Job description and person specification
for principals

This *Job description and person specification for principals* is distributed as a DRAFT to provide a starting point for further discussion. Any feedback relating to this *Job description and person specification for principals* can be provided to Lutheran Education Australia:

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## The role of principal encompassing the *Vocational practices* described the leadership and formation framework *Growing deep*

The *Vocational practices* that describe what leaders do in Lutheran education. All are engaged in each of these *Vocational practices* to varying degrees, at different times, as they live out our service and vocation in Lutheran education. The *Vocational practices* have been developed using the AITSL Principal Standards.

## Strengthening Lutheran identity

## Lutheran schools and early childhood services, as agencies of the Lutheran Church of Australia, share a recognisable Lutheran identity in which the gospel of Jesus Christ informs all learning and teaching, all human relationships, and all activities in the school. The rituals, symbols, visual displays and practices convey its Christ-centred identity.

## The school community is regularly involved in Christian worship which includes daily devotions. Christian Studies is an essential and distinctive part of the formal curriculum. Lutheran schools and early childhood services deliberately and intentionally share and live the good news of Jesus Christ with students, families, staff and the broader community. Opportunities for faith nurture are actively promoted and maintained.

Therefore, the principal is expected to:

Create a Christ-centred, Lutheran environment by:

* + Demonstrating a commitment to the learning and growth of young people
	+ Demonstrating a commitment to the providing opportunities for students to develop their relationship with Christ
	+ Encouraging active engagement of students and a strong student voice
	+ Placing students at the centre of strategic planning
	+ Providing a consistent and continuous school wide focus on individual student’s achievement
	+ Acting in the interest of all students to secure the best possible learning outcomes
	+ Listening actively to students, showing interest and acknowledging their point of views and contribution
	+ Demonstrating respect for the dignity and worth of each individual
	+ Providing daily worship opportunities for staff and students

### Manage self by:

* + Acting rationally and calmly in difficult situations
	+ Taking action to look after their own physical, mental, emotional and spiritual wellbeing
	+ Prioritising and acting constructively in response to numerous pressing priorities
	+ Looking for and focusing on the positive aspects of all situations while still acknowledging and responding to the challenges
	+ Using their faith as integral part of making decisions

## Excellence in teaching and learning

Lutheran schools value excellence and creativity in teaching and learning for all community members. A culture of challenge and support nurtures enthusiastic, independent learners, committed to lifelong learning. Excellence in teaching and learning is focused on improving student outcomes which includes spiritual, intellectual, physical, emotional, cultural and social dimensions. All learners should have access to quality learning experiences that ensure they develop their God-given abilities so that they may enrich the world. High expectations are established through reflective practice, collaborative planning, monitoring, providing feedback and reporting on the effectiveness of learning. The learning environment promotes active engagement, risk taking, motivation and a strong learner voice.

Therefore, the principal is expected to:

### Build capacity by:

* + Providing ongoing formal and informal feedback to all staff, or establish effective mechanisms within the leadership structure of the college
	+ Developing and maintaining effective strategies and procedures for staff performance and development
	+ Ensuring that there is ongoing observing, reviewing and evaluating of staff to help them improve practice
	+ Seeing every interaction as an opportunity to support, coach and develop others
	+ Identifying leadership potential in others and providing opportunity for others to demonstrate leadership
	+ Developing a culture of grace within the college community
	+ Providing a sound Christian Education program consistent with the policy of the Lutheran Church of Australia

### Promote professional learning by:

* + Reviewing their own practice regularly and implementing changes in leadership and management approaches
	+ Modelling learning for life by investing time, effort and resources to developing their own professional practice
	+ Obtaining feedback from others to develop an accurate assessment of their own strengths and development needs
	+ Providing opportunities for and actively encourage staff to attend professional learning linked to their performance goals and their own faith development

### Lead pedagogical practice by:

* + Understanding the practice and theory of contemporary leadership and applying that knowledge in school improvement
	+ Applying current knowledge and understanding of research into teaching, learning and child development to meet the needs of the students
	+ Applying knowledge and understanding of current developments in education policy, schooling, social and emotional trends and developments to improve educational opportunities for students
	+ Keeping up to date with research into teaching, learning and child development and how to apply such research to the needs of the students
	+ Maintaining a knowledge and understanding of current leadership theories and practice

### Create a learning culture by:

* + Providing a positive learning atmosphere for students and staff within the community
	+ Setting high expectations for every learner including students, staff and self
	+ Celebrating and promoting good performance
	+ Ensuring that there is a diverse and flexible curriculum
	+ Encouraging creative, responsive approaches to teaching
	+ Developing educational strategies to secure equity of educational outcomes
	+ Developing a shared agreement about what quality teaching and learning looks like

## Ongoing improvement and innovation

Improvement in Lutheran schools is guided by its values, vision and mission. Excellence is pursued through a culture of reflection, collaboration, innovation and creativity. Evidence is gathered to develop and implement improvement plans and policies for the continuous development of teaching and learning, the institution and its facilities. Ongoing professional learning encourages all members of the community to achieve high standards and develop their service and leadership capacity.

