

Position description

HEAD OF SCHOOL - SECONDARY



Reporting to:	Deputy Principal
Leadership Membership:	Senior Leadership Team
Appointment:	Leadership POR – 2 years (with ongoing teaching position) PVCC Enterprise Agreement 2025 and applicable leadership classification
Classification:	

The Head of School – Secondary leads the Secondary School as a flourishing Christian learning community and connects whole-College direction with strong, consistent campus implementation.

ABOUT THE COLLEGE

Plenty Valley Christian College (PVCC) is a kindergarten to Year 12, co-educational Christian College of approximately 1,100 students in 2027. We are one College operating across Secondary and Secondary campuses.

The College is situated in a magnificent setting on the edge of Melbourne's northeastern growth corridor, enjoying spectacular views across the Kinglake Ranges while remaining at the heart of the vibrant and flourishing communities of Doreen and Mernda.

Plenty Valley Christian College is committed to developing high-quality effective Christian education and is an active member of a national network of Christian schools in Australia known as Christian Education National. We are committed to the establishment of a close partnership with parents in the education of their children. Our aim is to offer quality education with a fully integrated Christian worldview, develop a strong sense of community amongst the students, parents and staff with every staff member playing a role in the pastoral care of the students.

EMPLOYEES

Staff at PVCC are selected on the basis of outstanding professional and personal qualities. Expectations include:

- Appropriate qualifications, training and experience for their role
- Participate in, and be willing to lead, Christian devotions for whole staff meetings
- A clear sense of calling and desire to work with and teach students within a Christian school
- The ability to model the values and character qualities of biblical Christianity in their personal life and within the College community as part of their professional duties
- A demonstration of high standards of personal presentation, preparation, communication with other staff and parents, and respect for the ethos and protocols of the College
- A commitment to ongoing development and maintenance of a Child Safe culture within the College

THE ROLE

The Head of School - Secondary is the senior educational, pastoral, cultural and operational leader of the Secondary School. Reporting to the Deputy Principal, the Head of School is accountable for the quality, consistency and day-to-day leadership of the Secondary educational experience and for ensuring that College strategy is implemented effectively within the Secondary context.

This is a Senior Leadership Team role and is not an Executive Team role. The Executive Team leads the College as a whole, with responsibility for strategy, organisational sustainability, major people and financial decisions,

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risk, culture, governance and long-term direction. The Senior Leadership Team connects strategy with implementation by leading key areas of the College, supporting staff, students and families, implementing strategic priorities and ensuring consistent delivery across the organisation.

The Head of School leads through a collaborative Secondary Culture & Community team comprising the Culture & Community Leader - Foundations, Culture & Community Exploration, and Culture & Community Leader - Futures. The Head of School provides direction, alignment, coaching and accountability, ensuring these leaders operate as one team rather than as separate portfolio silos.

Through visible, relational and Christ-centred leadership, the Head of School cultivates a culture where students are known, safe, challenged and supported; staff are encouraged and accountable; families are respected as partners; and systems consistently serve learning, wellbeing and human flourishing.

POSITION OBJECTIVES

- Lead a flourishing, unified and distinctly Christian Secondary School culture aligned with the College mission, values and strategic direction
- Translate College strategy into clear Secondary priorities, implementation plans, accountabilities and measurable outcomes
- Ensure high-quality teaching, learning, assessment, reporting, innovation and student growth across the Secondary School
- Ensure robust pastoral care, wellbeing, behaviour, inclusion, safeguarding and family-partnership practices
- Provide effective oversight of staffing, operations, timetabling, resources, facilities, risk and compliance
- Build a capable, collaborative and accountable Secondary Leadership Team and develop leadership capacity in others
- Maintain visible, trusted relationships with staff, students, families and the wider College community.

