Mission statement

Inspired by Christian purpose and hope, St Paul’s Grammar School enables teaching and learning for the “whole of life” to serve the world.

Vision

St Paul’s will be a dynamic, transformative and exemplary Christian Grammar School where students and staff can flourish, both within and beyond the school.

In order to achieve this, the School will continue to:

• enhance its distinctive Christian heritage and culture;
• pursue a positive, rigorous and contemporary Pre K-Year 12 learning environment for all students;
• increase principled and active student involvement in the wider cultural and sporting life of the school;
• engage, value, develop and retain staff capable of achieving the mission and vision of the School;
• encourage and promote the engagement of the wider community in the life of the school;
• enable collaborative and vibrant student and staff learning through provision of excellent resources;
• respond to the challenges of governing the school for a sustainable future, educationally, financially and environmentally
About St Paul’s

The School was founded in 1983 and since then has grown into one of Sydney’s leading schools. Over 800 students from Pre-Kindergarten to Year 12 enjoy a spacious and peaceful 70 acre semi-rural campus; students from the greater Sydney and Blue Mountains areas mix with nearly 40 international students from the People’s Republic of China. We are a unique IB World School, being the only school in NSW that offers IB programmes across the entire school: Primary Years Programme, Middle Years Programme and Diploma Programme. As such, the School has considerable experience and expertise in these programmes, as well as the NSW Board of Studies’ programmes; indeed, the School enjoys the largest IB student enrolment of any school in the Southern Hemisphere.

Students are encouraged to excel in a broad range of endeavours, both within and beyond the classroom. The School actively fosters a culture where achievement is high (in 2015 31% ATARS were above 90), where diversity is celebrated and where holistic and experiential learning are central. As a Christian school, all staff are expected to have commitment to the St Paul’s model of integrated Christian education; we believe passionately that Christian faith matters in all areas of life, including learning, pastoral care, community relationships and school organisation.

The School highly values the experience of the creative arts. An extensive range of curricular and co-curricular opportunities exist in music, visual art, drama and dance; the School’s Conservatorium of Music provides tuition in a broad range of musical instruments and vocal training.

The School is a member school of the Independent Sporting Association (ISA) and participates in competitive Saturday sport against a range of metropolitan and country independent schools. Sport provides great personal learning opportunities which complement the learning during the normal school week.

Over 140 full and part-time staff work at the School. The School enjoys a professional reputation built upon numerous staff members contribution to national and international associations and conferences. Many staff contribute to curriculum development, have published teaching resources and support materials for both the NSW Board of Studies and International Baccalaureate. The School invests heavily in the professional learning of its staff – we believe that a high quality staff is the key to engaged, productive and effective learning.
Key attributes and expectations of St Paul’s Grammar School staff

All staff are expected to contribute to the School in a manner consistent with the following:

- active support for the mission and vision of the School, specifically through:
  - enhancing its distinctive Christian heritage and culture;
  - pursuing a positive, rigorous and contemporary Pre K-Year 12 learning environment for all students;
  - increasing principled and active student involvement in the wider cultural and sporting life of the school;
  - encouraging and promoting the engagement of the wider community in the life of the school;
- pursuit of personal growth in Christian knowledge, worship, community and lifestyle;
- a totally independent Christian school; therefore, a diversity of Christian traditions should be supported and celebrated;
- a coherent and seamless Pre-K to Year 12 school on one campus; therefore, coherent and developmentally appropriate learning and pastoral care should be evident;
- international perspectives on education; therefore, our international perspectives should infuse our School, not just be isolated to enrolling international students or receiving visits from our sister schools;
- integration of Christian faith and behaviour in those areas of the School for which they have responsibility;
- diligence and excellence, combined with humility and grace;
- open and cooperative collegial relationships based on trust, integrity, transparency and accountability;
- active commitment to working in flexible team-based structures and processes;
- willingness to innovate, share and transform current practices based on current research, active professional reading and/or collegial engagement (i.e., conferences, seminars, etc.);
- personal commitment to the attributes of the IB Learner Profile (inquirer, knowledgeable, thinker, communicator, principled, open-minded, caring, risk taker, balanced, reflective), as well as advocacy of these qualities amongst staff and the wider School community;
- active commitment to and involvement with the co-curricular life of the School;
- high level engagement with technology in both curriculum and administration experience;
- consistently support School policies including student welfare, child protection, WHS and risk management
Deputy Head of Junior School (Welfare and Organisation)  
Working at St Paul’s Grammar School

