs.act.gov.au/how-we-hire/prepare-your-application. This site contains the [Applicant Information Kit](#) which has useful information on providing evidence-based examples.

Statement of Claims:

The Statement of Claims is integral to the application and should be based on the position information and the ACT School Leadership Strategy - Capability Framework. This Capability Framework is also detailed in The Australian Institute for Teaching & School Leadership (AITSL), Australian Professional Standard for Principals and the Leadership Profiles [Australian Professional Standard for Principals](#).

How to Apply:

Please read the *How to Apply* section of the job advertisement and submit your statement of claims based on the school leadership capability framework outlined in the application package (maximum three pages) curriculum vitae (two pages) and contact information for two referees.

Applications should be submitted via the [Apply Now](#) button and *by the due date*. For more information on submitting your application please refer to [Submit-your-application](#).

The Selection Process:

All applicants are assessed on the basis of merit and in accordance with legislation. A Joint Selection Advisory Committee (JSC) is established in accordance with the *Act Public Sector Education Directorate (Teaching Staff) Enterprise Agreement 2023-2026* provisions. The Joint Selection Advisory Committee (JSC) assesses all applications for the advertised position. The JSC conducts shortlisting, and all shortlisted applicants are interviewed and referees are contacted.

All applicants deemed suitable for the position are placed on an order of merit.

NOTE:

Applicants with specific requirements to enable access to, or participation in, the interview process should inform the contact officer prior to interview.

SCHOOL LEADERSHIP CAPABILITY FRAMEWORK

PROFESSIONAL PRACTICE 1 – <i>Leading Teaching and Learning</i>	
	School Leader A (SLA)
PEDAGOGY	- Ensures current research and sound principles of education inform whole school alignment of curriculum, pedagogy, assessment, and reporting - Ensures whole school focus on quality teaching and learning and sets high expectations for the whole school - Leads and promotes a collaborative culture in planning, monitoring, and reviewing the effectiveness of learning
CURRICULUM	- Drives the development, implementation, and evaluation of a comprehensive, rigorous, and coherent school curriculum - Ensures that programs offered in the school are of the highest quality to maximise academic and social success for all students - Leads curriculum renewal and reform with learning at the centre of strategic planning
ASSESSMENT and REPORTING	- Establishes and implements an effective learning and assessment framework that uses data, benchmarking, and observation to monitor progress of every child's learning - Provides a consistent school-wide focus on individual student achievement - Celebrates and promotes good performance and challenges underperformance at all levels

PROFESSIONAL PRACTICE 2 – <i>Developing Self and Others</i>	
	School Leader A (SLA)
SELF AWARENESS	- Models and communicates the importance of health, well-being, and resilience - Has a sense of self and seeks to extend skills and experience - Models a personal commitment to lifelong learning
REFLECTIVE PRACTICE	- Regularly and critically analyses own performance and identifies relevant professional learning, setting personal targets - Establishes procedures for effective staff evaluation of educational practices - Seeks and provides regular feedback including performance reviews and annual professional discussions
CAPACITY BUILDING	- Nurtures potential/future leaders through coaching, mentoring and succession planning - Ensures professional development is linked to improved teacher performance and student outcomes - Oversees whole school induction and ongoing support processes - Supervises and manages performance and provides constructive and timely feedback

PROFESSIONAL PRACTICE 3 – *Leading Improvement, Innovation, and Change*

	School Leader A (SLA)
DECISION MAKING	- Leads formal review and renewal processes to inform educational decisions - Makes and implements decisions which reflect changing demands on and expectations of the school, along with a broad understanding of issues and their implications for students, the school, and the system - Makes evidence informed strategic decisions to lead school improvement
CULTURE	- Collaboratively develops and promotes a school vision which is realistic, challenging, and future oriented - Builds a unique, inclusive school culture which encourages excellence, innovation and risk taking - Develops, articulates and models shared school values
FUTURE FOCUSED	- Inspires a sense of purpose and direction for the school, promoting a positive image of public education - Takes a strategic role in the development and implementation of new and emerging technologies, and fosters creativity and innovation to achieve excellence - Demonstrates personal commitment to continuous school improvement using problem solving, creative thinking and strategic planning - Uses appropriate leadership styles sensitive to the stage, growth, and development of the school

PROFESSIONAL PRACTICE 4 – *Leading the Management of the School*

	School Leader A (SLA)
PLANNING & MANAGING	- Creates an organisational structure that reflects the school's values - Plans strategically and implements effective systems - Manages the school's resources to respond to changing needs and improve whole school's outcomes - Ensures budgets are integrated and aligned with learning priorities - Leads and manages workforce planning, recruitment strategies and selection processes
ACCOUNTABILITY	- Models, upholds, and promotes compliance with policies, procedures, and accountability systems in accordance with relevant legislation - Develops effective assessment, evaluation, and accountability systems - Effectively collaborates with the school board, governing bodies, parents, and others

PROFESSIONAL PRACTICE 5 – *Engaging and Working with the Community*

	School Leader A (SLA)
ENGAGEMENT	- Recognises and uses the expertise and rich, diverse linguistic and cultural resources in the school community - Promote sound life-long learning from preschool to adult life - Actively seeks feedback from families and carers and the wider community about the quality of learning and their ambition for education
COMMUNITY PARTNERSHIPS	- Models, promotes, and develops positive, respectful relationships within the school and wider community - Collaborates and develops partnerships with a range of stakeholders across the Directorate and in other organisations - Cooperates and works with relevant agencies to protect and support children and young people
LEARNING COMMUNITIES	- Takes a leadership role within and beyond the school through professional relationships and networks - Contributes to the development of the education system by sharing effective practice, working in partnership with school and others to develop integrated provision - Leads true collaboration across the system to collectively raise standards and close the gap for all students