



Dean of Secondary, Joshua Centre

1. POSITION IDENTIFICATION

Title	Dean of Secondary	Level	POR Allowance 2A
Campus	Joshua Centre, Tyabb	Agreement/Award	
Reporting To	Joshua Centre Director	Date effective	Term 1, 2025
Last updated	August 2024		

2. INHERENT REQUIREMENTS

Purpose

We bring hope and purpose to our community through Christian education.

Vision

To be a Transformative Christian Learning Community.

Values

We value:

- Love, Faith, Integrity, Humility, Grace, Excellence, Perseverance.

All staff at Flinders Christian Community College model and demonstrate the reality of the Gospel by the way they undertake their employment responsibilities and by the way they live. Every activity undertaken by the College must be characterised by love, mercy, forgiveness, reconciliation, humility and justice, all elements demonstrated by Christ's life, death and resurrection, which is the core of the Gospel.

Employees must agree with the College's:

- o Purpose, Vision, Values, Philosophy of Christian Education;
- o Statement of Identity;
- o Statement of Faith;
- o Nicene Creed and Apostles Creed.

Employee shall have an in-depth knowledge of the ethos of the College (below) and the principles by which it operates, and must be willing to support these unreservedly.

3. CULTURE AND VALUES

Ethos

Employees are expected to:

- Uphold the practical demonstration of Faith in Christ, and the College's underlying Christian beliefs, in dealing with others
- Comply with Biblical standards of equity, justice, fairness and compassion in dealing with others inside and outside the College
- Act responsibly to protect the safety and security of our students and other staff at all times
- Encourage positive behaviours and attitudes in students and others that demonstrate respect for all

- Perform duties in a responsible and professional manner, with due regard for the College's policies and other legal requirements and obligations
- Exert responsible stewardship of College resources
- Promote and protect the College's reputation in the wider community
- Act appropriately when a conflict arises between the individual's personal interest and their duty to the College.

Employees must support the College values and policies, and conduct themselves in a way which is consistent with this ethos. Specific expectations of employees are detailed in the College's Policy Handbook which is located on the Colleges' intranet.

4. RISK AND COMPLIANCE

It is the responsibility of every staff member to actively participate in the management of risk and to ensure a safe work environment for themselves, their co-workers, students and the College. This position description is subject to the Risk Management Strategy/Policy and OH&S Policy. Employees must ensure that tasks are performed subject to established risk assessments and safe work practices. To that end, the following are also requirements of this role:

- a) Report all hazards observed, including any potentially unsafe work practices;
- b) Report all incidents of injury or near miss;
- c) Actively participate in all professional development and training re: risk management and OH&S;
- d) Co-operate with any reasonable request for action to ensure the health, safety, and well-being of themselves and others, and the mitigation of risk to the College.

5. CHILD SAFETY

Our College is committed to child safety. We have zero tolerance of child abuse. Our robust HR practices must be strictly adhered to ensure that all employees understand their obligations with respect to Child Protection and the College's commitment to keeping our children safe.

6. PURPOSE OF POSITION

The Dean of Secondary role is a dedicated and innovative educator who can lead others in curriculum & pedagogy development and requirements; being passionate about excellence in teaching and pastoral care; and building an environment for students to flourish both social-emotionally and academically. The DOS must have an in-depth knowledge of the ethos of the College and the principles by which it operates and must be willing to support these unreservedly.

Reporting to the Joshua Centre Director, the Dean of Secondary has curriculum and reporting; mentoring and induction of new staff; and pastoral care components. This role requires the capacity to work cooperatively and communicate effectively with the Head of Teaching & Learning Primary & Secondary roles, Dean of Primary Joshua Centre, all members of the school community, including parents and professionals from external agencies.

The DOS may be required to act in place of the Joshua Centre Director when they are absent. It is recognised that the Dean role is generally the second most senior educator role in the Joshua Centre.

7. WORKING RELATIONSHIPS

Reports to:	Joshua Centre Director
Indirect Report to:	Head of Teaching and Learning Secondary, Tyabb
Direct reports:	Secondary Teachers and Aides

8. ACCOUNTABILITIES AND RESPONSIBILITIES

VISION AND STRATEGY

Support the realisation of the College and Joshua Centre vision and goals as articulated by the Campus Principal, Executive Principal, and Joshua Centre Director.

