



## PENLEIGH AND ESSENDON GRAMMAR SCHOOL

### POSITION DESCRIPTION

**POSITION:** Deputy Head of Middle School (boys or girls)

**REPORTS TO:** Head of Section

**LOCATION:** Keilor East campus

### PURPOSE

To model outstanding educational leadership for staff and students; that includes supporting the Head of Section in planning, coordinating and delivering the school's programs; effective time management to support smooth running of classes and events; mentoring staff on teaching and learning strategies, in line with the values of the school; providing outstanding student welfare for students, including liaison with parents to ensure effective communication and issue resolution.

### SCHOOL OVERVIEW

Penleigh and Essendon Grammar School is a school for boys and girls from Kindergarten to Year Twelve. The school operates on three campuses with a student population of over 3,000. The Kindergartens and Junior School (boys) are located in Essendon, the Junior School (girls) in Moonee Ponds and Gottliebse House Middle School (boys), McNab House Middle School (girls) and the Larkin Centre (coeducational Senior School) are located in Keilor East.

The school has an excellent record for the academic achievement of its students in all areas. The curriculum is designed to challenge students intellectually, to develop their knowledge within particular disciplines and to gain an appreciation of contemporary society and its history. The academic programme is complemented by a diverse co-curricular program of Drama, Dance, Music and Sport.

The school actively promotes the safety, wellbeing and participation of all students, including supporting children from culturally diverse backgrounds and those with individual needs and encourages every student to thrive in the classroom and beyond.

## **POSITION CONTEXT**

The Deputy Head of Middle School is at all times responsible to the Head of Section, Deputy Principal, and Principal for duties relating to effective coordination, teaching, student welfare and plays a key role in fostering a culture of learning and collaboration.

The Deputy Head of Middle School is expected to support the school's values, policies and procedures and the philosophy of an independent school associated with the Uniting Church and support Equal Employment Opportunity principles, including support for an equitable, safe, and productive environment for all staff and students and treating all school community members with dignity and respect.

There is a Deputy Head of Middle School for each Middle School section.

## **POSITION GUIDELINES**

The Deputy Head of Section is expected to perform many diverse duties in addition to teaching. The following list is not exhaustive, nor in any order of priority, but is indicative of the range and nature of the position. Many of these duties will be completed in conjunction with Head of Section and/or Timetable Coordinator, Year Level Coordinators, subject and class teachers.

### ***Teaching and learning***

- Teaching classes, as appropriate and required.
- Demonstrate and model educational leadership in matters of classroom teaching and care for students.
- Oversee student assessment and summary data and follow up any concerns. This includes overseeing the NAPLAN or other testing requirements.
- Oversee the progress of students with individual needs with Coordinators and assist with the management of any areas of concern as required.
- Support the Head of Section in overseeing the student reports process, by liaising with external proofreaders, scheduling the proofreading process, providing feedback to staff and identifying areas of concern to ensure high quality and consistency is maintained.

### ***Leadership (Professional Dispositions)***

- Deputise for the Head of Section, as appropriate and required.
- Mentor others, providing advice and direction on teaching and learning strategies and mentoring as required under the VIT requirements.

- Meet regularly with the Head of Section and also with Coordinators to review issues and develop improvement plans, leading meetings when required.
- Assist in policy development as required, including participation in cross-campus policy development.
- Assist the Head of Section with cyclical staff professional review processes to support continuous improvement in knowledge and practice.
- Oversee Coordinators' leadership of teachers with regard to the teaching program, including the supervision of student teachers as required.
- Provide assistance and leadership at school functions, including out-of-hours functions.
- Lead the process of curriculum development and implementation in line with the school's teaching and learning strategies and values.
- Assist in leadership of the Thinking and Learning Committee and its sub-committees.
- Provide strategic leadership of pedagogical practice, including supporting the Heads of Learning Area in curriculum development, classroom observations and development of professional practice communities.

