

	<b>Position Title:</b> Assistant Principal – Noble Park Campus	<b>Team:</b> Berry Street School		<b>Region:</b> South Eastern
	<b>Supervisor:</b> Principal – Berry Street School	<b>Delegations and Authorities:</b> In Line with Delegations Policy	<b>Band:</b> E	<b>Date Completed:</b> August 2019

## ORGANISATIONAL INFORMATION

OUR VISION AND FOCUS	ROLE CONTEXT
<p><b>All children should have a good childhood, growing up feeling safe, nurtured and with hope for the future.</b></p> <p>Berry Street chooses to work with children, young people and families with the most challenging and complex needs. We work across metropolitan, regional and rural Victoria.</p> <p>To achieve our Vision, Berry Street delivers a wide variety of programs, from those aimed at strengthening families and communities through to those that focus on helping people recover from the trauma of violence, abuse and neglect.</p> <p>We also engage government, other community organisations and the general public in child-focussed advocacy and knowledge sharing.</p>	<p>The <b>Berry Street School</b> is a specialist independent school consisting of four campuses based in Ballarat, Morwell, Noble Park and Shepparton. The Berry Street School adheres to standards set by the Victorian and Federal Governments. We offer an adaptation of the Victorian Curriculum for years 7–10 and the Victorian Certificate of Applied Learning (VCAL).</p> <p>Many students referred to the Berry Street School have experienced trauma and disrupted attachment as a result of neglect, abuse, violence, or being witness to family violence. Our students may have significant gaps in academic achievement and have found it difficult to learn in a group setting, presenting with behavioural and social problems in school.</p> <p>The Berry Street Education Model encompasses a structured vision of wellbeing in the school community including the support of education case-management for each of our students. Students flourish when the school community is held to high expectations and students receive support that best meets their individual goals. Our relationship-based practice is grounded in unconditional positive regard for our students. The use of restorative practices assists students and staff to build the capacity to self-regulate behaviour, nurture relationships and ultimately to improve learning outcomes.</p>
<p><b>OUR VALUES</b></p> <p><b>Berry Street expects all staff to apply these Values in all aspects of their work.</b></p> <p><b>Courage:</b> To be the best we can be and to never give up</p> <p><b>Integrity:</b> Expect a personal and organisation commitment to honesty</p> <p><b>Respect:</b> Acknowledge the importance of each person’s heritage, traditions, identity, needs and aspirations</p> <p><b>Accountability:</b> Be responsible for our own actions</p> <p><b>Working Together:</b> Work with our clients, each other and our colleagues to share knowledge, ideas, resources and skills.</p>	<p>The Berry Street School provides students with an individual education plan encompassing holistic support offering intensive literacy, numeracy, and personal development programs. Programming includes counselling, advice, and post school pathways planning.</p> <p><b>PRIMARY OBJECTIVES OF THE ROLE</b></p> <p>The Assistant Principal holds primary responsibility for the management of the Noble Park campus. This includes the provision of high-quality service supported by Berry Street recruitment and staff development systems. The primary objectives of the role include:</p> <ul style="list-style-type: none"> <li>• Overall accountability for a high standard of delivery and the continued improvement of curriculum, competency-based learning, student intake, welfare &amp; emotional wellbeing within the campus.</li> <li>• Maintaining a cohesive team bringing together the disciplines of education and welfare and ensuring team members are provided with supervision, support and professional development.</li> <li>• Establishing, and growing local community partnerships and networks representing Berry Street’s educational programs.</li> </ul>

	<p><b>REPORTING RELATIONSHIPS</b></p> <p>This role is based in Noble Park and reports to the Principal – Berry Street School for all matters related to the management of the school campus who will provide supervision and review.</p> <p>This role has four direct reports and works in conjunction with other team members.</p>
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## EXPECTATIONS

- Conduct oneself in accordance with the Berry Street Code of Conduct which is underpinned by the values of accountability, courage, integrity, respect and working together.
- Have a demonstrated understanding of and commitment to the principles of equity, diversity, continual improvement, risk management and occupational health and safety.
- Berry Street supports White Ribbon, Australia's campaign to stop violence against women. There is an expectation that staff never commit, excuse or remain silent about violence against women.
- Berry Street is committed to the safety, participation and empowerment of all children, including those with a disability and culturally and/or linguistically diverse backgrounds. Berry Street is also committed to cultural safety, inclusion and empowerment of Aboriginal children, their families and communities.

## KEY SELECTION CRITERIA: KNOWLEDGE, SKILLS AND ABILITIES REQUIRED TO FULFIL THE ROLE

- Excellent written and oral communication skills (including public speaking, presentations and facilitation skills).
- Demonstrated ability to flexibly manage competing priorities and stressful situations, monitoring own stress levels and practising and promoting self-care strategies.
- Demonstrated experience or outstanding capacity for exemplary educational leadership of students who have experienced trauma and educational disengagement.
- A working knowledge of the educational models/responses which address the needs of young people with a history of trauma, disability, from Aboriginal culture, and children from culturally and linguistically diverse (CALD) backgrounds.
- Financial and administrative management skills to contribute to the development of program budgets and the optimal use of resources.
- Demonstrated understanding of key government education policy directions and the ability to build and maintain positive and respectful relationships with relevant government, community sector organisations, local partnerships as well as the young people and those that contribute to their overall care.