RESPONSIBILITIES

Strategic Leadership and Secondary School Direction

- Be the face of the Secondary School. Be present at every Secondary assembly, meet with families regularly informally and formally, and communicate with families on a regular basis using various mediums.
- Lead implementation of the College Strategic Plan and annual priorities within the Secondary School.
- Develop, communicate and monitor annual Secondary implementation plans, goals, measures and review cycles.
- Contribute actively to the Senior Leadership Team, bringing a clear Secondary perspective while supporting whole-College alignment.
- Translate Executive decisions into clear actions, responsibilities, timelines and communications for the Secondary campus.
- Use evidence, consultation and sound judgement to identify emerging campus priorities, risks and opportunities.
- Provide regular reports, recommendations and assurance to the Executive Principal regarding educational quality, culture, people, operations, risk and strategic progress.
- Lead change with clarity, consultation, disciplined implementation and evaluation.
- Be one of the Child Safety Officers

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Leadership of the Secondary Leadership Team

- Lead, coach and hold accountable the Culture & Community Leader - Foundations, Culture & Community - Exploration, and Culture & Community Leader - Futures.
- Lead, coach and hold accountable the Pathways Coordinator, VCE Coordinator, VCE-VM Coordinator
- Set clear portfolio expectations, delegated authority, escalation thresholds and shared priorities.
- Chair regular Secondary Leadership Team meetings that integrate learning, wellbeing, culture and operations.
- Ensure cross-portfolio matters are jointly planned and communicated, ensuring no teams are ~~with no Deputy operating as an independent silo. Wit~~
- Build leadership capability through feedback, mentoring, professional learning, performance development and meaningful delegation.
- Create succession pathways and opportunities for emerging leaders.
- Resolve portfolio overlap or uncertainty and retain final campus-level accountability within delegated authority.

Teaching, Learning and Educational Excellence

- Hold accountability for the quality and consistency of teaching, learning, assessment, reporting and student growth across the Secondary school partnering with the relevant Teaching, Learning & Innovation team members.
- Ensure effective systems for intervention, extension, inclusion, moderation, reporting and continuous improvement.
- Support responsible implementation of artificial intelligence, digital learning and emerging technologies in accordance with College frameworks, privacy requirements and educational integrity.
- Promote educational innovation where it is evidence-informed, developmentally appropriate and demonstrably improves student learning or teacher effectiveness.

Christian Education and Student Formation

- Model Christ-centred servant leadership through humility, wisdom, courage, relational warmth, integrity and care.
- Lead a Secondary culture shaped by the biblical narrative and the College's Christian educational philosophy.
- Support staff to integrate faith and learning authentically and to understand education as formation as well as knowledge and skill development.
- Lead and contribute to staff devotions, prayer, worship and other aspects of College spiritual life.
- Cultivate a community marked by dignity, grace, belonging, truth, responsibility, restoration, service and hope.
- Work with relevant College leaders to ensure Christian formation priorities are implemented consistently within Secondary.

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Student Wellbeing, Pastoral Care, Behaviour and Inclusion

- Hold overall campus accountability for student wellbeing, pastoral care, behaviour, inclusion, attendance and student culture.
- In collaboration with the Head of School – Primary, write a positive behaviour policy and procedure and roll this out across the school.
- Work closely with the Secondary Culture & Community leaders to maintain a coherent, proactive and responsive wellbeing framework.
- Retain oversight of serious, complex, high-risk or recurrent student matters and determine when Executive, child safety or external escalation is required.
- Ensure behaviour processes are consistent, restorative, values-informed, procedurally fair and clearly communicated.
- Monitor wellbeing, attendance, engagement and behaviour data and require timely intervention for students at risk.
- Ensure reasonable adjustments, NCCD processes, student support plans, referrals and case collaboration are effective and appropriately documented.
- Promote student voice, leadership, agency, service and meaningful participation in the life of the College.
- Ensure culturally safe and inclusive practice for Aboriginal and Torres Strait Islander students, students with disability and students from diverse backgrounds.

