



Head of Campus

Blackhall Kalimna – Secondary School (Blackhall Kalimna)

The Head of Campus (substantive) will be responsible to the Principal for the overall program and daily functioning of the Secondary School.

“As far as is humanly possible the children are seen only as individuals, each one very different from every other one, with varying rates of growth and abilities. To work with them as individuals there must be real warmth and complete acceptance of each child as he or she is...”

Margaret E Lyttle

The Head will work in close cooperation with the Principal and Primary Head of Campus (Arlington) and as part of the Preshil Leadership and Management Teams, to maintain a strong and united school where students are supported through the transition from Arlington to the Secondary School. The Heads of Campus will have some responsibilities for programs across both campuses.

They will understand and respect the history and the progressive ethos of the school and of the collegiate working relationships of Preshil staff and will work to nurture and enhance that collegiality and sense of community through their own leadership style.

Duties and Responsibilities

To be a member of the Preshil Leadership Team and to take a leading role in:

- supporting the leadership of the School Principal and School Council
- planning and implementation of the school's strategic direction planning and direction
- building a values-based culture of respect and collaborative relationships in line with Preshil's core values
- actively building a strong enrolment in the secondary school
- enhancing the school's reputation in the school and wider community
- leading and supporting the work of the Year Level and IB Coordinators and Home Group teachers and the Wellbeing Coordinator

To oversee either personally or by delegation the general administration of the Secondary School program including overseeing and directing:

- the further development and implementation of the Secondary School's curriculum through the development of strong IB Middle Years, Elective and Diploma Programs
- the development and maintenance of a vibrant Co-curricular program
- the work of the timetabler to create a flexible, inquiry-based approach to learning
- IB Assessment and reporting
- the work of the Daily Organiser
- the identification of, and catering to, individual needs in conjunction with the Wellbeing Coordinator and the Learning Support Team
- the implementation of the campus Emergency Management Plan
- all matters of OHS and Risk Management

- the Secondary School's compliance with the Education Act and Victorian Registration and Qualifications Association
- the process of enrolments and student exits

Together with the Principal to share responsibility either personally or by delegation for all staff matters including:

- staff wellbeing, management and professional development
- staff allotments and positions of responsibility
- day-to-day staff accountability
- induction and mentoring
- a strategic role in the school's staff appraisal program

Take responsibility for the financial management of the campus budget and its key responsibilities including:

- setting financial priorities through the
 - school strategic plan
 - school business plan
 - the annual budget
- ensuring the budget is managed effectively
- evaluating the effectiveness of spending decisions
- pursuing opportunities to access alternative forms of funding

To oversee either personally or by delegation the facilities and resources (presentation) of the Secondary School

To have a teaching allotment of up to 0.4, by negotiation

- able to model, mentor and support excellence and innovation in all aspects of teaching practice

Selection Criteria

1. Highly developed leadership skills including the capacity to lead and manage change in a progressive school environment while respecting the core values of the school.
2. Outstanding interpersonal and communication skills, together with exemplary values, pertaining to personal qualities of objectivity, sensitivity and integrity.
3. A highly developed capacity to support and motivate staff, develop their talents and build a cohesive team.
4. Demonstrated ability to work with staff, students and parents to develop a safe, purposeful and inclusive learning environment that takes account of the individual needs of students and helps students to develop their special abilities and talents.
5. A current and critical understanding of the learning process and the capacity to provide leadership in enhancing high-quality teaching and learning. Familiarity with the IB MYP and DP programs and the capacity to achieve high levels of student engagement across the Secondary School.
6. To actively model and support teachers to deliver a differentiated, accessible and flexible learning culture in line with the highest ideals of the International Baccalaureate.