St Paul’s Grammar School is a co-educational, Pre-Kindergarten to Year 12, interdenominational Christian school. “Inspired by Christian purpose and hope, St Paul’s Grammar School enables teaching and learning for the “whole of life” to serve the world”. As an International Baccalaureate World school, our aim is to present a world-class education, preserving the best of traditional methodology whilst harnessing the best in cutting edge contemporary practice. In doing so, we also seek to present, with integrity, the teachings and values of the Christian faith.

<table>
<thead>
<tr>
<th>POSITION TITLE:</th>
<th>Deputy Head of Junior School (Welfare and Organisation)</th>
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<tbody>
<tr>
<td>DEPARTMENT:</td>
<td>Faculty of Junior School</td>
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<tr>
<td>LOCATION:</td>
<td>Junior School</td>
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<td>52 Taylor Road, Cranebrook NSW 2749</td>
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<td>PURPOSE STATEMENT:</td>
<td>The role of the Deputy Head of Junior School (Welfare and Organisation) is to oversee the day-to-day operation of the Junior School ensuring it runs efficiently. The role involves ensuring sound systems of discipline and pastoral care are developed and maintained to ensure the safety and wellbeing of the students.</td>
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<tr>
<td>POSITION REPORTS TO:</td>
<td>Head of Junior School</td>
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| COORDINATES WITH: | • Head of Junior School  
                              • Deputy Head of Junior School (Curriculum)  
                              • Senior Executive  
                              • Other staff in the School – Teachers and Support staff |
| CLASSIFICATION: | According to MEA – Teachers: Band 1, 2, 3           |
| STATUS:        | Permanent Full-Time                                    |
| OTHER ALLOWANCES | Leadership 3                                       |
| SPECIAL CONDITIONS | Supportive of the School’s Christian aims and ethos |

**MAJOR ACCOUNTABILITIES:**

- Actively support, and live out the school's Declaration of Faith, Strategic Plan, Mission Statement and IB Philosophy.
- Provide a quality educational service to students and parents through positive, rigorous and contemporary teaching and learning.
- Oversee the day-to-day operation of the Junior School and seek to ensure it runs efficiently.
- Ensure sound systems of discipline and pastoral care are developed and maintained to ensure the safety and wellbeing of the students.
- Oversee Human Resource Management in the Junior School in collaboration with the Head of Junior School and Head of Secondary School.
- Coordinate assemblies.
- Develop, implement and manage strategies to ensure and maintain the positive school tone of the Junior School.
- Attend School Executive meetings as required.
- Construct and manage rosters and timetables in consultation with the Deputy Head of Junior School, Curriculum.
- Lead, coordinate and manage social skills and house based activities.
- Assist in the preparation of IEPs which relate to behaviour.
- Collate and take appropriate action, referral of incidents P-6 for serious behaviour issues.
- Meet with parents/teachers to discuss welfare/behavioural concerns of children.
- Coordination of Daily Organisation P-6 including management of relief staff.
- Coordinate pastoral care strategies.
- Supervise Junior School House Patrons.
- Prepare Junior School section of the whole school handbook, distributed each year.
- Manage the orientation and induction of new staff.
- Coordinate school photo day in the Junior School, liaising with the Head of Secondary School.
- Approve all variations to routine and Risk Management Plans (RMP).
- Coordination of Practicum students.
- Provide differentiated, holistic, inquiry-based, learner-centered and experiential experiences for students.
- Demonstrate deep knowledge of the NESA and IB Curricula.
- Create and maintain engaging, supportive and safe learning environments.
- Engage in professional learning.
- Engage professionally with colleagues, parents/carers and the community.
- Encourage and promote engagement with the wider community, through active participation in the co-curricular life of the school.
**ESSENTIAL SKILLS / QUALIFICATIONS**

