

Assistant Principal-Range 1 (Assistant Principal-Range 1)

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Company: State Government of Victoria, Australia

Location: Melbourne

Category: other-general

Job posted:18/04/2024 Location:Melbourne | Southern Metropolitan Job type: Part time /
From 03/06/2024 - 26/01/2027 Organisation: Schools (Government) Salary:Salary not specified
Occupation:Teacher Reference: 1411629 Selection Criteria SC 1: Educational Leadership
Outstanding capacity for visionary and exemplary educational leadership of a specialist school.
Highly developed skills in leading and managing change including the leadership of others in
the process of change. SC 2: Financial, Managerial and Administrative Ability Capacity for
financial, organisational and resource management skills. SC 3: Planning, Policy and Program
Development and Review Exemplary values appropriate to the development of student
learning with a demonstrated capacity to achieve high quality learning outcomes. SC 4:
Leadership of Staff and Students A highly developed capacity to motivate staff, develop their
talents and provide direction and mentoring for their growth, including the development and
implementation of a peer feedback program. A clear capacity to foster a positive learning
environment that takes account of the individual needs of students and helps students to
develop their special abilities and talents. SC 5: 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. Role The assistant principal reports directly to the principal. Assistant
principals have a primary responsibility for the management of significant areas or functions
within the school to ensure the effective development, provision and evaluation of the
school's education program. In exercising the responsibility, assistant principals will have
the authority to make all significant decisions relating to the program, budget and staff relating to

their area of designated responsibility within the framework of the school's strategic plan, policies and budget. Assistant principals will contribute to the overall management of the school through involvement in policy formulation and decision making. The management of significant school program or functional areas in schools involve assistant principals in the analysis of the needs of students and the translation of state educational policy and frameworks into appropriate education programs to meet the needs of all students. Typically assistant principals will be responsible for the effective use of the teaching staff and program budget of a defined area of the school's operation and for the oversight and leadership of the educational programs provided utilising these resources. 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; Who May Apply Appropriately qualified individuals currently registered or eligible for registration with the Victorian Institute of Teaching. EEO AND OHS Commitment Applicants seeking part-time employment are encouraged to apply for any teaching service position and, if they are the successful candidate, request a reduced time fraction. Such requests will be negotiated on a case-by-case basis and will be subject to the operational requirements of the school. The Department of Education is committed to the principles of equal opportunity, and diversity and inclusion for all. We value diversity and inclusion in all forms - gender, religion, ethnicity, LGBTIQ+, disability and neurodiversity. Aboriginal and Torres Strait Islander candidates are strongly encouraged to apply for roles within the Department. The Department recognises that the provision of family friendly, supportive, safe and harassment free workplaces is essential to high performance and promotes flexible work, diversity and safety across all schools and Department workplaces. It is our policy to provide reasonable adjustments for persons with a disability (see Workplace adjustment guidelines). Additional support and advice on the recruitment process is available to Aboriginal and/or Torres Strait Islanders from the Koorie Outcomes Division (KOD) via marrung@education.vic.gov.au

Child Safe Standards Victorian government schools are child safe environments. Our schools actively promote the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment, in accordance with their

legal obligations including child safe standards. All schools have a Child Safety Code of Conduct consistent with the department's exemplar available at: The department's employees commit to upholding the department's Values: Responsiveness, Integrity, Impartiality, Accountability, Respect, Leadership and Human Rights. The department's Values complement each school's own values and underpin the behaviours the community expects of Victorian public sector employees, including those who work in Victorian Government Schools. Information on the department values is available at: This Assistant Principal role also includes a classroom teacher component. Conditions of Employment All staff employed by the Department and schools have access to a broad range of employment conditions and working arrangements. Appointment of successful applicants will be made subject to a satisfactory pre-employment conditions check. A probationary period may apply during the first year of employment and induction and support programs provided. Detailed information on all terms and conditions of employment is available on the Department's Human Resources website at <http://www.education.vic.gov.au/hrweb/Pages/default.aspx> VIT LANTITE To be eligible for employment, transfer or promotion in the principal or teacher class a person must have provisional or full registration from the Victorian Institute of Teaching. In addition, from 3 August 2020, to be eligible for employment in the principal class or teacher class, a person who graduated from a Victorian Initial Teacher Education program after 1 July 2016, must demonstrate that they have passed the literacy and numeracy test for initial teacher education (LANTITE) requirements. This condition is satisfied where the LANTITE requirement is part of the Victorian Initial Teacher Education program completed by the person.

Location Profile Nepean School, located in Seaford, is an innovative educational choice offering individualised learning for students with physical disabilities and complex health impairments. Our transdisciplinary teams work collaboratively with families to identify learning priorities, set goals and develop individualised learning plans for every student. The transdisciplinary teams at Nepean consist of teachers, physiotherapists, occupational therapists, speech therapists, registered nurses (RN1), music therapists, psychologist who work together to design and implement engaging learning programs for all students. These active partnerships ensure every child has the very best opportunity to reach their potential. Our transdisciplinary teams walk beside the student and their family on their learning journey, celebrating each achievement and success. We provide comprehensive Individual Learning Plans (ILPs) for students at all stages of learning, from level A through to VET programs. Nepean School uses the Victorian Curriculum to develop learning experiences at each

student's stage of learning. The Nepean School Goal Bank is also used to break down learning goals and identify supports the student may need to reach their goal. Our students have the opportunity to engage in learning across all curriculum areas including English, Mathematics, Information & Communication Technology, History, Geography, Personal & Social Learning, Health & PE, The Arts, Life Skills, Community Skills, Civics & Citizenship, Design Creativity and our newly introduced STEM program (Science, Technology, Engineering & Maths). Our school has developed a set of values that guide our practice and affirm our purpose- place the student at the centre of all decision making - enable students to be active learners and have fun - provide opportunities for all students to be the best they can be- share knowledge and skills - build positive relationships and celebrate achievements- engage in professional learning that reflects current educational and therapeutic best practise We are connected by a strong belief that our purpose is to make a significant difference within and beyond our community. Our school has three simple rules, in line with our commitment to the Random Acts of Kindness program. Our rules are- kindness to self - kindness to others - kindness to the environment In this way we are focusing on, teaching and celebrating positive behaviour traits, promoting responsibility and awareness of our environment. Our school motto is 'Together we Achieve the Extraordinary' Our school has evolved into a dynamic learning environment, where every member of our school community is supported to achieve their goals and empowered to embrace life-long learning. 1036 jobs are currently listed for Schools (Government) Job type: Part time / From 03/06/2024 - 26/01/2027

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