



Scone Grammar School

ROLE STATEMENT: Deputy Principal – Wellbeing (P – 12)

Preamble

Scone Grammar School ('School') is a vibrant co-educational rural school which inspires, challenges and empowers young men and women to achieve their full potential in life. The School provides complete contemporary education from Preschool to Year 12 in a Christian context as we are an Anglican School in the Diocese of Newcastle.

Our focus is to empower our students to become well-rounded citizens with a strong ethical and moral character who are capable of assuming a leadership role in the local and global community.

Mission

Scone Grammar School's mission is to embed a Christian foundation for positive, flourishing learners through

- Innovative education
- Diverse opportunities to grow in a safe, enriching environment
- Caring for and celebrating each individual
- Developing leaders who strive to serve their community

Producing flexible, creative, healthy individuals who strive to maximise their potential and become contributing members of the wider community.



**POSITIVE
FLOURISHING
LEARNING
COMMUNITY**



Scone Grammar School

Position Title:	Deputy Principal - Wellbeing P-12
Department:	Executive
Division/Section	School Leadership/Student Programs
Reports to:	Principal
Position Review Process:	Formal meeting with Principal each semester following the submission of a written report that reports on specific goals. Detailed review bi-annually Other meetings as required
Remuneration Package:	Band 3 + Level 4 Leadership
Annual Leave:	Coverage of holiday periods - shared with other members of the School Leadership team and Principal <i>(and as required for meetings of the School Council or Senior Executive and to fulfill all responsibilities required by the role).</i>
Hours:	Core hours: 8.00 am – 5.00 pm <i>(other hours as required to fulfill responsibilities of role)</i>
Date Profile Prepared/Reviewed:	September 2021

Job Purpose – Overall statement in relation to the purpose of the position:

The Deputy Principal – Wellbeing P–12 is a member of the School Executive Team and is responsible to the Principal for providing opportunities for the growth and development of students from Preschool to Year 12. To oversee and develop the Pastoral Care, Welfare, Wellbeing and Discipline of the whole school.

The Deputy Principal – Wellbeing P-12 must be committed to supporting the School’s culture and ethos. He/She must possess a sound knowledge of current approaches to pastoral care, a broad knowledge of and commitment to co-curricular activities and a demonstrated willingness to support the school’s Christian mission and to encourage among staff, students and their families an active engagement with the Christian Faith as understood by the Anglican Church of Australia. In addition to these capacities he/she must also be able to demonstrate excellent administrative and organisational skills and be well-regarded by the community and by their professional colleagues.

As the Deputy Principal – Wellbeing P-12 and the Deputy Principal – Teaching and Learning P-12 are equivalent positions, The Deputy Principal - Wellbeing may, from time to time, be required to deputise for the Principal.

Key Responsibility Areas and associated activities

The prime responsibilities of the role are:

- The management of House Patrons and Classroom Teachers and ongoing development of the pastoral care system
- The management of appropriate discipline systems within the school
- Offer support and mentoring to staff related to discipline and good classroom management
- Oversee the effective use of the merit and demerit systems to support welfare and discipline
- Oversight of the community service program which aims to deepen the sense of selflessness and service within Scone Grammar School and the broader community
- The management of a well-balanced and challenging co-curricular program to foster the individual capacities and interests of students
- The management of student leadership and the provision of all students with opportunities for leadership which will give them a greater feeling of self-worth
- The encouragement of excellence by public acknowledgement of achievements of students in all endeavours
- Fostering the values embedded in the School and developing a strong sense of school spirit in students
- Nurturing a culture of mutual respect and promoting a positive attitude towards participation as a central aspect of the School's ethos
- Demonstrate an openness to the Christian Faith as understood by the Anglican Church of Australia.
- The implementation of appropriate policies and practices to improve health and safety in the workplace
- To be an excellent team member of the Executive of the school (Principal, Deputy Principal – Wellbeing P-12, Deputy Principal – Teaching and Learning P-12, Head of Primary, Head of Secondary, Director of Yellow Cottage and Chaplain).

Further detail includes:

1. Management of House Patrons, Tutors and classroom teachers (Primary) and ongoing development of the pastoral care system and Welfare and Discipline systems
 - Chairing regular meetings of the Pastoral Care team (House Patrons, Counsellor/s, Head of Learning Support, Head of Primary and Head of Secondary)
 - Meeting with individual House Patrons or Class teachers as required
 - Future planning in consultation with the Principal and School Executive.
 - Overseeing extra-curricular, welfare, discipline and leadership programs
 - Promoting effective welfare and service initiatives across the school
 - Providing of appropriate material to Patrons and relevant staff and effective follow up
 - Support the staff coordinating Peer Support initiatives

