

Position Description – Head of Campus	
Organisation	Workers' Educational Association Illawarra
Team	Novo Education Space
Hours of Work	37.5 hours per week (Monday to Friday)
Employment Status	Full-Time
Employment Type	Permanent
Location	Shoalhaven, with possible travel across Illawarra, Shoalhaven and Southern Highlands areas
Reporting Line	Deputy Principal (or as otherwise assigned by the Principal)
Industrial Instrument	WEA Illawarra Enterprise Agreement 2019
Classification	Band 2, Step 2.3 + Leadership Level 2 Allowance
Total Remuneration Package	<p>\$140,886 per annum* (Excluding Superannuation)</p> <p>Salary Packaging Available (<i>WEA Illawarra is a Public Benevolent Institution and as such can offer Fringe Benefits Tax exempt salary packaging up to \$15,900 per annum which has the potential to increase an employee's take home pay by reducing the amount of tax paid.</i>)</p> <p><i>*Remuneration above current rate of pay set by the classification in the Industrial Instrument.</i></p>
Benefits	<p>Access to Employee Assistance Program</p> <p>Laptop/ Computer</p> <p>Mobile Phone</p> <p>Motor Vehicle Allowance for approved work journeys (conditions apply)</p> <p>Professional Learning opportunities supported through the year.</p> <p>Other Salary Packaging Benefits</p> <p>Flexible working arrangement (conditions apply)</p>
Date of Approval	August 2024

WEA Illawarra Vision

Connected and thriving communities of lifelong learners.

WEA Illawarra Purpose

Empowerment through learner-centred education and training.

WEA Illawarra Values

Integrity: We hold high standards and expectations for ourselves, our students and our work. We are trustworthy and do what we say we'll do. We act ethically. We ensure 'structural integrity' in our work and all components are fit for purpose. We assess our practices openly and honestly. We learn from our mistakes and meet our commitments. We value integrity: our actions match our words (we walk the talk), and our work contributes to a greater whole (our sum is greater than our parts).

Inclusion: We embrace the work necessary to create equity for all. We value diversity, respecting and supporting all identities, backgrounds and abilities. We acknowledge painful histories, confront biases, change our policies and hold each other accountable. We ensure our workplace and programs are accessible and create a culture of belonging and connection for all.

Collaboration: We embrace working together in partnership with each other, students and a wide range of stakeholders. We value bringing together a diverse spectrum of expertise, backgrounds and perspectives which fuels a culture of creativity and innovation.

Innovation: We do it the Novo Way. Our success – and much of the fun – lies in developing new ways of doing things. We create positive change in our communities.

Key Objectives of the Position

A Head of Campus at Novo Education Space:

- Leads a campus and a multidisciplinary team with a high degree of autonomy
- Makes a substantial contribution to the strategic direction of the school
- Embeds the school vision, purpose and values at their campus through the NovoWay

Personal Attributes

- Proven strength and capability in educational leadership with a desire to impact education for students experiencing disadvantage
- Deep personal alignment with our school vision, purpose and values
- Ability to make structurally sound decisions in challenging contexts using integrity and courage
- Strong personal wellbeing and proactive use of adaptive strategies to model an approach to professionalism and wellness in a complex work environment
- Commitment to professional high performance and ability to develop this in others
- Ability and desire to work collaboratively in a multidisciplinary team, as well as independently with a high degree of autonomy, balancing nuance with procedural fidelity
- Commitment to reflective practice, personal growth and professional development and ability to inspire this in others

Key Responsibilities

Leadership of Vision & Strategy

- Embed the school vision, purpose & values at their campus.
- Contribute to schoolwide strategic planning.
- Exercise values-driven leadership.
- Create a connected and inclusive community where all members feel valued and supported.
- Lead others to thrive.
- Create a positive culture that enhances learning agency for life.
- Establish, expect and maintain a culture of high expectations.
- Operate as a schoolwide leader in setting conditions for whole school improvement.
- Develop, deliver and report on campus improvement plans, objectives and key results.
- Build a collaborative culture across campuses to achieve school priorities.
- Expect staff to contribute to and lead initiatives beyond the campus.

