



MARGARET RIVER

Independent SCHOOL

EST. 1982 AS NYINDAMURRA FAMILY SCHOOL

POSITION DESCRIPTION

Title:	Principal
Location:	Margaret River Independent School (MRIS): Forest Grove, On and off campus
Industrial Classification:	Not Applicable
Hours:	1 FTE
Reports to:	Governing Body
Pay Range:	\$170,000 to \$180,000 (negotiable on qualifications & experience)
Tenure:	5 years (negotiable)

Purpose

Margaret River Independent School is a non government Independent school in Western Australia and is governed by a Governing Body (GB) appointed in accordance with the School's Constitution. As per the constitution, the Principal has prime responsibility for the proper conduct and day to day management of the school under the guidelines and direction of the Governing Body.

MRIS Vision

The Margaret River school that is chosen for developing the whole child by partnering students, families and quality, caring staff.

MRIS Mission

To establish a foundation for life:

We nurture and develop the whole child in our small independent school

We promote a lifelong love of learning

We promote and facilitate academic excellence

We promote and facilitate creative excellence

We build character through social, emotional and ecological learning

We engage caring, experienced and specialist educators

We foster family involvement with and inspire loyalty to our school

so our children achieve their best!

Service and Values

- All responsibilities and activities are to be carried out in accordance with the school's ethos, values, and standards of behaviour as set down by the school and as amended from time to time.
- It is expected that you will demonstrate and promote service excellence and support the school in its objectives at all times.
- Participate in professional development activities conducted by MRIS as required or directed.

Roles and Responsibilities

Based on AHISA's Model of Autonomous School Principalship Issued Oct2011 together with AITSL: Australian Institute for Teaching and School Leadership 2019, Australian Professional Standard for Principals and the Leadership Profiles.

1. Leadership

The Principal is expected to lead, support and inspire the School under the general direction of the Governing Body (GB). These duties are expected to include but are not limited to the following areas.

Development Leadership

- Articulate and foster a shared vision for students, staff and the school community;
- Lead innovation and improvement throughout the School, including through the School Improvement Plan. This includes staying abreast with current research in the area of teaching and learning and acting as an effective instructional leader;
- Builds professional capacity across the School community. This includes ensuring staff as well as self, the GB and parent body receive regular and appropriate professional development;
- Builds and develops an effective leadership team that consists of Deputy Principal – School Improvement, Finance Manager and Infrastructure and Services Manager; and
- Establishes a professional rapport with staff, the GB and parents, displaying the highest ethical and professional behaviour and standards, and passion for and display of life-long learning, thus serving as a role model.

Educational Leadership

- Ensure the educational offering of MRIS is consistent with our School's Vision, Mission, Philosophy and Values. This includes promoting strong co-curriculum mix, promoting academic excellence, seeking best student outcomes, encouraging community contribution and ensuring educational compliance;
- Ensure our educational offering is carried out effectively and efficiently by the staff. This includes monitoring and reviewing student learning, using a data driven approach to foster a culture of inquiry, reflection and improvement while seeking to create an optimal learning environment;
- Ensure pastoral care offering at the School that provides for development and wellbeing of the child and ensures a safe, orderly and inclusive learning environment. This includes spiritual development (virtues/morals/values/worldview) and social and emotional learning using programs such as the Virtues, PATHS, restorative justice; provide wellbeing support and student leadership opportunities. Ensure a joint staff and parenting approach e.g. STEP (Systematic Training for Effective Parenting) and NVC (Non Violent Communication); and
- Responsible for student enrolment (in conjunction with the GB), behaviour management and dismissal (in conjunction with the GB).

Operational Leadership

- Develop and implement after their adoption by the GB, strategic plans, operational and GB policies. This includes undertaking related business planning including associated development and marketing e.g. maintaining or increasing enrolments;
- Provide effective control and sound management of all school activities, consulting and delegating as appropriate. This includes managing risk, ensuring legislative and fiduciary compliance, overseeing budgeting and financial reporting and ensuring efficient and effective use of resources;
- Ensure the School's built and natural environment together with assets are maintained in good order. This includes supporting master planning, effective space utilisation and overseeing development of the site and construction of School facilities in harmony with the School's aesthetics;

- Uphold the aims and objectives of the school and working cooperatively with staff to achieve these. This includes providing leadership of people including building a collaborative culture, ensuring effective conflict resolution, building commitment and capacity within individuals and teams and ensuring staff wellbeing;
- Responsible for recruitment, selection, separation (in conjunction with GB), staff induction and appraisal and as such oversee employment contracts, security and safety issues and compliance for HR, IR and OHS; and
- Responsible for meeting Government reporting obligations in conjunction with the GB, including overseeing maintaining and renewal of Department of Education registration.

