



CREST EDUCATION

Head of Campus
Rivercrest Middle Years



CREST EDUCATION

Position Description

POSITION SPECIFICATIONS

Position Title	Head of Campus	Department:	Education
Location	Hillcrest Christian College, Rivercrest Christian College, including the Senior Learning Centre	Pos No. Classification	HC2
Position Reports to (title)	Deputy Principal Campus Operations	Status	Full time
Direct Reports (title)	Deputy Heads of Campus, Teaching Staff at the Campus		
Approved by	Executive Principal		

CREST CONTEXT

CREST Education is an organisation which is values based, empowers leaders, enables people to make a difference and has a culture of learning and high performance in a Christian environment. CREST believes that the values, attributes and skills that each staff member brings to the organisation underpin its culture and will ultimately result in the achievement of CREST's Pillars.

OUR FOUR PILLARS



CREST VISION

To be a leading provider of quality Christian Education, delivered by Christian staff, equipping students for a life of faithful service.



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PRIMARY OBJECTIVE

The Head of Campus reports directly to the Deputy Principal Campus Operations and is responsible for implementing the CREST strategy and principal purpose of providing a Christian education of excellence for students. The Head of Campus role will oversee an educational and operational portfolio and will have delegated responsibility for specific designated areas of the Strategic Plan.

The role will provide strategic, operational and cultural leadership of their campus and the day-to-day leadership and management of learning, wellbeing and operations for students. The Head of Campus is accountable for fostering a culture of high expectations and improved student outcomes with students and staff. The Head of Campus will actively contribute to the ongoing development of pedagogical, staff, student and community initiatives.

With a CREST (one school) approach the Head of Campus works in partnership with the CREST Leadership Team (CLT) to set the direction for student academic learning and wellbeing programmes across the College and ensure the operational systems and processes are aligned across all sections of CREST. The Head of Campus works directly or indirectly with members of the broader leadership group to ensure the CREST principal purpose is promulgated and that expectations and standards are clear for staff, students and community.

The leadership team are the cultural keepers of the school and are active and visible in their leadership and relationship building with students, staff and community. The Head of Campus is expected to actively role model this visible leadership and encourage the same of all the leaders which are in their influence. The Head of Campus is responsible for enabling the strategic pillars of Instilling Faith, Pursuing Excellence, Nurturing Wellbeing and Serving Community to realise the CREST principal purpose of a Christian College of excellence with responsibility for students.

This is a leadership role, and its success and the success of CREST Education is created through the empowerment, development, and collaboration with team members and stakeholders. The Head of Campus is expected to be a role model with respect to leadership style, management of issues and professional and positive behaviours.

KEY RESPONSIBILITIES

Values

Actively support and nurture the principal purpose of CREST as a Christian school of excellence and delivery of the Strategic plan through the pillars of Instilling Faith, Pursuing Excellence, Nurturing Wellbeing and Serving Community.



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Educational Leadership

- Actively contribute to the leadership of CREST strategy as a member of the Leadership team.
- Oversee and be accountable for the implementation of the learning and teaching excellence strategy ensuring the alignment and quality across CREST.
- Actively foster a consistent culture of learning with students and staff that reflects the principal purpose of CREST and is informed by evidence, policy and strategy in students.
- In partnership with CLT, implement the framework for the planned offerings of students and prepare them for their educational lifecycle at CREST.
- Be actively involved in the Learning and Teaching programme as an instructional leader and supporting other leaders to grow their staff capability for the benefit of student learning outcomes.
- Support and work collaboratively with the Deputy Principal Campus Operations as well as Deputy Principal's Learning and Teaching and Staff & Students to ensure that learning and teaching excellence and student wellbeing is integrated, contextual and purposeful allowing students to flourish.
- Lead staff in the use of data and be accountable for tracking student performance and progress.
- Foster a culture of support for staff in their professional and personal growth and pursuit of excellence in learning and teaching to improve student outcomes.
- Lead an innovative and future focused approach to the learning and teaching programmes so they are engaging, rigorous and preparing students for a life of service.
- Oversee student learning growth and ensure that data is used to inform teaching practice.

