

Position Description

Deputy Principal – Category A

About Simonds Catholic College

Simonds Catholic College is a Catholic boys' school in the heart of Melbourne. With just under 400 students, the school is deliberately small, staff know every boy by name, and no student gets lost in the crowd. The emphasis is on growing the whole person: academic achievement matters, but so does character, emotional resilience, and learning to treat others with respect and kindness. Our vision, **Shaping men of the future**, reflects our dedication to holistic education grounded in our values of **Belonging, Character** and **Growth**. We seek to create a community where every student has a strong sense of belonging, develops the character to make a positive difference, and is continually challenged to grow. Simonds is a proud member of the **Melbourne Archdiocese Catholic Schools (MACS)** system.

Position Details

Position Title	Deputy Principal
Reports To	Principal
Department	College Executive Team and College Leadership Team
Location	Simonds Catholic College, West Melbourne
Employment Type	Full-time ongoing teaching position; leadership appointment for the applicable tenure
Classification	Category A
Direct Reports	Directors of Students, Director of Learning, Data and Professional Development, Learning Diversity Leader, School Psychologist

About the Role

The **Deputy Principal** is a senior, whole-of-College leader who works in close partnership with the Principal to shape the strategic direction, culture and daily life of Simonds Catholic College. The Deputy Principal helps translate the College's vision and improvement priorities into consistent practice, develops the leadership capacity of others, and ensures that decisions remain focused on the learning, wellbeing and formation of every student. This is not a narrowly defined portfolio position. The Deputy Principal combines strategic thinking with a highly visible presence and an active understanding of the everyday life of the College. The role requires sound judgement, relational trust, clear communication, accountability and the courage to address matters that fall short of agreed standards.

Key relationships

- Principal and College Executive Team, College Leadership Team and other position holders
- Teaching and education support staff
- Students, parents and carers
- College Advisory Council, parish and wider Catholic community, as required
- Melbourne Archdiocese Catholic Schools and relevant external agencies

Leadership Expectations

- Model and actively promote the Catholic identity, mission and values of the College.
- Be visible, approachable and actively engaged with students, staff and families.
- Build a culture of high expectations, consistency, accountability and follow-through.
- Balance genuine care and support with the courage to hold open, constructive and challenging conversations.
- Develop others, distribute leadership appropriately and build the collective capacity of the College.
- Use evidence, professional knowledge and sound judgement to inform decisions and evaluate impact.
- Work collaboratively while accepting responsibility for timely decisions and effective implementation.
- Demonstrate reflective practice and a personal commitment to continuous improvement.

Our leadership commitment.

'To create the conditions in which every young man can belong, develop character and grow'

Key Accountabilities

Key Area 1 – Catholic identity and mission

- Model leadership that is grounded in the Gospel and consistent with the mission and ethos of Catholic education.
- Work with the Principal and relevant leaders to embed Catholic identity, faith formation, prayer, liturgy, service and social justice within College life.
- Promote the dignity of every person and a culture of inclusion, welcome and respectful relationships.
- Ensure that the College's values of Belonging, Character and Growth are visible in decisions, relationships and daily practice.

Key Area 2 – Strategic and organisational leadership

- Partner with the Principal in shaping, communicating and implementing the strategic direction of the College.
- Lead agreed priorities within the School Improvement Plan and Annual Action Plan, including clear milestones, responsibilities and evaluation of impact.
- Support coherent decision-making across the College so that policies, procedures and improvement initiatives are understood and consistently implemented.
- Contribute to sustainable workforce, resource and organisational planning in partnership with the Principal, Business Manager and other leaders.
- Maintain oversight of key College operations and events as allocated, ensuring that planning, communication and risk management are effective.
- Deputise for the Principal when required and represent the College professionally within the wider community.

Key Area 3 – Culture, people and leadership development

- Help build a positive, accountable and collaborative professional culture centred on student learning and formation.
- Coach, support and challenge leaders and staff, creating meaningful opportunities for others to lead and grow.
- Promote professional trust, respectful communication, shared responsibility and effective teamwork.
- Support the Principal in recruitment, induction, professional growth, performance development and the management of staff concerns.
- Contribute to staff wellbeing through clear expectations, fair processes, purposeful communication and a culture of care.
- Address behaviour or practice that is inconsistent with College expectations, policies or professional standards.

Key Area 4 – Teaching, learning and improvement

- Promote high expectations for teaching, learning, assessment, engagement and achievement across the College.
- Work closely with the Director of Learning, Data and Professional Development and other leaders to advance the College's pedagogical and improvement priorities.
- Support the development, implementation and evaluation of a coherent, evidence-informed approach to teaching and learning.
- Use student learning, wellbeing and perception data to identify priorities, monitor progress and inform improvement.
- Promote a culture in which collaboration, feedback, professional learning and reflection are part of everyday practice.
- Ensure learning programs, pathways and structures remain responsive to student needs and aligned with statutory and sector requirements.