#### *Operations/Daily organizing*

- Support the Head of Section in the monitoring and recording of staff absences, extras, additional hours worked by staff, arranging casual relief teachers as required and providing relevant details to Payroll on a fortnightly basis.
- Manage events and changes to the timetable, including the setting of the exam timetable for staff, students and rooms.
- Manage duty rosters as required.
- Oversee the management of daily planning and timetabling, delegating duties to the Timetabling Coordinator as required.
- Oversee school assemblies, student excursions/incursions, and schedule events as required.

#### *Staffing matters*

- Lead the orientation of new staff in the Section, ensuring they are well informed, resourced and supported as they join the School.
- Monitor the performance, attendance and well-being of staff, providing support to staff as required and advising the Head of Section of staff matters as appropriate.
- Support the Head of Section and liaise with the Timetable Coordinator to monitor and record staff absences and additional hours worked by staff and emergency relief teacher hours and provide relevant details to Payroll on a weekly basis.
- Assist the Head of Section in staff recruitment and the planning and management of teaching allotments for staff.
- Liaise with the New Teacher Liaison and Placement Coordinator to ensure new teachers are effectively supported throughout their onboarding and induction period.
- Complete classroom observations of new staff in collaboration with the Head of Section.

### *Student Welfare*

- Support Year Level Coordinators as required and provide student welfare and discipline of students.
- Provide leadership and oversight of complex student wellbeing and child safety matters, including DFFH reporting, Child Information Sharing Scheme (CISS) and Family Violence Information Sharing Scheme (FVISS) requests, and other escalated concerns; collaborate with Year Level Coordinators, Heads of Section and external agencies to ensure appropriate support for students and compliance with the Child Safe Standards and legislative obligations.
- Provide student welfare and discipline of students to deal with issues such as bullying and to support psychological and physical well-being.
- Develop and implement student welfare initiatives.
- Maintain good communications with parents concerning their child's progress, which may include interviews with parents regarding student performance or behaviour, in collaboration with teachers, coordinators and the Head of Section.
- Undertake regular campus supervision duties alongside Year Level Coordinators to maintain a visible leadership presence, foster positive relationships with students, and support student wellbeing and engagement across the section.

### *Professional learning*

- Lead sectional meetings and professional learning discussions to facilitate the sharing, development, contextualisation, and implementation of effective pedagogical practices across the section.
- Annually prepare, implement and evaluate a professional learning plan in accordance with school priorities and individual learning needs.
- Actively participate in professional learning activities and research on an ongoing basis in order to keep up to date professionally.
- Use professional standards to evaluate regularly one's professional knowledge and practice.
- Assist the Head of Section in identifying professional learning needs for staff as required.
- Participate in a cyclical review process to continually improve knowledge and practice.

### *Co-curricular activities*

- Participate in and support a wide range of school activities, including but not limited to sport and outdoor education, music, drama and dance, as required.
- Oversee student involvement in the co-curricular program and report concerns to the Head of Section.

### *OHS*

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- Assist the Head of Section with emergency readiness, such as evacuation drills, as required.
- Assist with quarterly OHS audits as required.
- Promote and maintain a safe and supportive learning environment by actively supporting compliance with OHS requirements, responding to reported hazards and environmental concerns, and liaising with Facilities and other relevant departments to facilitate timely resolution of safety issues.

***General, administrative and other activities***

- Report to the Head of Section, Deputy Principal and Principal in all appropriate matters.
- Support the Head of Section, Deputy Principal and Principal in all matters, especially in relation to the implementation of school policies.
- Support the Head of Section with the administration of the Section.
- Coordinate the incidental and ongoing maintenance of the section, reporting all minor works to the Facilities Manager, reviewing progress on a monthly basis and keeping the Head of Section informed of any concerns or major works requirements.
- Oversee the administration of Parent Teacher Interviews.
- Liaise with staff members, Coordinators and Heads of Section to ensure consistent application of policies and procedures across the school.
- Ensure adherence to and demonstrate behaviours in accordance with the School's Child Safety Code of Conduct, including the Child Safe Standards.
- Other duties as required.