Organisational & Operational Leadership

- Oversee and be accountable for the overall operation of the relevant campus (Curricula, co-curricular matters, budgets, physical resources and academic staffing) informed by policy, evidence and strategy.
- Lead the operations maintaining expected standards including safety, social conduct, discipline, uniform, punctuality and attendance in line with policies practices and agreed frameworks always keeping the principal purpose of CREST as the goal,
- The Head of Campus is a key contact for serious matters, liaising with parents, students, teachers and administrative staff. Ensure that actions and decisions are managed at the appropriate level and in line with policies and protocols. The Head



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of Campus should be able to handle complex and difficult situations in consultation with the Deputy Principal Campus Operations, always keeping them informed.

- Contribute and actively champion the intentional design and implementation of excellence in the lifecycle of school experience for all students at every stage including attraction, admission, induction, engagement, retention and departure/arrival in collaboration with the CLT.
- In partnership with the CLT, contribute to the leadership and planning of all day-to-day educational operations of CREST including the timetable structure, offerings, calendar and deployment of staff with special responsibility for your campus.
- Design and implement opportunities for the students and staff at your campus to come together with other sub-schools to learn, connect, play and celebrate belonging to the CREST community.
- Lead the implementation of all the operational systems and processes across your campus, committing to alignment, consistency and the development of a one school approach for CREST. All actions must meet school registration and legislative requirements.
- Contribute to the development, implementation and ongoing improvement of communication channels, systems and processes across CREST to ensure the CREST principle purpose of excellence is enacted.
- Lead campus team meetings, setting and maintaining a culture of high expectations for the benefit of student outcomes and progress.

Staff Leadership

- In collaboration with the CLT, contribute to the selection, appointment and deployment of staff. Implement the People and Culture strategies, processes and practices at your campus.
- Actively contribute to developing and sustaining a positive environment and high staff morale, developing distributed leadership which is aligned across all sub-schools of CREST.
- In consultation with the CLT, contribute to the design and delivery of growth and development programmes for all members of CREST team to support best practice in their respective area.
- Support the growth and development of staff and manage the performance of staff in line with policies and procedures, seeking support from the Head of People, Strategy & Culture, Executive Principal and Deputy Principal Campus Operations as required.
- Model, monitor and intervene where required regarding adherence to College expectations, Standards and duties.



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- Be responsible for overseeing the provision of 'student futures' services in a professional and timely manner.

Student & Community Leadership

- Be an active leader of the Christian faith within the context of a multi-denominational school and open enrolment school. Nurture a cohesive and engaged community within your campus environment, maintaining a culture of respect, inclusivity and generosity of spirit which typifies a Christian College. Ensure that every member of the community feels valued, included and respected.
- Lead, inspire and support all students in their learning and growth to pursue excellence.
- Be a visible community leader amongst students, staff and wider community. attending events and taking Leadership of your campus events and parent meetings.
- Foster the engagement of parents and families in the educational life of your campus. Oversee the leadership of community feedback and its appropriate management and communication.
- Assume responsibility for the campus communications to ensure effective communications between families and staff.

Compliance & Risk

- Be responsible for and manage all risk and compliance matters specific to your campus. Actively encourage an environment where students and staff have a strong sense of safety and wellbeing.
- Contribute to the development, implementation and review of all relevant College policies and procedures, in particular those related to ensuring they meet all School Registration and Government requirements.
- Support and contribute to the management and monitoring of Child Safe School and associated policies and procedures.
- Actively manage, communicate and adhere to all School Risk Management Frameworks and related policies, procedures and protocols.

Other Duties

- All Heads of Campus will undertake a teaching load of 0.2 FTE per fortnight.
- Any other reasonable duties as required by the Executive Principal or Deputy Principal Campus Operations.



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Qualifications Requirements & Industry Experience

- Degree in Education
- A post-graduate qualification in Educational Leadership or a related field is desirable
- Demonstrated leadership experience in schools.
- Current working with Children check, VIT registration
- Experience in student learning and wellbeing –ability to manage acute and longer-term student wellbeing needs.
- Evidence of quality teaching that improves student learning outcomes.
- Knowledge of Child safety protocols and compliance requirements.