## QUALIFICATIONS AND OTHER REQUIREMENTS

- A minimum Bachelor level qualification in Education/Teaching.
- Minimum four-year trained and have full registration from the Victorian Institute of Teaching.
- Staff must hold a valid VIT, current drivers licence at all times and undergo a Criminal Records Check prior to employment. Subsequently, staff must report any criminal charges or court appearances.

## DESIRABLE

- An approved special education qualification.
- A Masters of Education.
- Experience working within a multi-campus school.
- Demonstrated expertise in Berry Street's trauma-informed positive education approach.

## KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
<b>Service Delivery</b>	<ul style="list-style-type: none"> <li>• To be responsible for the Berry Street Noble Park campus and Education Support programs conforming to all relevant Berry Street policies and procedures, State and Federal governments' legislation and guidelines.</li> <li>• To ensure a high standard of curriculum delivery for all students that is focussed on achieving strong pathways outcomes.</li> <li>• To ensure a range of processes are in place to maximise a differentiated approach to teaching, learning and wellbeing.</li> <li>• To ensure the high-quality delivery of the Berry Street Education Model (BSEM).</li> <li>• To promptly identify and address issues where the delivery of programs does not meet standards expected by VRQA, VCAA, VIT or other authorising bodies.</li> <li>• To actively participate in the school and regional leadership teams to implement appropriate policies and procedures.</li> <li>• Form healthy working relationships with Child Protection, Youth Justice, DEECD and other Community Service Organisations.</li> </ul>
<b>Staffing and Recruitment</b>	<ul style="list-style-type: none"> <li>• To provide supervision to staff according to the Berry Street Supervision policy, monitor workloads and provide annual staff appraisals, including support for professional and career development as identified in staff appraisals and review.</li> <li>• To provide leadership of employment processes, including the selection, orientation, induction, and on-going performance management of staff.</li> <li>• To implement strategies and processes that support teacher professionalism and team building and enhance staff morale.</li> </ul>
<b>Program Development and Review</b>	<ul style="list-style-type: none"> <li>• Ensure school program development, implementation, and review processes are implemented in accordance with documented practice.</li> <li>• Implement annual strategic objectives and ensure systems are in place to monitor and evaluate outcomes.</li> <li>• Effectively contribute and participate in the Berry Street School Leadership team.</li> <li>• To develop and maintain positive and respectful working relationships with key services and the community.</li> <li>• Explore opportunities and initiatives for community connections to enhance outcomes for students in conjunction with the Principal.</li> </ul>
<b>Financial and Administrative Management</b>	<ul style="list-style-type: none"> <li>• In conjunction with the Principal, take financial responsibility for the Noble Park campus including the monitoring and reviews of expenditure.</li> <li>• To ensure systems are in place to collate, analyse and report on data relating to campus performance in accordance with timelines.</li> <li>• Ensure program and student reporting, along with collection of statistical data, is completed by required deadlines.</li> <li>• To oversee the development and maintenance of the Noble Park campus and its facilities in conjunction with the Principal and Facilities Manager.</li> <li>• Exercise a significant role in the effective daily administration of the campus.</li> <li>• To provide a written monthly report to the School Principal re campus matters.</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Other duties as reasonably directed.</li> </ul>

## INHERENT REQUIREMENTS OF WORK ACTIVITIES / ENVIRONMENT

Following is a table that outlines the main physical and psychological requirements of the position.

Element	Key Activity	Frequency
<b>Work Environment</b>	Manage demanding and changing workloads and competing priorities.	Daily
	Work in a team environment.	Daily
	Work in different geographic locations.	Occasional
	Be exposed to all outdoor weather conditions.	Regular
	Work in unstructured environments (e.g. outreach).	Regular
	Work office hours with the possibility of extended hours.	Regular
	Work on-call after hours.	Regular
	Work in an open plan office.	Daily
	Work in buildings which may be two-storey.	Regular
	Sit at a computer or in meetings for extended periods.	Daily
	Work in an environment with competing demands.	Daily
	Present at court and other jurisdictions.	Occasional
<b>People Contact</b>	Liaise with government, non-government and community organisations.	Daily
	Work with clients who may have a physical or sensory disability.	Regular
	Interact with members of the public who may display the full range of emotional expressions, including parents, partners, significant others, family members, advocates, doctors, police.	Regular
	Interact with clients and members of the public who could display verbal or physically challenging behaviour.	Regular
	Facilitate access to specialist, generic and community services.	Daily
	Undertake training and professional development activities.	Regular
<b>Administrative Tasks</b>	Undertake administrative tasks which may include the following: computer work, filing, writing reports, case notes/plans and client records, participating in meetings, concentrating for long periods of time, managing resources and budget and researching and analysing information and data.	Daily
	Use technology including photocopier, telephones including mobiles, fax, overhead projectors, televisions, videos, and electronic whiteboards.	Daily
<b>Transport</b>	Drive vehicles possibly over long distances and in all traffic and weather conditions.	Occasional
	Drive vehicles with possible distractions from client behaviour, verbal or physical.	Occasional

