

POSITION: Assistant Principal – Innovation, Teaching and Learning
REPORTS TO: Principal
LOCATED: Sunshine
DATE UPDATED: July 2020

ORGANISATIONAL ENVIRONMENT

The Hester Hornbrook Academy (HHA) provides flexible education and learning options, including VCAL (Victorian Certificate of Applied Learning) and VETiS (Vocational Education and Training in Schools). Recognising that mainstream education is not suitable for all young people, our programs are driven by the personal pursuits of students and integrate wellbeing and life skills approaches. Teachers and Youth workers work together to support students. We have classes and outreach learning options for students who are young mums, out of home care, experiencing homelessness, or who have been disengaged from mainstream education.

JOB CONTEXT

Each HHA classroom is facilitated by a team comprised of a VCAL/VETiS teacher and Youth Worker. The classroom team collaborates to provide a safe, respectful and productive learning environment. The team works in partnership with the students to understand and address the barriers to learning, to set and achieve academic, pathway and other life goals. The teacher and youth worker bring different and overlapping skills and experience to the classroom to provide a holistic response to the students' educational needs.

There are two Assistant Principal Positions at The Hester Hornbrook Academy. The specific duties of these positions may change according to the needs of the academy.

JOB PURPOSE

Hester Hornbrook Academy (HHA) is an Independent School that provides the Victorian Certificate in Applied Learning (VCAL), at the Foundation, Intermediate and Senior levels. VCAL is delivered in a flexible learning environment, with a holistic approach to wellbeing and educational goals giving students the opportunity to work on individual areas of interest, integrated projects and team activities.

As a leader within HHA this position will require the successful applicant to lead an area of the Academy to ensure that we are able to reconnect young people with education and training and empower them to use these tools to build a positive future. The role has been created to support teaching and learning; reflecting best practice pedagogy to deliver our holistic response and cater to individual student educational needs.

The Assistant Principal is part of the executive leadership team at the Hester Hornbrook Academy (HHA) and is responsible for the delivery of high-quality project based VCAL educational program within the school and other MCM contexts. This responsibility includes developing and refining a pedagogical framework, to guide and lead educational instruction; incorporating *"Explicit Teaching and Learning"*, *"High Impact Teaching Strategies (HITS)"* and *"Collaborative Learning to Empower."*

The Assistant Principal will work with the rest of the executive leadership team to establish a culture of observation and feedback to ensure high quality teaching and learning in the areas of literacy and numeracy and

VCAL outcomes. They will lead the development of and advise in areas relating to curriculum, student programs, and major decision making related to the Academy's educational processes. The position also has responsibility of policy development, implementation and ongoing compliance. As a key member of the HHA leadership team, the role contributes to leadership planning and decision making by offering a strategic overview to the necessary requirements for high quality teaching and learning.

This position will be located mostly at our newly Sunshine Campus and will be required to support staff to develop processes to embed effective student management and wellbeing with the development of our new purpose-built campus. The incumbent will be required to work alongside and manage a professional and talented team across our other campuses located in Melbourne CBD and Prahran.

JOB EXPECTATIONS

Duties of this role may include but are not limited to the following:

- Effective leadership and development of an innovative VCAL and basic literacy and numeracy skill building curriculum to meet the diverse needs of all HHA learners.
- Provide leadership to a diverse staff team including education, educational support and youth work/wellbeing staff.
- Initiate, participate in, and contribute to the development of a range of collaborative networks, partnerships and activities to strengthen service user outcomes, service system approaches and community capacity.
- Support in identifying, designing and delivering professional learning for HHA staff.
- Design and develop a tutor program for literacy and numeracy skill building across the HHA student cohort.
- Support the implementation of strategic initiatives in education and training in line with the MCM and HHA Strategic Plans.
- Apply an understanding of trauma-informed practice to support students in a way that is empowering and engaging for the student cohort.
- Have a thorough understanding of a range of interventions that promote engagement, build rapport and develop prosocial behaviours and relationships.
- Participate in and facilitate regular supervision, whole school and campus meetings, the performance review processes and professional learning as required.
- Regular travel between HHA campuses and MCM sites is required.
- Ensure that all Child Safe, risk management and HHA documentation is adhered to.
- Contribute to a culture of continuous review, improvement of student learning outcomes and achievement of the HHA Strategic Plan (SP) and Annual Implementation Plans (AIP).
- Ensure services are delivered within the framework of MCM/HHA policies and procedures, legislative requirements, and meet the relevant service standards.
- Perform other duties and responsibilities, as directed by the Principal or delegate.

KEY RELATIONSHIPS

This position may have relationships with a diverse range of HHA and MCM employees, external service providers, organisations and stakeholders within the community, with the view to providing the most appropriate and effective services and supports to the people they support. Examples of key relationships are detailed in the following table:

Internal Relationships	<ul style="list-style-type: none"> • Employees from the HHA team (e.g. Youth Workers & VCAL/VETis Teachers) • Employees from the Education, Training & Transitions team • Employees from the Homelessness, Justice & Family Services division
External Relationships	<ul style="list-style-type: none"> • Education Partners • Relevant community services providers • Student's communities.