Staff Leadership, Capability and Culture

- Lead a professional staff culture characterised by trust, collaboration, accountability, encouragement and commitment to improvement.
- Be visible and accessible in classrooms, team meetings, staff gatherings, playgrounds, events and community activities.
- Set clear expectations for professional conduct, communication, preparation, teaching quality, pastoral care and contribution to College culture.
- Lead or contribute to recruitment, selection, induction, deployment, performance development, recognition and retention processes within delegated authority.
- Conduct timely, respectful and documented professional conversations where expectations are not being met.
- Work with the Executive Principal and Director of People and Culture on formal performance, conduct, grievance or workplace matters.
- Monitor staff workload, morale and wellbeing, and coordinate practical responses without diminishing professional accountability.
- Celebrate contribution, build confidence and create pathways for staff to grow in capability and influence.

Campus Operations, Resources and Educational Delivery

- Hold overall accountability for the safe, efficient and effective day-to-day functioning of the Secondary campus.
- Work with the Daily Organiser and Timetabler with any relevant daily organisation, staffing coverage, supervision, calendars, events, excursions, incursions, camps and major transitions matters.
- Ensure operational systems support, rather than obstruct, teaching, student wellbeing and staff effectiveness.

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- Approve or recommend operational priorities, staffing arrangements and resource allocations within delegated authority and approved budgets.
- Maintain oversight of facilities, learning environments, maintenance priorities, resource readiness and campus presentation.
- Ensure clear, timely and accurate staff communication about schedules, procedures, deadlines, changes and contingencies.
- Lead campus responses during significant disruption, emergency or critical incidents in accordance with College protocols.

Enrolments, Transitions and Family Partnership

- Conduct Secondary enrolment interviews and make enrolment recommendations or decisions within College policy and delegated authority.
- Work with College enrolments staff to ensure prospective families receive clear, respectful and accurate information.
- Partner with the Secondary Culture & Community leaders, who leads the new-family relational transition process and coordinates relevant pastoral, wellbeing and support information.
- Ensure class placement, transition, orientation and commencement processes are well coordinated across wellbeing, learning and operations.
- Build strong, trusting partnerships with parents and carers and represent the Secondary School with professionalism and warmth.
- Lead responses to complex parent concerns and complaints, ensuring respectful communication, accurate records, procedural fairness and appropriate escalation.
- Represent and promote the Secondary School at information evenings, community events and other College activities.

Communication and Community Engagement

- Communicate the direction, priorities, achievements and expectations of the Secondary School clearly to staff, students and families.
- Ensure communication is timely, coordinated, audience-appropriate and consistent with whole-College messaging.
- Strengthen collaboration across Primary, Secondary and College service teams.
- Develop productive partnerships with external professionals, networks, churches, agencies and community organisations where these support College priorities.
- Protect confidentiality and exercise discretion in sensitive matters.

Risk, Compliance and Continuous Improvement

- Ensure Secondary practice complies with applicable legislation, regulation, registration requirements, College policy and lawful directions.
- Maintain oversight of campus risks, controls, incident trends, emergency readiness, occupational health and safety and required evidence.
- Ensure identified hazards, compliance gaps and control failures are documented, addressed and escalated.
- Contribute to audits, reviews, policy implementation and improvement planning.
- Establish disciplined review processes so that initiatives, systems and programs are evaluated for effectiveness, sustainability and alignment.
- Ensure accurate records are maintained for significant decisions, incidents, complaints, student matters and staff processes.
- Work closely with the Risk, Compliance & OH&S Manager as required

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Financial and Resource Stewardship

- Contribute to annual Secondary budget planning and align resources with strategic and educational priorities.
- Monitor expenditure and exercise delegated financial authority responsibly and transparently.
- Recommend staffing, resource, technology and facility priorities supported by evidence and clear educational rationale.
- Identify efficiencies while protecting educational quality, safety, wellbeing and essential service delivery.
- Escalate significant financial, workforce or sustainability implications to the Executive Principal.

Other Duties

This Position Description outlines the Secondary responsibilities and accountabilities of the role and is not intended to be exhaustive. The Executive Principal may adjust responsibilities to meet the strategic and operational needs of the College, provided they remain consistent with the scope, classification and purpose of the position.

