



PENLEIGH AND ESSENDON GRAMMAR SCHOOL

POSITION DESCRIPTION

POSITION: Deputy Camp Manager
REPORTS TO: Camp Manager
LOCATION: Eildon Camp

PURPOSE

To support the Camp Manager in the educational leadership and management for the staff and students within the Outdoor Education program and ensure that the program supports the school's values and philosophy.

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 2,900. 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.

SCHOOL VALUES: REACH

RESPECT: We acknowledge the dignity and intrinsic worth of individuals and our world. We demonstrate fairness, kindness, and an awareness of diverse perspectives, recognizing the impact of our actions on others.

EXCELLENCE: In education and all that we do, we pursue the highest standards with focus and a commitment to continuous growth. We embrace challenges, learn from mistakes, and cultivate a culture of mastery and exceptional outcomes.

ACCOUNTABILITY: We act with integrity and take responsibility for ourselves, others, and the world around us. We demonstrate honesty, reliability, and ethical behaviour in all we do.

CURIOSITY: We learn and grow through questioning, exploring, and deepening understanding, stimulating wonder and innovation. We value intellectual engagement and lifelong learning.

HEART: We show kindness, courage, and empathy in our actions and relationships. We stand for what is right, support others, and build meaningful connections based on trust and compassion.

POSITION CONTEXT

The Deputy Camp Manager is at all times responsible to the Camp Manager, Deputy Principal, and Principal for diverse duties relating to the efficient operation of the school's Outdoor Education program.

The incumbent is expected to support the school's aims, 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.

POSITION GUIDELINES

In addition to teaching, the Deputy Camp Manager is expected to:

- Deputise for the Camp Manager as required, including overseeing camp operations and managing camp-related communications during periods of absence, including outside of school term dates where necessary.
- Demonstrate and model educational leadership in matters of outdoor education and care for students.
- Assist the Camp Manager in leading the team of outdoor education teachers in teaching and learning matters, including an annual review of the curriculum to ensure that the program is alert to VELS and the Australian Curriculum and meets school

requirements. The program must be varied, sequential, challenging and thoroughly documented by a curriculum statement that is supported with relevant teaching materials and equipment.

- Assist the Camp Manager in all matters pertaining to the efficient running of the camp including (but not limited to) staff rosters, facilities and equipment maintenance, compliance matters, staff training, etc..
- Mentor and develop staff, as required

Health and Safety

- Assist the Camp Manager in ensuring effective systems of hazard identification and risk management are in place, including supporting regular audits of systems and equipment, completion of risk assessments and regular emergency drills.
- Liaise with appropriate emergency services and school chains of command in the event of an emergency or major incident, such as a bushfire or major accident, as required.
- Promote a safe and healthy school environment and report all concerns in accordance with school procedures.

General administrative and other activities

- Support the Camp Manager with the administration of the section, as required, which may include ordering materials and liaising with contractors and suppliers as required.
- Assist the Camp Manager in the development of an annual budget proposal
- Support the Camp Manager, Deputy Principal and Principal in all matters, especially in relation to the implementation of school policies.
- Other duties as required.

SELECTION CRITERIA

The incumbent will demonstrate the following attributes:

- Outstanding outdoor education skills and performance
- Excellent leadership and coordination skills
- A strong understanding of, and commitment to, safety and to student wellbeing
- The ability to contribute to the development of the outdoor education program

- Support for the school and its values, policies and co-curricular activities
- Effective communication skills
- Relevant qualifications and accreditation

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 Deputy Camp Manager may 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.

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.

Reference:

https://qed.qld.gov.au/publications/standards/middle-leaders?utm_source=AITSLemail&utm_medium=email&utm_campaign=professional-standards-for-middle-leaders&utm_content=240529

CONDITIONS

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

A Level 1 Position of Responsibility allowance is provided.

CONCLUDING REMARKS

The position description should not be seen as limiting and is open to review, by negotiation, by either party.