Leadership of Teaching & Learning

- Employ enhanced knowledge and understanding of current educational theory and practice.
- Inspire and influence students to become capable learners for life.
- Lead excellence in NovoWay curriculum and pedagogy.
- Lead design and delivery of effective adjustments that enable all learners to thrive.
- Lead collaboration in planning, monitoring and reviewing effectiveness of teaching and learning.

- Drive use of data to measure and improve outcomes for students.
- Identify and respond to conditions causing learning disadvantage.
- Nuance procedurally driven responses to student behaviour.
- Lead a tiered approach to student learning and behavioural support and intervention.
- Build relationships and partnerships to enhance teaching and learning effectiveness.

Leadership of Wellbeing

- Model effective personal wellbeing and proactive use of adaptive strategies.
- Lead excellence in NovoWay wellbeing practice for all staff and students.
- Design, coordinate and review supportive interventions for students with wellbeing concerns and complex needs.
- Apply Relationship Practice to management of student, staff and campus wellbeing.
- Commit to safeguarding children through effective leadership of risk of harm prevention, management of breaches of professional conduct, and implementation of child safety standards.
- Empower students' active engagement and development of strong student voice.
- Lead effective strategic planning for students transitioning into and out the campus.

Leadership of Improvement & Innovation

- Lead innovation and effectively manage change to ensure the vision and strategic plan are realised within a culture of continuous improvement.
- Evaluate effects of change via regular feedback from stakeholders to ensure sustained, positive impact for students and the community.
- Collaborate to develop and implement clear, evidence-informed improvement plans for the campus.
- Utilise data and systems to measure student progress and drive campus improvement.
- Establish a culture of innovation and continuous learning for staff.

Leadership of Operations

- Lead day-to-day operations, ensuring smooth delivery of services, consistent, predictable routines, effective campus timetabling and adequate duty of care, including during interruptions to routine and critical incidents.
- Identify and respond to enterprise risks for the campus.
- Fulfil all policy, procedure, and curriculum compliance obligations.
- Lead student engagement through effective student recruitment, meeting enrolment targets, and monitoring attendance.
- Manage campus premises, facilities, budget and expenditure.
- Oversee WHS practices and responsibilities.
- Approve staff leave and travel, effectively balancing personal and organisational considerations.
- Lead recruitment and onboarding of staff for the campus.

Leadership of Self & Others

- Build an effective multi-disciplinary team that embraces challenge with a learner mindset.
- Lead with strong interpersonal skills and emotional intelligence, showing attentiveness to personal and interpersonal qualities that influence and impact relationships, and respond to behaviours that require change.
- Model and expect commitment to professional development through reflective practice and feedback cycles for continuous improvement.
- Develop staff high performance and effective wellbeing within a complex work environment.

- Lead evidence-informed professional learning which creates measurable outcomes for teachers and students.
- Manage performance through professional learning and procedural fairness.

Leadership of Community Partnerships

- Promote and advocate for their campus within the local community
- Collaborate actively with parents/carers fostering excellent relationships
- Build connections with local schools, services and organisations
- Drive a campus ethos of inclusion and respect for all
- Create partnerships to enhance learning for life within the local community

Selection Criteria – Education and Experience

Essential

- Minimum Bachelor of Education (or Bachelor's Degree with postgrad teaching qualification) (primary or secondary), or equivalent education qualification recognised by NESA
- At least 3 years' experience in an educational leadership role (such as Deputy Principal, Assistant Principal or other member of the school executive, Head of Special Education/Diverse Learning/Learning Support, Head of Wellbeing etc)
- 7+ years of teaching experience and with some experience working with students with additional needs (including trauma, disability, mental health, Autism, Aboriginal and/or Torres Strait Islander, learning disabilities, or complex behaviour)
- NESA Accreditation at proficiency or higher

Desirable

- A Master's Degree or other post-graduate qualification (field such as Educational Leadership, Special Education, Education (Student Wellbeing) Autism, or Behaviour Support)
- Other qualifications/training in trauma-informed approaches, mental health, special education, behaviour.
- Teaching or leadership experience in alternative education settings.
- Engagement with professional associations

