

DEPUTY PRINCIPAL ACADEMIC

OVERVIEW

The Deputy Principal Academic implements a vision of excellence in teaching and learning for teachers and students across the School P-12, in alignment with the School's policies and procedures and the Strategic Plan. The role includes oversight of the School's educational program to ensure high achievement and a rigorous, inclusive, engaging and inspiring academic progression for all students. The Deputy Principal Academic will deputise for the Principal as required.

KEY RELATIONSHIPS

The Deputy Principal Academic reports directly to the Principal and is a member of the Principal's Advisory Group. They work in close and daily collaboration with the Deputy Principal Wellbeing who has oversight of student wellbeing and care, and in partnership they work together to ensure that all students are well supported to achieve academically, strive and flourish, and are equipped for life beyond School. The Deputy Principal Academic also works in close partnership with the Heads of School and other key senior staff. Their direct reports include the Head of Academic Data, Head of Academic Care and the Academic Directors and Heads of Department. Two Senior Administrative Officers support the position as part of the Office of the Deputy Principals.

1. EMPLOYMENT BASIS

This is a full-time position for a term of five years, renewable, and carries a teaching load of 0.2FTE, which may vary from time to time according to the needs of the School.

2 RESPONSIBILITIES

Strategic leadership

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| <p>2.1 Support the Principal in leading and managing the School by providing strategic advice about the School's educational program, based on the context of an increasingly dynamic and competitive external educational environment</p> <p>2.2 Draw on research and comparative data to prepare briefing papers and reports for the Principal and the Board</p> <p>2.3 Develop and implement procedures for the efficient and exemplary administration and operation of the School, making full use of the School's Management System: Engage</p> <p>2.4 Creatively and collaboratively lead teaching and learning and assessment in the School, ensuring that each student has a suitable pattern of study and is enriched and extended with inclusive, rigorous and engaging academic programs</p> <p>2.5 Collaborate with the Heads of School in the ongoing implementation and communication of a vibrant, shared vision for excellence in</p> | <p>teaching and learning, specific to the enrichment of student learning in each school and across the broader school</p> <p>2.6 Promote the joy, vitality and importance of teaching and learning across the School</p> <p>2.7 Maintain currency in student wellbeing, academic care and student behaviour programs to ensure the holistic care and development of students</p> <p>2.8 Collaborate with the Deputy Principal Wellbeing to ensure the holistic care of students, with a special focus on the learning of students most at risk</p> <p>2.9 Support and manage all aspects of the performance of direct reports</p> <p>2.10 Build the individual and collective leadership capacities of the Heads of Department and other direct reports through effective mentoring, coaching and by providing an exciting and</p> |
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inspiring annual program of research based professional development about curriculum, assessment, reporting, pedagogy, leadership and people management

- 2.11 Design and implement clear and effective systems for tracking, monitoring and responding to the academic progress of each student K – 6 and 7 – 12, including the use of both school and standardised assessment instruments
- 2.12 Oversee an annual program of high quality assessment and academic reporting to parents, parent teacher evenings and subject selection events in collaboration with the Deputy and Heads of School
- 2.13 Lead the Heads of Department in their understanding, analysis, interpretation and communication of academic data to improve student learning and academic performance
- 2.14 Develop and implement effective strategies to ensure that all students experience a well-supported transition through their stages of learning, in particular from ELC to Primary and from Primary to High School
- 2.15 Develop and implement effective strategies to ensure that there is positive and productive professional conversation between the three Schools and across departments in collaboration with senior staff
- 2.16 Collaborate with the Director of Admissions and Marketing with enrolment interviews to maintain the highest possible enrolments across the School
- 2.17 Work strategically with the Deputy Principal Wellbeing to build synergy across the School, ensuring the seamless delivery of educational and wellbeing programs for all students
- 2.18 In collaboration with the Director of HR, assist in assessing and recommending leave approvals for Staff, in accordance with the IGS leave protocols
- 2.19 Oversee, with the Head of High School, the supervision and support of professional practice teachers in the High School, in collaboration with key staff

Educational Leadership

- 2.20 Oversee and take responsibility for the development, implementation, registration, evaluation and maintenance of an annual curriculum development cycle at IGS which is characterised by high quality teaching and learning programs for each subject, course and year level K-12, reviewed, managed and monitored by Heads of Department, the Heads of School and submitted to the Principal at the end of Term 4 each year and distributed to all teachers at the same time, in readiness for the following academic year
- 2.21 Maintain an ongoing strategic focus on improving HSC and NAPLAN results
- 2.22 Support HSC marking and the active involvement of all Heads of Department and high potential teachers in project work at NESAs, relevant professional networks through the AIS and other educational bodies, grant application and acquisition, external partnerships, action research, postgraduate study and conference involvement
- 2.23 As Editor in Chief, initiate a yearly professional publication titled INK, that captures the best of the School's professional learning community and showcases deeper learning, teacher scholarly research, postgraduate study and classroom excellence in alignment with the strategic plan
- 2.24 Actively promote and encourage postgraduate study by teachers and provide teachers who are undertaking postgraduate study a forum to share their research and insights
- 2.25 Ensure that Heads of Department are well supported to lead the professional development, strong leadership and smooth management of their departments
- 2.26 Regularly share emerging curriculum change and assessment news, educational research, theory and practice in pedagogy, and assessment and reporting information with teaching staff, as well as emerging technologies to enhance and extend teaching and learning experiences, build excellence and amplify a culture of professional engagement