Key Area 5 – Student formation, wellbeing and engagement

- Promote a consistent whole-school approach to student wellbeing, behaviour, engagement and pastoral care.
- Work with Director of Students and School Psychologist to ensure that students are known, supported, challenged and held to high expectations.
- Strengthen leadership capacity in responding to complex student needs, significant behaviour matters and high-level meetings with parents or carers.
- Build constructive partnerships with families and ensure communication is timely, respectful and focused on the best interests of students.
- Support student voice, agency and leadership, and promote opportunities for students to contribute positively to College life.
- Ensure responses to student matters are fair, consistent, documented and aligned with College policies and procedural fairness.

Key Area 6 – Child safety, compliance and risk

- Share leadership responsibility for a child-safe culture in which student safety, wellbeing and voice are paramount.
- Ensure compliance with the Victorian Child Safe Standards, Ministerial Order 1359, PROTECT requirements and relevant College policies and procedures.
- Model and promote culturally safe, accessible and inclusive practices for Aboriginal students, students from culturally and linguistically diverse backgrounds, students with disability and other students with particular vulnerabilities.
- Support the Principal in critical incident management, mandatory reporting, complaints processes, duty of care, occupational health and safety, and other regulatory obligations.
- Identify and manage risk appropriately and ensure required records, follow-up and communication are timely and accurate.

General Conditions

- The role description is intended to identify the major responsibilities of the position. It is not an exhaustive list of every task that may reasonably be required.
- Comply with all MACS and Simonds Catholic College policies, procedures and guidelines.
- The role is employed in accordance with the Victorian Catholic Education Multi-Enterprise Agreement and applicable College policies.
- A teaching load and other duties will apply as determined by the Principal, having regard to the seniority and responsibilities of the position.

Selection Criteria

Essential
1. Demonstrated commitment to the Catholic faith, identity and mission of the College, with the capacity to lead a contemporary Catholic school community.
2. Substantial and successful educational leadership experience, including the capacity to contribute strategically across the whole College.
3. Demonstrated ability to build authentic relationships and a positive professional culture characterised by trust, collaboration, high expectations and accountability.
4. Strong knowledge of contemporary teaching, learning, assessment and school improvement, with the ability to use evidence and data to improve student outcomes.
5. Demonstrated capacity to develop others, build leadership capability and lead change in a way that brings people with you.
6. Highly developed communication, interpersonal and conflict-resolution skills, including the courage and judgement to manage complex or challenging matters.
7. A strong understanding of student wellbeing, behaviour and the education and formation of young men.
8. Demonstrated commitment to child safety, inclusion, procedural fairness and compliance with relevant legislative, regulatory and sector requirements.

Skills, Qualifications & Prerequisites

Category	Requirements
Qualifications	- Relevant tertiary teaching qualifications and evidence of ongoing professional learning. - Accreditation to Teach in a Catholic School; Accreditation to Teach Religious Education or Lead in a Catholic School is highly desirable, or a commitment to obtain the required accreditation. - Relevant postgraduate study in educational leadership, theology, religious education or a related field is desirable. - Relevant rights to work in Australia.
Registrations / Licences	Current registration with the <i>Victorian Institute of Teaching</i>.
Previous Experience	Brings over five years of demonstrated leadership, with experience spanning curriculum oversight, staff management, and strategic planning within Catholic education.
Other Requirements	Availability to participate in College events and responsibilities outside normal school hours when reasonably required.

Key Reference Documents & Policies

Document	Description
MACS Child Safety Policy	Sets out the obligations of all staff in relation to child safety, mandatory reporting, and the Victorian Child Safe Standards.
MACS Code of Conduct	Provides the ethical framework guiding the professional conduct of all Simonds Catholic College employees, contractors and volunteers.
Simonds Catholic College Prospectus	Communicates the school's core values, mission statement, and philosophy

Performance and review

The Deputy Principal will establish annual goals with the Principal that align with the College's strategic priorities and this role description. Performance will be reviewed through regular professional dialogue, evidence of impact and the applicable College and sector processes. Specific duties may be adjusted by the Principal in response to emerging priorities and the needs of the College, following appropriate consultation.

Acknowledgement

This position description is a guide to the key duties and responsibilities of the role. It is not exhaustive and may be subject to review in consultation with the position holder. By signing below, both parties acknowledge that the position description has been discussed and is agreed upon.

Employee Name

Principal / Authorised Delegate

Signature & Date

Signature & Date