- Appropriate teaching qualifications; at the minimum of degree level
- Accreditation to teach with NESA
- An understanding of the NESA & IB PYP syllabus in relation to their discipline.
- A clear understanding of the learning needs of students.
- Effective Communication and requisite IT skills.
- Demonstrated organisational skills including the ability to work to deadlines.
- Proven ability to work as a constructive member of a team with a professional, courteous manner.
- Intermediate-level skills using computer-based applications, including the MS Office Suite (Internet Explorer, Outlook, PowerPoint, Word and Excel).
- Current Working With Children Check (NSW WWCC)
- Membership of a local Christian church or community

**DESIRABLE SKILLS/QUALIFICATIONS**

- Experience in delivering NESA syllabi (or equivalent)
- Experience in delivering PYP essential elements
- Evidence of effective differentiation in the classroom.
- Experience in using school computer software, including a School Database and Learning Management System (LMS).
- An ability to develop the whole child including structures designed to encourage success.
- A skill, expertise, qualification or willingness to lead a school co-curricular activity (e.g. soccer coach level 2, competence in playing a musical instrument or RFS Membership).
- Current First Aid Certificate, including CPR.

**Key Performance Indicators**

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<tr>
<th>Performance Indicators</th>
<th>Description</th>
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<tr>
<td><strong>1. Supporting the School’s Christian Mission</strong></td>
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</table>
Demonstrate an integration of faith and behaviour in all areas of school life. Act with love, grace, humility and generosity to all students, staff and families of St Paul’s Grammar School. |
- Actively support, and live out the school’s Declaration of Faith, Strategic Plan and Mission Statement.  
- Reflect an integrated model of Christian teaching and or service to all aspects of school life.  
- Promote in students a strong commitment to serve others.  
| **2. Service** |  
Excellent communication skills, including the ability to liaise with all members of the community, both internal and external. |
- Professionally serve all members of the school community - including students, parents and staff.  
- Represent the best interests of the school at all times.  
| **3. Skills, Knowledge & Application** |  
Demonstrated knowledge and application of the skills required for this position. This includes knowledge and understanding of appropriate content and skills, legislation, policies and procedures. |
- Liaise with the Head of Junior School and other executive of the Junior School including regular meetings.  
- Meet regularly with student leaders establishing initiatives for school improvements initiated by student representatives of the student body.  
- Know students and how they learn - prepare appropriate learning experiences that conform to the St Pauls Learner Platform and the requirements of the IB and NESA.  
- Know content and how to teach it.  
- Plan for, assess and implement effective teaching and learning strategies in a collaborative manner.  
- Nurture students as individual learners.  
- Assess, provide feedback and report on student learning, according to established guidelines.  
- Use ICT effectively in the classroom including the school’s learning management systems (synergetic, schoolbox).  
| **4. Professional Conduct** |  
Demonstrated adherence to the professional responsibilities of working in a Grammar School and understanding of the need for adherence to the school’s policies and procedures and the Staff Code of Conduct. |
- Fulfil all requirements of the St Paul’s Staff Code of Conduct  
- Undertake all duties with loyalty, enthusiasm, diligence and the highest standards of professionalism.  
- Pursue and encourage excellence in all areas of school life.  
- Adhere to all school policies; including: Student Welfare, Child Protection, WHS, Assessment and Reporting and Copyright Regulations.  
- Maintain confidentiality regarding all school related issues.  
- Communicate with staff, students and parents in a professional and timely manner (within 48 hours).  
| **5. Personal & Professional development** |  
Demonstrated experience in and understanding of the need for continuing both personal and professional development. |
- Maintain a comprehensive working knowledge of the AITSL National Standards for Teaching.  
- Fulfil requirements of NESA to maintain Teacher Accreditation.  
- Engage in professional learning.  
- Attend all compulsory professional development provided by the school and as required by the school with outside agencies. |
6. Team work & Communication
Demonstrated ability to lead and develop a diverse team or participate as an active member of a team, consistent with the philosophy and policies of the organisation.