ACCOUNTABILITY AND EXTENT OF AUTHORITY

The Head of School - Secondary is accountable for the quality, culture, safety, consistency and continuous improvement of the Secondary School and for converting College direction into effective campus implementation. Authority is exercised within College policy, approved budgets, delegated authority and the strategic direction established by the Executive Team.

- Leads and manages the Secondary School within delegated authority from the Executive Principal.
- Directs and holds accountable the Secondary Community & Culture Leaders and Pathway Team members
- Sets Secondary implementation priorities consistent with College strategy and approved operational plans.
- Makes day-to-day campus decisions regarding educational delivery, student wellbeing, staffing deployment, operations, communication and resources.
- Conducts Secondary enrolment interviews and exercises enrolment authority in accordance with College policy and delegation.
- Manages serious student, family and staff matters within authority, escalating significant legal, financial, reputational, child safety, employment or whole-College implications.
- Provides the Executive Principal with timely advice, accurate information, risk assurance and evidence-based recommendations.
- Does not independently determine whole-College strategy, major organisational restructures, Executive appointments, major capital or financial commitments, governance matters or reserved Executive decisions.

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LEADERSHIP TEAM DISTINCTION

Dimension	Executive Team	Senior Leadership Team / Head of School
Primary question	What does the whole College need?	How do we lead our areas well to make that happen?
Focus	Whole-College strategy, stewardship and sustainability	Implementation, people leadership and consistent delivery
Decision scope	Governance, major people and financial decisions, enterprise risk, long-term direction	Delegated campus decisions and recommendations to Executive
Head of School contribution	Provides Secondary insight and implementation feedback when invited or through SLT channels	Leads Secondary strategy implementation, culture, educational quality, wellbeing and operations

DIRECT REPORTS AND KEY RELATIONSHIPS

Direct Reports

- Culture & Community Leader - Foundations,
- Culture & Community - Exploration,
- Culture & Community Leader – Futures,
- Pathways Coordinator,
- VCE Coordinator,
- VCE-VM Coordinator

Key Relationships

Deputy Principal, Executive Principal; Executive Team; Senior Leadership Team; Director of Teaching, Learning & Innovation; relevant College directors and service leaders; Community Culture Leaders and Community Leaders, Pathways Team, teaching and support staff; students; parents and carers; external agencies and professional networks.

KEY LEADERSHIP OUTCOMES

- College strategy is translated into clear, disciplined and measurable implementation across the Secondary School.
- The Secondary Leadership Team operates with unity, role clarity, trust, shared accountability and strong cross-portfolio coordination.
- Students experience consistently high-quality teaching, appropriate challenge, strong growth and timely support.
- The Secondary School demonstrates a safe, relational and Christ-centred culture of belonging, responsibility and care.
- Staff are clear about expectations, supported to grow and held appropriately accountable.
- Families experience respectful partnership, clear communication and confidence in campus leadership.
- Daily operations, staffing, events, resources, facilities, risk and compliance are reliably managed.

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- The Executive Principal receives timely assurance, insight and recommendations regarding Secondary performance, risks and priorities.
- Leadership capacity and succession strength increase across the Secondary School.

ESSENTIAL SKILLS AND COMPETENCIES – KEY SELECTION CRITERIA

Essential requirements

- An active Christian faith and an exemplary life of Christian ethics consistent with the mission and values of the College.
- A strong understanding of and commitment to Christian education, Christian formation and the integration of faith, learning, leadership and community.
- An approved undergraduate qualification in Education and current Victorian Institute of Teaching registration.
- Substantial successful experience in Secondary teaching and educational leadership.
- A relevant postgraduate qualification in educational leadership, instructional leadership or a related field, current study toward one, or willingness to commence such study.
- Current approved first aid, emergency asthma management and anaphylaxis management qualifications.
- Evidence of ongoing professional learning and leadership development.