Planning, initiatives and outcomes are aligned with campus and organisational vision and strategy

CURRICULUM

- Develop within the Joshua Centre a strong understanding of Christian world view and its implications for curriculum development
- Contribute to the Joshua Centre's curriculum vision, development, planning and review in conjunction with other curriculum leaders
- Provide regular feedback to the Joshua Centre Director on the effectiveness of curriculum programs and pedagogy.
- Liaise with the Joshua Centre Director, and other relevant staff re: development, provision, assessment and review of Learning Technologies in the curriculum.
- Attend conferences that relate to, and impact on, the development of curriculum at the Joshua Centre.
- Disseminate incoming curriculum materials relevant to Joshua Centre Teachers by summarising or adding background information where necessary.
- Ensure educational philosophy is informed by current research and best practice.
- Identification and provision for students with additional learning needs including academic, social, physical, and spiritual in consultation with the Joshua Centre Director
- Overseeing the modifications of academic programs and assessment processes and procedures in relation to specific learning needs and disabilities in conjunction with the Joshua Centre Director.
- A Biblical Christian context and content for teaching and learning is developed and implemented
- Oversee the publication and administration of subject selection documents

- Christian world view consistently evidenced by curriculum
- Effective collaboration and collegial development of curriculum aligned with the College and Joshua Centre vision and mission
- Educational philosophy is current and in accordance with best practice for students with learning disabilities and additional support needs
- Curriculum is implemented and documented in accordance with VCAA, Australian Curriculum and policy requirements
- Effective timely review and continuous improvement of curriculum application in liaison with other stakeholders
- Professional Development and networks are attended and inform Joshua Centre curriculum development. Information is disseminated and communicated to our staff effectively.
- Educational philosophy is current and in accordance with best practice
- Assessment and reporting is managed in accordance with College Mission, Vision, Values and Strategic Plan, regulatory compliance and College policy
- Online reporting for the Joshua Centre is actively managed and monitored, gaps identified, and improvements demonstrated
- Reporting data provided and uploaded by due dates
- Students with additional needs are identified and assistance is provided where required.
- Appropriate strategies to assist students demonstrating anti-social behaviours in consultation with parents
- School policy and rules are adhered to
- School uniform for the Joshua Centre is enforced
- Documentation is maintained for all student dealings and communications with parents
- Ensure that information about modified/adjusted curriculum and assessment needs is disseminated to key stakeholders

<p>REPORTING AND ASSESSMENT</p> <ul style="list-style-type: none"> Oversee Joshua Centre assessment and reporting arrangements in conjunction with the Director. Provide regular feedback to the Joshua Centre Director on the effectiveness of reporting Ensure that all policies and practices related to assessment and reporting are in line with government requirements and in line with College Vision and Values. Analyse and evaluate data as well as implement curriculum, curriculum design and effective instructional methods. 	<ul style="list-style-type: none"> Joshua Centre Director and Head of Campus receives regular feedback and as requested re: effectiveness of reporting Assessment and reporting are managed in accordance with College Mission, Vision, Values and Strategic Plan, regulatory compliance and College policy Student testing is co-ordinated in accordance with associated requirements Online reporting system is actively managed and monitored, gaps identified, and improvements demonstrated Accurate Reporting data provided and uploaded by due date
<p>MANAGEMENT</p> <ul style="list-style-type: none"> In conjunction with the Director, maintaining a healthy education environment for students and staff. Oversee the mentoring process for new Primary teaching and aide staff, including Provisionally registered teachers. Facilitate meetings with relevant departments Participate in policy development in areas such as student behaviour, student management, restorative practices and emerging pastoral issues. Assisting classroom teachers in providing pastoral care for students within the Joshua Centre Primary. Effective communication with staff including but not limited to: Joshua Centre Director, Head of Campus, Head of School, Director of Kinder, Director of Wellbeing, Educational Support Co-ordinator, other DHoS-TL's. Ensures that Workplace Health & Safety procedures are adhered to in consultation with the Director and WH&S Manager. Under the direction of the Joshua Centre Director, develop and refine a streamlined staff performance management system Assist in staff interviews where required. Engender strong teamwork with other staff members Plan and communicate with parents, students and staff about issues related to teaching and learning, assessment, incursions, excursions and camps Oversee the initial construction of the Primary timetable in conjunction with the Director and Timetabler. 	<ul style="list-style-type: none"> Provisionally Registered Teachers are mentored and meet all VIT and College requirements Strong and robust collegial relationships Restorative practice underpins methodology when correcting student behaviour Oversee pastoral care notes on Synergetic The 'No Bullying' policy operates effectively Effective and timely communications with parents when there are issues of concern Planning of special school programs e.g. excursions, activity days, camps and sport is timely and effective Performance management system is administered in accordance with College policy and due dates Participation in recruitment contributes to selection of talent that fits with College culture, values and pedagogy.
<p>Transition</p> <ul style="list-style-type: none"> Facilitates the following transition programs: 	<ul style="list-style-type: none"> Students are supported in their transition from Grade 6 to Year 7