- Demonstrate a willingness to work positively and collaboratively within a team as well as having the ability to work independently.
- Demonstrate effective communication and conflict resolution skills.
- Establish and maintain effective communication networks.
- Share the burdens of other staff as necessary.

7. Administration & Compliance
Through the use of organisational processes, ensure that all administration and documentation requirements are initiated and completed in a professional and timely manner.

- Establish and maintain student progress records and provide effective/helpful handover of information (via data, anecdotal record and observation) from year to year.
- Ability to time-manage effectively.
- Comply with WH&S requirements (specifically Section 36 of the Workplace Health & Safety Act) to ensure a safe working environment.
- Current knowledge and active application of school policies and procedures including copyright regulations.
- Demonstrate knowledge of risk management; ability to apply due diligence with regard to the reporting of hazards and incidents.
- Conversant with the procedures for organising events, i.e. Calendar, Variations to Routine (VTR/V2R), Risk Management Plans (RMP), Student Permission Notes.

8. Community Engagement
Demonstrated commitment to the St Paul’s Community as an integral part of all SPGS employment responsibilities and to willingness to enhance our P-12 culture and co-curricular programs.

- Attend and actively participate in school-based community engagement activities such as parent-teacher evenings, school assemblies, chapels, sports carnivals, school camps, and excursions.
- Be involved in at least one school-approved co-curricular activity per year.

9. Pastoral Care
Demonstrated commitment to the Pastoral Care of all students at St Paul’s Grammar School and an understanding of the need for adherence to all schools policies and procedures in relation to the Pastoral Care of all students P-12.

- Actively supervise and pastorally care for a class or tutor group.
- Create and maintain supportive and safe learning environments with appropriate levels of encouragement and discipline.
- Administer First Aid on occasion, as required.
- Provide active & vigilant supervision of playground behaviour, ensuring safe playing practices.
- Identify misbehaviour and bullying incidents; adhere to reporting protocol, as appropriate.

Given the dynamic environment in which the School operates, the Principal may alter the roles and responsibilities of this position at his discretion in order to most effectively serve the needs of the School.

I have read, understand and agree to undertake the responsibilities and requirements as detailed in this position description.

Name: __________________________

Signature: __________________________

Date: __________________________

NATIONAL PROFESSIONAL TEACHING STANDARDS

The elements:

**Professional Knowledge Standard**
1. Know students and how they learn.
2. Know content and how to teach it.

**Professional Practice Standard**
4. Create and maintain supportive and safe learning environments.
5. Assess, provide feedback and report on student learning.

**Professional Engagement Standard**
7. Engage professionally with colleagues, parents/carers and the community.
### Information for Applicant

<table>
<thead>
<tr>
<th>Closing date</th>
<th>Applications must be received by 2pm on Tuesday 7 November 2017</th>
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<tbody>
<tr>
<td><strong>How to apply</strong></td>
<td>To apply for this position please complete a <em>St Paul’s Application for Employment</em> form, sign and date it, and return this document together with a cover letter, your CV including the names of three referees, one of whom should be the applicant’s current Minister of Religion. Applications should be marked as “confidential” and forwarded either via post to: Executive Assistant to the Principal St Paul’s Grammar School Locked Bag 8016 Penrith NSW 2751 Or scanned and emailed to: <a href="mailto:hr@stpauls.nsw.edu.au">hr@stpauls.nsw.edu.au</a></td>
</tr>
<tr>
<td><strong>Enquiries</strong></td>
<td>Confidential inquiries can be directed to the Executive Assistant to the Principal, via email <a href="mailto:hr@stpauls.nsw.edu.au">hr@stpauls.nsw.edu.au</a></td>
</tr>
<tr>
<td><strong>Employment process</strong></td>
<td>To obtain a <em>St Paul’s Application for Employment</em> form or gain an understanding of the St Paul’s Grammar School’s employment process please read the information on the School’s website <a href="http://www.stpauls.nsw.edu.au/employment">http://www.stpauls.nsw.edu.au/employment</a></td>
</tr>
</tbody>
</table>

*Please note that employment screening is mandatory in accordance with legislative requirements. A current Working with Children Check will be required by the successful candidate.*