Specialist Skills and Knowledge

- Demonstrated capacity to lead a Secondary School or significant educational area with strategic, educational, pastoral, cultural and operational accountability.
- Strong knowledge of Secondary curriculum, pedagogy, assessment, reporting, student growth and evidence-informed improvement.
- Proven ability to translate strategy into implementation plans, accountabilities, communication and measurable outcomes.
- Strong understanding of student wellbeing, behaviour, inclusion, attendance, NCCD, child safety and family partnership.
- Experience leading leaders, building high-performing teams, coaching staff and developing leadership capacity.
- Sound knowledge of school operations, workforce deployment, budgets, risk, compliance, emergency management and resource stewardship.
- Capacity to use learning, wellbeing, workforce and operational data to guide decisions and evaluate impact.
- Understanding of educational innovation, artificial intelligence, digital systems and responsible technology adoption.
- Ability to manage complex student, staff and family matters with sound judgement, documentation and procedural fairness.

Interpersonal and Leadership Capabilities

- Exceptional interpersonal, written and verbal communication skills, with the ability to build trust across students, staff, families, executives and external stakeholders.
- Visible, relational and courageous leadership that combines warmth and encouragement with clarity and accountability.
- Highly developed emotional intelligence, self-awareness, resilience, discretion and capacity to remain calm in complex situations.

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- Ability to influence across organisational levels while respecting role boundaries, delegated authority and collective decisions.
- Strong conflict-resolution, negotiation and problem-solving skills.
- Capacity to lead change, manage competing priorities and sustain disciplined follow-through.
- Commitment to collaboration, confidentiality, ethical conduct and the flourishing of others.

Child Safety Responsibilities

Commitment to Child Safety

Plenty Valley Christian College is committed to child safety and the wellbeing of all children and young people. All staff are required to uphold the school's Child Safety and Wellbeing Policy and Child Safety Code of Conduct, and must take all reasonable steps to promote the safety and wellbeing of children.

Key Responsibilities — Child Safety

- Model and champion child-safe behaviours at all times, consistent with the school's Child Safety Code of Conduct
- Maintain awareness of, and comply with, all child safety policies, procedures and legal obligations, including mandatory reporting obligations under the Children, Youth and Families Act 2005 (Vic)
- Report any concerns about the safety or wellbeing of a child to the Child Safety Officer / Principal without delay
- Complete mandatory child safety induction training prior to or upon commencement, and participate in ongoing child safety education and training
- Maintain a current Working with Children Check (WWC) clearance or VIT registration at all times during employment
- Contribute to the school's child-safe culture by identifying and reporting risks to child safety

Selection Criteria — Child Safety

- Demonstrated understanding of, and commitment to, child safety and the Child Safe Standards
- Knowledge of, or willingness to develop knowledge of, mandatory reporting obligations and child protection legislation in Victoria
- Ability to identify and respond appropriately to child safety risks and concerns
- Understanding of appropriate professional boundaries when working with children and young people

COMPLIANCE RESPONSIBILITIES

All staff are required to comply with all policies, procedures and requirements for:

Risk management – report identified hazards that may pose a risk to employees or the public, and/or may give rise to an insurance claim, taking into consideration the risk for safety, security, vandalism, burglary/theft and fire/arson.

Occupational health and safety – take reasonable care to protect their own health and safety and the health and safety of others in the workplace – it is a requirement to immediately report any incidents, hazards or near misses to the relevant supervisor and actively participate in hazard elimination where required.

Equal opportunity – undertake work and activities in a manner that ensures the workplace is free from harassment, bullying behaviour and discrimination.

Code of conduct and dress code – comply with all standards.

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The terms, conditions and other obligations of your employment are covered under the Plenty Valley Christian College Enterprise Agreement 2025.

This Position Description is a guide only and is not intended to be an exhaustive or exclusive list of the duties attached to this position. The Position Description is subject to review and modification in response to the strategic direction of the College, and the development of the skills and knowledge of the position.

POSITION ACCEPTANCE

I accept the position description as stated above, and acknowledge that it may need amending and updating periodically due to changes in responsibilities and organisational requirements. Changes to position descriptions will be in accordance with the position classification and consistent with the purpose for which the position was established.

Employee:

«CandidateSignature_tag»

Manager:

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