KEY SELECTION CRITERIA

The following key selection criteria must be addressed in the application for this position:

Essential:

- A tertiary qualification in education.
- Significant and proven management and leadership experience in the education sector preferable also across the community development sector.
- Bold leadership with the ability to inspire and empower staff.
- Experience leading curriculum project based/applied curriculum design. Support teachers to ensure a high-quality delivery of the VCAL curriculum, along with explicit teaching of literacy and numeracy.
- Ability to identify, design and deliver professional learning for all HHA staff to assist with the development of a culture of continuous improvement through staff professional learning, feedback and data analysis.
- Proven experience in designing and developing a tutor program for literacy and numeracy skill building.
- Ability to support the implementation of strategic initiatives in education and training, in line with educational strategic plans.
- Experience working with LGBTQI young people and young people from diverse cultural backgrounds who have existing barriers to engaging in education.
- Strong written and verbal communication skills.
- Excellent interpersonal skills and the ability to relate effectively with a diverse range of internal and external stakeholders.
- Well developed keyboard and computer skills in Microsoft Applications and the ability to learn new systems.
- An understanding of trauma-informed practice, restorative justice principles and the necessary skills to engage young people with multiple and complex needs.
- Understanding of relevant legislation, including Child Safe Standards as they are relevant to a Senior

Secondary School setting.

- Satisfactory completion of safety screening including a National Police check, International Police check (if required), a current Victorian Working with Children Check (Employee), current Victorian Drivers licence, and the right to work in Australia.

Desirable:

- Experience in senior leadership roles.
- A relevant post graduate qualification.

OCCUPATIONAL HEALTH & SAFETY REQUIREMENTS

Workplace Health & Safety:

HHA/MCM's strategy is to create a working environment in which we have zero tolerance for compromised worker safety. As an employer we endeavour to provide a working environment that is safe for all employees and clients and adheres to Occupational Health & Safety regulations as an employer.

As an employee, you also have Occupational Health & Safety responsibilities as follows:

- To comply with all HHA/MCM policies related to Occupational Health and Safety in the workplace.
- Take reasonable care of your own health and safety in addition to the health and safety of your colleagues and clients who may be affected by your acts or omissions in the workplace.

Client Wellbeing and Safety:

We are committed to the safety and wellbeing of children, young people, people with a disability and other vulnerable people. We have a zero tolerance of abuse and neglect of all vulnerable people and are committed to actively contributing to a safe organisation in which children, young people, people with a disability and vulnerable people are protected from violence, abuse and neglect. All employees are required to comply with the Child Safe Standards.

Operational Accountability:

MCM is committed to operating efficiently, ethically and remaining operationally and financially sustainable.

As an employee you are expected to operate within the requirements of our accreditation, registrations, delegations and work responsibilities as detailed in our various policies and procedures, Code of Conduct and regulatory guidelines.

COMPLIANCE

As an employee, you are expected to comply with the following:

- Comply with and actively support all position, division and organisational policies and procedures.
- Satisfactory completion of safety screening including a current Working with Children check, National Police check, International Police check (if required), and the right to work in Australia.

LEADERSHIP CAPABILITY FRAMEWORK

In addition to the key selection criteria, applicants should be able to demonstrate the following attributes:

KEY AREA	BEHAVIOURAL CAPABILITIES
PARTNERSHIPS	Collaboration & Cooperation Seeks to find the right solution for all. Stays connected and works together with colleagues and customers to achieve great things.
PARTNERSHIPS	Influence & Persuasion Delivers a compelling message to gain support for ideas or projects. Acts to influence outcomes for the benefit of the people we work with.
PARTNERSHIPS	Credibility & Integrity Establishes credibility and trust in the eyes of clients, colleagues, regulators, funders and partners. Is recognised as being principled and as having expertise as a leader.
REPUTATION	Provable Results Is accountable. Delivers measurable outcomes. Driven and energetic; striving to meet targets and quality outputs for customers and colleagues.
REPUTATION	Disrupting Disadvantage Promotes fairness and seeks to provide added advantage and opportunity to those who would normally be disadvantaged.
PEOPLE	Resilience & Bounce Back Deals effectively with unexpected challenges and adversity. Quickly recovers to take a positive stance to set backs and disappointments.
PEOPLE	Builds Capability & Realises Potential Plays an active role in their own and others' development. Encourages and inspires others to realise ambitions and potential.
PEOPLE	Safety First Always puts safety first. Creates a safe, healthy and caring workplace that is expressed in all operational activities and interactions with others.
OUR VALUES	
Employees are expected to commit to and demonstrate HHA/MCM's values:	
TOGETHER	We are inclusive and accepting of difference. We work in highly effective teams and our people are connected across our organisation. We engage proactively with others to deliver outcomes.
COURAGEOUS	We speak up constructively in line with our convictions. We pursue our goals with determination. We are passionate about our advocacy role.
CURIOUS	We are inquisitive and ask why. We challenge the status quo.

	We actively explore the alternatives.
OPEN	We are transparent and have genuine, honest interactions. We listen and hear people's voices. We value and respect the autonomy of clients. We trust one another.
ACCOUNTABLE	We act safely in all our interactions. We manage within our financial and resource boundaries. We own our outcomes and decisions. We are proud of the work that we do.