- Coordinating special welfare and leadership research projects/initiatives
- 2.. Oversight of the community service program which aims to deepen the sense of selflessness and service within Scone Grammar School and the broader community in conjunction with the Chaplain and the Coordinator of activities
 - Identifying opportunities for service within the extra-curricular, welfare and leadership programs from Preschool to Year 12
 - Future planning for service learning in consultation with the Principal and School Executive.
 - Liaising with relevant organisations where required
 3. Management of a well-balanced and challenging extra-curricular program to foster the individual capacities and interests of students
 - Overseeing the delivery of a relevant and balanced extra-curricular program from Preschool to Year 12 including the preparation of the co-curricular timetables
 - Liaising with the Director of Music, the Head of Sport and other leaders of co-curricular activities as required
 - Allocating staff to extra-curricular responsibilities and monitoring their participation
 - Monitoring students' involvement in co-curricular activities and maintaining records of participation.
 - Liaising with the Principal on any issues arising in the extra-curricular program
 4. The management of student leadership and the provision of all students with opportunities for leadership which will give them a greater feeling of self-worth
 - Coordinating the Leadership program
 - Liaising with the Principal, Executive staff and staff on the suitability of applicants for leadership positions
 - Coordinating the induction of School leaders
 - Liaising with the student leadership team
 - Managing the inter-House competitions and House student leadership
 5. The encouragement of excellence by public acknowledgement of achievements of students in all endeavours
 - Advising the Principal on the balance, suitability and management of award systems
 - Coordinating School functions that acknowledge student achievement, i.e. Speech Day, K – 2 Presentation.
 - Maintaining the database of student achievement
 - Monitoring the balance and quality of articles acknowledging student achievement on the school's website and in School publications
 - Overseeing the quality and accuracy of Year 12 references
 - Overseeing the quality and accuracy of the student yearly student Personal Development Certificates.
 6. Administration of Programs
 - Contributing to the five yearly registration of the School's educational program
 - Prepare and administer the annual co-curricular schedule in consultation with Deans
 - Initiating and managing the regular evaluation of the School's co-curricular, discipline and welfare and service programs

- Contributing to the preparation of the Schools extra curricular timetable as part of a team and assign staff to extra-curricular activities (often in negotiation with Head of Sport and Heads of Schools)
- Attending meetings of the School Council as required
- Managing relevant areas of the School's student information system – TASS
- Contributing to School publications as required

7. Staffing

- Assisting the Principal with selection and promotion of teaching staff
- Assisting the Principal with the induction, probation and appraisal of teaching staff
- Leading professional development programs for academic staff that link directly to the strategic priorities in the related areas of responsibility
- Approving release time when required in consultation with the Principal
- Approving relevant extracurricular and pastoral initiatives in consultation

8. Workplace Health and Safety

- Work in conjunction with management to make recommendations to improve health and safety in the workplace
- Support the development and maintenance of appropriate health, safety and rehabilitation programs

9. Budgeting and resource management

- Overseeing of the co-curricular, leadership and pastoral budgeting
- Sharing responsibility for the professional development budget with other members of the School Executive

10. Committee Membership

- Executive (Whole School)
- Pastoral Executive Team (Chair)
- Service-Learning Team (Chair)
- Awards Committee (Chair)

11. Other

- Teaching duties (approximately 0.2 FTE)
- Attendance at key school functions eg. P&F functions, student and parent functions
- Attendance at co-curricular activities (shared with other School Executive members)
- Supporting the Old Grammarians (Ex-students association) to ensure that links with past students are maintained and strengthened working with the Development Office.
- Helping with promotion/PR activities and Information evenings
- Coverage with holiday periods (shared with other Senior Staff and Principal)
- Duties as allocated by the Principal

Key Result Areas

Students demonstrate a positive and outward looking attitude to life through:

- Active participation in a relevant and challenging co-curricular program
- Increased acceptance and participation in the school's spiritual program
- Connectedness within peer groups as well as the broader school community
- Active participation in activities that contribute to the well-being of others
- Increased interest in opportunities for leadership development

Key Challenges

- Engaging all teaching staff in some aspect of the co-curricular program
- Maintaining consistent practice by all teachers in their role as tutors/class teachers
- Equitable opportunities for students to access leadership opportunities
- Establishing shared understanding of expectations for student behaviour
- Maintaining accurate and comprehensive pastoral care records
- Aligning values between home and school
- Ensuring mandatory policies and practices pertaining to student well-being are implemented effectively

Qualifications and Experience (*on application*)

- Relevant tertiary qualifications and experience
- Accreditation at the level of Experienced Teacher or its equivalent
- Demonstrated experience or capacity in all or most of the areas required by the role

Personal Attributes

- Commitment to contribute as an equal member of the Executive team
- Ability to communicate effectively in different contexts both in written and spoken forms
- Demonstrated ability to maintain confidentiality at the level required of all members of the Executive
- Capacity to innovate to ensure currency within the education sector
- Ability to show initiative and work autonomously as appropriate to a given context
- Ability to empathise with staff, students and parents while maintaining an appropriate level of objectivity
- Demonstrated commitment to modelling service leadership through own actions
- Loyalty to the School and to the Senior Executive Team in both word and action
- Professionalism in personal conduct and presentation

Key Organisational Accountabilities

- Timely completion of all tasks associated with the role
- High level of accuracy in completion of reports and compilation of records
- Support for all relevant policies and practices

Performance Measures relating to this position

- Performance measures relating to identified goals negotiated bi-annually with the Principal

Position Acceptance	Date:	Signature:
Position Holder	Principal signature	
		Mr Paul Smart



Revised September 2021