Community Leadership

Build our school community by:

- Encouraging and enabling parents to engage in their child's education, including a shared sense of purpose and ensuring a common language through shared parent and staff educational programs e.g. STEP;
- Developing and maintaining effective communication and sound relationships with present and past students and their families, the GB, and the wider community using multiple communication channels;
- Providing measures to deal with concerns and complaints in a timely manner;
- Develop relationships within the wider community including organisations and agencies to our mutual benefit but notably with respect to students and education provisions;
- Attending committee meetings, school events and extra-curricular school related functions as a representative of MRIS; and
- Reporting to the GB on all matters from time to time as is reasonable, keeping the GB fully informed of all developments relevant or material to the School's affairs as appropriate.

2. Generic tasks

- Assist with any other tasks required, that you are competent to perform.

3. Safe Work Practices

- Ensure that safe working standards are maintained;
- Provide a safe working environment for School staff, student's visitors and contractors. Note MRIS follows the principles of Child Safe Organisations;
- Contribute to the establishment and updating of safety policies and procedures; and
- Identify training and development opportunities and undertake professional development as required.

4. Health and Safety

- Demonstrate in daily activities a commitment to health and safety in the workplace by always performing tasks in the safest possible manner – safe for the individual, coworkers and students, visitors and contractors;
- Ensure at all times that you work in compliance with all laws, acts, regulations and internal policies outlined in all manuals and handbooks, as updated from time to time;
- Report all hazards and incidents that the individual is party to, or observes, in the correct manner; and
- Wear Personal Protective Equipment when required or directed When required by MRIS, participate in any health and safety training.

Context and Limit of Authority

- This position involves the development and application of professional knowledge in a specialised area/s and utilising a broad range of skills;
- Broad direction from the Chairperson &/ or Governing Body will apply. Note the Principal is an ex officio member of the Governing Body; and
- The Principal has the roles and responsibilities as outlined in the School's constitution.

Knowledge, Skills, Experience and Attributes**Essential**

- Recent experience as Principal, Deputy Principal or other demonstrated leadership role within an educational setting;
- Tertiary qualifications in Education & TRBWA Registration;
- Current Working with Children Check and National Police Clearance;
- Knowledge of current trends and issues in education including understanding and advocacy of innovative educational pedagogies e.g. play based learning, nature play, inquiry learning, explicit teaching;
- Experience or knowledge of Inclusive Education including relevant legislation and provision;
- Experience of social and emotional learning techniques e.g. Virtues, PATHS, or a willingness to undertake training;
- Experience of and willingness to embrace the principles of the School's Effective Parenting Programme, i.e. STEP (Promoting Logical Consequences and Intrinsic Rewards.) or a willingness to undertake training;
- Experience of positive conflict resolution frameworks including NVC and Restorative Justice;
- Strong interpersonal skills and a commitment to excellent professional standards;
- Demonstrated evidence of leadership and positive relationships with staff, students, parents, and community;
- Demonstrated ability to present clear, concise and relevant reports to stakeholders, including public speaking; and
- A strong alignment and commitment to the existing school culture.

Preferable

- Experience and knowledge of the Western Australian Curriculum (SCSA) and the ACARA syllabus;
- Understanding of Department of Education Registration process for independent schools;
- Experience working with Traditional Custodians in an educational setting;
- Demonstrated mentoring skills;
- Demonstrated ability to assign responsibility for tasks and decisions; sets clear objectives and measures; monitors process, progress, and results; designs feedback loops into work;
- Knowledge of data review process and experience with collaboration;
- Strong business management and financial skills;
- Competency with Microsoft Office / MS Teams; and
- Be flexible to the changing needs of the School.