- 2.27 Project manage the development of the new deeper learning timetable and collaborate with key staff to ensure that educational facilities are well resourced to meet development and growth opportunities through efficient and effective timetabling each year
- 2.28 Manage teachers' Professional Development applications and budget
- 2.29 Oversee excellence in the strategic expansion of the curriculum through effective project management
- 2.30 Oversee the implementation of policies and procedures to ensure that the School meets NESA requirements and to ensure relevant policies and processes are communicated, known and implemented
- 2.31 Engage directly with students to provide them with expansive new learning opportunities in and beyond the campus in accordance with the strategic plan
- 2.32 Work with the Heads and Deputy Heads of School and Heads of Department to build an annual program of events and co-curricular activities that build the intellectual life and character of the school
- 2.33 Possess and promote a deep understanding of differentiation in teaching and learning, catering for the needs of all students, ensuring all teachers gain a broad and clear understanding of the tenets of gifted education, learning support and their intersection with the NSW curriculum framework
- 2.34 Oversee the School's attention to and compliance with all aspects of NCCD
- 2.35 Oversee the management of Disability Provisions
- 2.36 Ensure that students performing above and below the outcomes of their particular stages are catered for across the curriculum through enrichment, extension and early intervention programs to support and inspire the learning of all students K-12
- 2.37 Remain fully conversant with Child Protection protocols, implementing best practice and act as a mandatory reporter for the purpose of

child protection

- 2.38 Oversee high quality weekly newsletters across the school that retain a warm and positive tone and a highly professional focus on teaching and learning
- 2.39 Work collaboratively with the Deputy Principal Wellbeing and Heads of School to manage grievances that relate to teaching and learning and in accordance with the School's policies, procedures and Grievance Framework
- 2.40 Ensure that teachers new to the profession are very well supported and mentored

Quality Teacher Development

- 2.41 Oversee processes that ensure that teachers receive regular meaningful feedback and are supported during the year, following the Term 1 goal setting process, including classroom observations, feedback from students, school leaders and peers creating a support and accountability framework
- 2.42 Take a leading role in the appointment of excellent staff and the annual staffing plan
- 2.43 Work collaboratively with the Director of HR, Heads of Department and other senior staff, to ensure that teachers are inducted, monitored, supported and resourced to grow in their roles
- 2.44 In collaboration with the Deputy Principal Wellbeing, Heads of School and other senior staff, lead and manage a creative and effective annual professional development program, including staff development days, weekly professional development and designated staff meetings
- 2.45 Collaboratively design the strategic direction of the annual School's Professional Development Program to drive school improvement and enable the implementation of the Strategic Plan
- 2.46 In collaboration with the Head of Finance and Financial Controller, review annually Department and PD budget requests and assist in the formation of the School's annual budget



3. QUALIFICATIONS AND EXPERIENCE

The Deputy Principal Academic will have:

- 3.1 strong professional presence and an outstanding record as a teacher and educational leader
- 3.2 deep and wide knowledge and understanding of the NSW curriculum
- 3.3 current and expanding knowledge and expertise in approaches to teaching and learning that complement and enhance the NSW Curriculum
- 3.4 demonstrated capacity to engage and inspire students, teachers, parents and other members of the wider community
- 3.5 proven ability to successfully lead and manage change in an educational context
- 3.6 ability to grow and nurture others as leaders
- 3.7 previous successful experience in an executive level school leadership position
- 3.8 strong communication, organisational, administrative and project-management skills.
- 3.9 postgraduate qualifications in education, leadership or a relevant academic disciplinary field
- 3.10 experience in planning and delivering inspiring, effective and targeted whole school professional learning programs
- 3.11 have a deep understanding of the Australian Professional Standards for Teachers and the NSW curriculum
- 4.4 communication skills
- 4.4 have a proven capacity to build positive relationships and highly effective teams
- 4.5 have the ability to be decisive and directional where situations require as well as a compassion and empathy for others
- 4.6 be a life-long learner who actively seeks to expand their professional knowledge and deepen their professional learning
- 4.7 have integrity, energy, diligence, resilience and commitment
- 4.8 have a proven capacity to inspire and build the performance of others
- 4.9 ability to work independently with minimal supervision and to thrive in conditions of uncertainty
- 4.10 an ability to enunciate a clear vision for the role of Deputy Principal
- 4.11 a capacity to embrace and embody the best of the School's culture, values and code of conduct

4. PERSONAL ATTRIBUTES

To succeed in this portfolio you will:

- 4.1 have a passion for collaboration and driving excellence in teaching and learning
- 4.2 be an expert in curriculum development and assessment
- 4.3 possess outstanding written and spoken