## **SELECTION CRITERIA**

The Deputy Head of Middle School will demonstrate the following attributes:

- Outstanding teaching experience, skills and performance.
- An extensive knowledge of contemporary pedagogy and wellbeing best practice.
- Experience leading professional learning.
- Educational leadership skills, with the ability to lead and engage school community members.
- Highly developed interpersonal and communication skills, with the ability to build strong relationships, manage sensitive and complex matters with attention to detail, and ensure actions and outcomes are delivered in a timely and professional manner.
- Demonstrated commitment to student wellbeing and the ongoing development of knowledge and practice in line with current research and best practice.
- The ability to build trusting and respectful relationships and enable cooperation amongst staff.
- Exceptional organisational and planning skills, with a demonstrated capacity to maintain exemplary records, manage complex and sensitive matters with accuracy and attention to detail, and oversee the effective day-to-day operations of the section.

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- Demonstrated ability to work under pressure and balance competing needs.
- A commitment to child safety, demonstrating an understanding of appropriate behaviours when engaging with children with diverse needs and backgrounds.
- Support for the values and policies of the school.

## **SKILLS AND COMPETENCIES (AITSL Middle Leader Standards)**

The incumbent will demonstrate many elements of the **AITSL Middle Leader Standards**. The Middle Leader Standards are organised into 2 groups. The first group is referred to as the enabling standards because they enable the successful demonstration of leadership practice in the other standards. We acknowledge that the incumbent will be on a continuum of proficient, accomplished or expert leadership capability levels.

### **Enabling dispositions**

#### **Open-mindedness**

The ability to lead with an open-minded and curious disposition. Being consistently willing to examine and revise their own beliefs by listening to differing points of view from students, colleagues, principal and other senior leaders and the school community, and use evidence to check and modify their own beliefs.

#### **Interpersonal courage**

The ability to take risks to challenge school and team norms, cultures and practices that prevent improved student learning and wellbeing.

#### **Empathy**

The ability to listen carefully and remain sensitive to another's perspectives and emotions by setting aside any pre-conceived judgements and demonstrating genuine care about the lives, learning and wellbeing of their students, colleagues and school community.

#### **Perseverance and resilience**

The ability to persist until a problem is solved despite failures and setbacks. The ability to sustain their energy under pressure and adapt well to change.

### **Enabling knowledge and skills**

Middle leaders draw on, and support others to develop clusters of knowledge and skills to solve problems of teaching and learning while building trust with those involved. The enabling knowledge and skills describe *the how* of effective school leadership and are enablers towards building a culture of learning across the school.

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This standard describes middle leaders leading with a strong sense of who they are, what they know and do and how they draw on their knowledge and skills to help all students achieve.

### Using relevant knowledge

The ability to use and source knowledge to enhance the attainment of improvement goals

### Solving complex problems

The ability to lead the analysis and resolution of complex problems related directly to teaching and learning. Work through problems collaboratively, systematically, and iteratively.

### Building relational trust

The ability to build and sustain a culture of trust in which teaching and learning improvement is shared, well supported and competently led.

### Self-reflection

The ability to intentionally reflect on own biases, values and perspectives to gain greater insight about oneself as an individual and leader and to seek feedback to engage in a continuous cycle of growth and development.

In addition the incumbent will demonstrate some competencies from the second group of AITSL Middle Leaders core standards. The **second group of standards** represent middle leaders' core business, which is to improve teaching and learning to maximise the progress and achievement of all learners. Accordingly, these are known as the core standards:

3. Enhancing understanding and respect for Aboriginal and Torres Strait Islander Peoples
4. Coordinating high-impact teaching and learning
5. Leading improvement in teaching practice
6. Managing effectively.

### CONDITIONS

Employment conditions are as per *the Penleigh and Essendon Grammar School (Teacher, Kindergarten Teacher, Kindergarten Assistant and School Assistant Staff) Agreement 2022*.

A Position of Responsibility allowance is provided.

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### **CONCLUDING REMARKS**

The statement of duties should not be seen as limiting. The role of the Deputy Head of Middle School is a changing one. In particular, specific features of the description may alter as a result of changing circumstances. The description of duties is open to review, by negotiation, by either party.