Essential Knowledge, Skills, Abilities & Mindset Requirements

- Lived Christian faith.
- Strategic thinking and ability to deliver strategy.
- Leadership, inspiring and ability to achieve through others
- Outstanding verbal and written communication and great listening skills
- Project management capability with strong stakeholder management skills
- Outstanding interpersonal skills including a demonstrated ability to build community.
- Resilience and resourcefulness
- Culturally aware and inclusive



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CREST INHERENT REQUIREMENTS	FREQUENCY			
	Unlikely	Possible	Occasionally	Regularly
Passive				
Sitting - counter / desk	☐	☐	☐	☒
Sitting - vehicle	☐	☒	☐	☐
Operating telephone / computer	☐	☐	☐	☒
Writing / reading	☐	☐	☐	☒
Spiritual				
Leading or taking part in daily devotions with staff and/or students	☐	☐	☐	☒
Leading or taking part in prayer with staff and/or students	☐	☐	☐	☒
Demonstration of our ethos and Fruit of the Spirit: Galatians 5:22	☐	☐	☐	☒
Incorporating Biblical theology into curriculum	☐	☐	☐	☒
Manual Handling				
Bending / twisting Spine	☐	☒	☐	☐
Working with one or both hands above shoulder height	☐	☒	☐	☐
Lifting (5kg or under p/item)	☐	☒	☐	☐
Lifting (5kg or over p/item)	☒	☐	☐	☐
Requiring low/light application of force	☐	☒	☐	☐
Requiring medium to high application of force	☒	☐	☐	☐
Lifting/holding/restraining children	☒	☐	☐	☐
Exerting force in an awkward posture	☒	☐	☐	☐
Holding & supporting equipment	☐	☒	☐	☐
Agility				
Squatting / kneeling	☒	☐	☐	☐
Looking up / looking down	☐	☐	☒	☐
Reaching forwards or sideways	☐	☐	☒	☐
Gripping or grabbing equipment	☐	☐	☒	☐
Mobility				
Walking / standing- briefly	☐	☐	☐	☒
Walking / standing- extended	☐	☐	☐	☒
Walking on uneven ground	☐	☐	☒	☐
Climb steps/stairs	☐	☐	☐	☒
Climb ladder	☒	☐	☐	☐
Driving - passenger vehicle	☐	☐	☒	☐



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Driving – machinery/heavy commercial	☒	☐	☐	☐
Sensory				
Hearing – face to face / telephone conversations	☐	☐	☐	☒
Hearing – working with loud machinery	☒	☐	☐	☐
Visual – read printed material, signage	☐	☐	☐	☒
Visual – computer screen, electronic signs	☐	☐	☐	☒
Visual – driving	☐	☐	☒	☐
Visual – watching with vigilance (e.g. school traffic control)	☐	☐	☒	☐
Emotional				
Dealing with complex stakeholders	☐	☐	☐	☒
Supporting dependent persons	☐	☐	☐	☒
Dealing with conflict	☐	☐	☒	☐
Managing complex personal situations	☐	☐	☒	☐
Providing empathy	☐	☐	☐	☒
Work Environment				
Outdoor – exposed to elements, plant & equipment	☐	☒	☐	☐
Confined spaces	☒	☐	☐	☐
Working alone	☐	☒	☐	☐
Working at heights (greater than 2m)	☒	☐	☐	☐
Exposure to extensive dust	☒	☐	☐	☐
Pollen (or other allergens)	☒	☐	☐	☐
Exposure to polluted odours and/or chemicals	☒	☐	☐	☐
Personal Waste	☒	☐	☐	☐

Office Use Only	
☐	If selected - Musculoskeletal assessment recommended
☐	If selected - Audiology (hearing) assessment recommended
☐	If selected - Vision assessment recommended
☐	If selected - Lone Worker risk assessment recommended



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LEADERS ONLY

Our Leadership Capabilities.

The CREST Education leadership capabilities describe the specific knowledge, skills, attributes and behaviours required for future success to help CREST achieve our goals. They are non-technical in nature and are those common aspects applicable to our leadership that describe not what we do, but rather, how we do it. Our capabilities are informed by our purpose and strategic direction.

The capabilities are leveraged from the Future Leadership Capability Framework which is based on 25 years of international research findings and framework development.