Therefore, the principal is expected to:

### Inspire and motivate by:

* + Leading the development of the vision for the college seeking input from parents, students and staff
	+ Building commitment, confidence, shared understanding and enthusiasm about the vision for the college
	+ Ensuring the vision for the college is acted upon
	+ Using appropriate leadership styles sensitive to the situation
	+ Recognising and celebrates the achievements of individuals and teams

### Understand and lead change by:

* + Developing an understanding of the local region to inform change
	+ Using information about current educational developments, theories and performance data to inform college improvements
	+ Articulating to the college community why change is required and acts to lead change with clear purpose

### Initiate Improvement through Innovation and change by:

* + Working and communicating with a variety of internal and external stakeholders to promote and sustain school improvement
	+ Leading and facilitating enquiry to inform innovative practice and school improvement
	+ Fostering creativity, innovation and the use of appropriate technologies
	+ Using problem solving, creative thinking and strategic planning to ensure continuous improvement
	+ Supporting processes to implement change

## Community building

Lutheran schools value the richness and diversity of the wider community and other education sectors. Positive and strategic partnerships are developed and maintained with students, families, local Christian communities, the broader community and Lutheran education. The relationships are built upon support, collaboration, trust and reconciliation. The Lutheran school lives out the gospel and is active in service of

others. The multicultural and multi-faith nature of Lutheran education and Australian society fosters understandings of diverse cultures. Lutheran education promotes the understanding of, and respect for, Aboriginal and Torres Strait Islander people.

Therefore, the principal is expected to:

### Create a culture of inclusion by:

* + Recognising the multicultural nature of the college community and Australian society
	+ Fostering an understanding, appreciation and reconciliation with Indigenous cultures
	+ Developing strategies to ensure educational opportunity including counteracting discrimination and the impact of disadvantage
	+ Recognising and supporting the needs of students, families and carers

### Engage with the Community by:

* + Understanding the diverse interest of the college community
	+ Knowing, understanding and taking into account the social, political and local circumstances of the community
	+ Knowing about the rich diversity of the cultural groups within the college and wider community
	+ Interacting personally with external stakeholders to understand the needs of the wider community

### Collaborate and Influences the Community by:

* + Developing and maintaining positive partnerships with students families and carers
	+ Developing and maintaining positive partnerships with the wider community
	+ Developing and maintaining positive partnerships with the college’s broader community
	+ Inviting and facilitating the community participation in student learning
	+ Actively seeking feedback from the college community
	+ Cooperating with staff from the region and Lutheran Education Australia

## Leading effective organisation and management

In Lutheran schools, roles, responsibilities and procedures are clearly articulated so that staff can participate in its smooth and efficient operation. Data and knowledge management methods and technologies are used to ensure that resources (human, physical, technological and financial) are efficiently organised and managed to provide an effective, safe and caring, growth-oriented learning and working environment.

Strategic planning ensures the ongoing improvement and sustainability of the school/ early childhood service. Best practice is built upon effective collaboration between the governing body, staff, students, families, church and others.

Therefore, the principal is expected to:

### Align ethical practices with educational goals by:

* + Promoting democratic values including active citizenship
	+ Delivering on promises
	+ Behaving consistently in line with Christian beliefs
	+ Modelling and promoting the college’s values and ‘walking the talk’
	+ Advocating for what is right
	+ Being prepared to challenge behaviours and practices that are not ethical or not in keeping with the Christian ethos of the college

Manage resources by:

* + Managing the college’s human, physical and financial resources effectively and efficiently
	+ Delegating management of resources to members of staff where appropriate
	+ Using a range of technologies to effectively and efficiently manage the college
	+ Monitoring and aligning people, budgets and resources with learning priorities and the college’s strategic plan
	+ Continuously evaluating the use, range and quality of resources to improve the quality of teaching and learning
	+ Applying knowledge and understanding of leadership and management concepts and practice to deliver effective strategic leadership and operational management
	+ Prioritising effectively in order to achieve outcomes

### Manage high standards and accountability by:

* + Ensuring that individual and team expectations and accountabilities are clearly defined, understood and agreed
	+ Regularly monitoring accountabilities and taking action to ensure accountabilities are met
	+ Working with staff to develop their performance goals based on the college’s shared view of effective teaching and learning
	+ Implementing an effective learning and assessment framework that uses data, bench marking and observation to monitor progress of every student’s learning
	+ Taking appropriate action when the performance of others is unsatisfactory
	+ Observing and evaluating teacher practice and highlights areas for improvement

## Personal qualities, social and interpersonal skills

This requirement recognises the importance of emotional intelligence, empathy, resilience and personal wellbeing in the leadership and management of the school and its community. Lutheran principals regularly review their practice and implement change in their leadership and management approaches to suit the situation. They manage themselves well and use ethical practices and social skills to deal with conflict effectively. They are able to build trust across the school community and to create a positive learning atmosphere for students and staff, and within the community in which they work.