<ul style="list-style-type: none"> - transition program for Year 6 students moving into Year 7, - Year 10 transition year where students have a hybrid of core subjects at the Joshua Centre and specialist classes in mainstream, - and Year 11 student transition into Flinders Secondary • Facilitates handover meeting between the Student Welfare Officer and relevant teachers at which time a completed ILP, pastoral care overview and academic results are provided • Prepare transition documentation and promote accordingly • Outline and explain the transition program to families attending Parent Information Evenings • Respond to parent enquiries regarding the transition experience. • Continue to develop and review the transition program to ensure it continues to meet the changing needs of the Joshua Centre. • Support the Joshua Centre Director through attending Year 7 enrolment meetings, interviews and tours as required from time to time. • Investigate and facilitate integration opportunities with secondary school subjects and events 	<ul style="list-style-type: none"> • Students and families are consulted throughout their time at Secondary School, ensuring students are supported in undertaking the electives most suitable for their career pathway • Students are supported in their transition year during Year 10 where a hybrid of Joshua Centre classes and Secondary School specialist classes are undertaken • Students and families are provided guidance on the pathway most suitable for students in Years 11 and 12 to support their desired pathway
<p>STAFF PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Disseminate information on professional learning opportunities • Manage the documentation of staff attendance at all professional learning activities • Draw staff attention to current research findings and promote staff research 	<ul style="list-style-type: none"> • Staff are provided with valuable and timely professional development information • Staff Professional Development records are accurate and up to date • Staff research is actively communicated and encouraged
<p>STAKEHOLDER MANAGEMENT</p> <ul style="list-style-type: none"> • Communicate with parents, students and staff about issues related to teaching and learning, assessment, incursions, excursions and camps • Facilitate Student Support Group (SSG) meetings each term with parents, teachers, aides, Student Welfare Officer, external therapists, and/or student from Joshua Centre Secondary • Preparation and implementation of Individual Learning Plans • Attend evening functions and meetings connected with the College where required • Attend relevant network and meetings out of college hours 	<ul style="list-style-type: none"> • Communication with parents, students and staff is effective and consistent with College values, culture and educational best practice • SSGs are held each term for every Secondary student • Evening functions and meetings are consistently attended where required • Networks and out of College hours meetings are consistently attended where required. • Effective parent meetings are conducted, as required

<ul style="list-style-type: none"> • Build strong relationships with students, parents, and staff to create a supportive community. • Coordinate and participate in school-wide events and activities that fulfill and enhance curriculum requirements • Liaise with the community and external parties where required, by representing the Joshua Centre in matters involving teaching and learning. 	
<p>OPERATIONAL DUTIES WHEN ACTING IN PLACE OF DIRECTOR</p> <ul style="list-style-type: none"> • From time to time, the Dean of Secondary may be required to act in place of the Director when they are absent. • It is recognised that the Dean of Primary and Dean of Secondary are generally the second most senior educator role in the Joshua Centre. 	<ul style="list-style-type: none"> • Assist Dean of Primary and Student Welfare Officer with behaviour management. • Co-ordinate and run Joshua Centre events such as scheduled. • Run Staff meetings and, in some cases, assemblies. • Assist Dean of Primary and Student Welfare Officer to contact parents. • Manage immediate staff issues • Prepare weekly staff briefing notes • Manage immediate student issues • Meet with Student leaders

9. WORK RELATED REQUIREMENTS / SELECTION CRITERIA

Essential Knowledge:

The role of Dean of Secondary requires the skills and attributes of an outstanding educational leader. The successful applicant will have a passion for teaching and learning.

Essential Skills:

1. Mature Christian demonstrating Godly wisdom and Christ-like qualities
2. A well-developed understanding of and commitment to the principles of Christian education
3. Demonstrated successful teaching experience
4. Experience in and awareness of current teaching and learning issues, research and practice
5. Interest and experience in the integration of technology into teaching and learning in the classroom and also in relation to data analysis
6. Demonstrated ability to organise, lead and deliver professional learning programs
7. Demonstrated ability to initiate, organise and lead projects through a collaborative approach with other team members
8. Highly developed skills in leading and managing change in an educational setting, including the leadership of others in the process of change
9. A highly developed capacity to motivate staff, develop their talents and build an effective team
10. Well-developed interpersonal skills
11. Administrative ability
12. Effective problem-solving skills
13. Flexibility, workload prioritisation, manage multiple tasks effectively and proactivity.
14. Lead the development of a team of educators to establish best teaching practice for this age group.

Living the vision and values:

Keeping the vision and values of Flinders Christian Community College at the forefront of decision-making and action.

10. POSITION DIMENSIONS	
NUMBER OF STAFF REPORTING TO POSITION	Joshua Centre Secondary CTs and Aides
ALLOWANCES/SPECIAL CONDITIONS	POR Allowance, time release 0.5 FTE, 2-year tenure
SPECIALISED EQUIPMENT/SPECIAL LICENCE REQUIREMENTS	N/A
OTHER IMPORTANT DIMENSIONS	Nil