## Educational/vocational qualifications

* + Hold academic qualifications in keeping with the level of responsibility and preferably including post graduate administration or management studies.
	+ A registered teacher in South Australia with demonstrated competence in the leadership and management of teaching and learning in the classroom.
	+ Accreditation as a teacher and leader in Lutheran schools.

## Personal skills, abilities and aptitude

The principal will be an active communicant member of the Lutheran Church of Australia.

A personal commitment to the college vision, mission and values underpinning the delivery of a Christian based education to students in the college community is essential.

### Skills

* + A sound understanding of the principles of Lutheran education.
	+ Demonstrated high level skills in establishing effective working relationships with staff, students and parents.
	+ Demonstrated effective leadership skills in administration, interpersonal relations, planning and programming.
	+ Conversant with and experienced in using information technology relevant to the management of a school.
	+ Effective oral and written communication skills.
	+ Demonstrated ability to work with a team initiating and managing change.
	+ Demonstrated ability to provide feedback to team members about their performance against agreed goals.
	+ Demonstrated ability to work with a team in developing, establishing and implementing and monitoring curriculum.
	+ Demonstrated ability to delegate authority to others for the completion of agreed tasks.

### Abilities

* + Commitment to witness to the Christian faith in word and deed.
	+ Commitment to the principles of Lutheran education that make Lutheran schools distinctive, particularly in relation the spiritual, physical, emotional and intellectual wellbeing of young people.
	+ To share an organisational vision.
	+ The ability to articulate to a variety of audiences a personal vision of excellence in education and identify methods to achieve it.
	+ The ability to relate the Gospel message to his/her role within the college and encourage a spirit of Christian care amongst staff and students and to the college community.
	+ To demonstrate Christian integrity in all things.
	+ Demonstrated ability to document, implement and monitor administrative procedures.

### Aptitude

* + Demonstrated ability to inspire and enthuse others, and to accept feedback from others in respect to the effectiveness of one’s endeavours.

## Experience

* + Proven ability to communicate effectively with diverse audiences in a variety of contexts.
	+ Demonstrated ability to manage organisational strategic planning and the effective use of resources to achieve educational goals.
	+ Demonstrated ability to motivate and lead the college in the pursuit of educational excellence in a changing educational environment.
	+ Demonstrated ability to effectively manage and deploy resources (human, physical and financial) to best serve the interests and purposes of the college.
	+ Demonstrated skills in managing interpersonal relationships, with sensitivity and empathy and successful experience in conflict resolution.
	+ Demonstrated ability to analyse complex issues and manage resolution.
	+ Demonstrated ability to effectively initiate and manage change.
	+ Demonstrated ability to delegate effectively and to hold persons accountable for the delivery of stated outcomes.
	+ Demonstrated organisational and educational leadership and a record of success in achieving agreed goals in collaboration with others.
	+ Demonstrated success in developing and implementing curriculum enhancements and achieving objectives through structured planning processes.
	+ Demonstrated success in modelling and promoting effective teaching, learning and assessment practices.
	+ Demonstrated success in the appropriate application of learning technologies.

## Knowledge

* + A thorough understanding of current and emerging educational directions and their implications for schools.
	+ An understanding of how data is used to inform and improve school performance
	+ An understanding of relevant learning technologies and their applications.
	+ An understanding of current organisational, OHS&W and management practices.
	+ An understanding of the role of Lutheran education in the mission of the Church.
	+ Demonstrated awareness of contemporary practices in curriculum design and educational methodology.
	+ A comprehensive understanding of current organisational and personnel management practices.
	+ A demonstrated working knowledge of good business practices and financial control.
	+ Outstanding record of success in teaching and in educational leadership.

## Performance standards and review

The *Vocational practices* described in the Leadership and Formation Framework *Growing deep* and the Leadership Requirements (adapted from AITSL Standards 360-degree reflection tool user guide, 2015) inform the performance standards and review process.

A review process will be conducted on an annual basis with the college board Chair and, in the third year of appointment, an external appraisal will be conducted according to the requirements of the region and agreed upon by the Chair, principal and regional Executive Director.