Selection Criteria – Knowledge and Skills

Essential

- Enhanced knowledge and understanding of current educational theory and practice
- Demonstrated ability to plan strategically, problem-solve, prioritise, and work to deadlines to achieve quality outcomes
- Demonstrated ability to lead innovation and effectively manage change
- Demonstrated ability to lead high-performing multidisciplinary teams through professional learning, growth coaching and accountability measures.
- Demonstrated ability to use data, evidence, critical analysis, and innovation to foster continuous school improvement and respond to identified student needs
- Demonstrated success implementing educational interventions to address complex issues impacting students such as attendance, school refusal patterns, mental health, neurodivergence, or social and emotional skills development.
- Demonstrated competence in aspects of school operational leadership including day-to-day administration, buildings and grounds, management of child safety, risk management, and financial stewardship.

- High level organisational skills with demonstrated ability to plan strategically, problem-solve, prioritise, work to deadlines to achieve quality outcomes, give attention to detail, and relate tasks/actions to a wider strategic improvement context
- High level written and oral communication, interpersonal and negotiation skills with demonstrated ability to cooperate and communicate effectively with people at all levels

Desirable

- Knowledge of the theory of Multi-Tiered Systems of Support (MTSS) and/or Positive Behaviour Support (PBS) and/or Berry Street Education Model (BSEM) and demonstrated ability to lead staff to effectively implement with students.
- Demonstrated ability to lead teaching teams in multi-disciplinary learning, including integrated/cross-curricular units of learning, project-based learning, or online learning experiences.
- Demonstrated ability to build strategic partnerships within education and the broader community.

Selection Criteria – Other

Work Rights in Australia

- You will be required to provide evidence of your ability to work in Australia. This will be in the form of an Australian Birth Certificate, Valid Passport or an Australian Citizenship Certificate.

Working With Children Check and National Police Check

- This position is designated as child-related employment. You will be required to provide a valid and current NSW Working With Children Check (WWCC) clearance for paid employment.
- The successful applicant may be required to undergo a National Police Check prior to commencement of employment.

Use of Private Motor Vehicle

You may be required to use your private motor vehicle for the purpose of carrying out the responsibilities of your position. On these occasions, WEA Illawarra will pay a motor vehicle allowance on a per kilometre basis, according to WEA Illawarra's Policies and Procedures.

Evidence of your unrestricted driver's licence, the current registration of your private motor vehicle, CTP Green Slip insurance and Comprehensive Motor Vehicle Insurance must be provided prior to using your private motor vehicle for work purposes.

Inherent Requirements

This position description outlines the major accountabilities/responsibilities and the selection criteria against which you will be assessed as suitable for the position. As such there will be specific job requirements that we refer to as Inherent Requirements.

Inherent Requirements refer to your ability to:

- Perform the essential duties and functional requirements of the job.
- Meet the productivity and quality requirements of the position.
- Work effectively in the team or other type of work organisation concerned; and
- Do the job without undue risk to your own or others health, safety and welfare at work.

It is a requirement that you advise WEA Illawarra if you have any injuries, illness, disorder, impairment, condition or incapacity which could be aggravated by the type of employment for which you are applying. The existence of a pre-existing condition will not preclude you from employment unless you are unable to perform the Inherent Requirements of the position. We encourage you to discuss this with

WEA Illawarra to assist in the process of identifying any reasonable adjustments which could be made to enable you to perform the duties of the position. WEA Illawarra wants to place you in the best situation to use your skills effectively in the position.

Following is a table which outlines the main physical and psychological Inherent Requirements of the position.

Element	Key Activity	Frequency
Work Environment	<ul style="list-style-type: none"> Manage demanding and changing workloads and competing priorities 	Daily
	<ul style="list-style-type: none"> Work in a team environment with people from differing professional backgrounds 	Daily
	<ul style="list-style-type: none"> Work independently, manage time effectively and respond flexibly to meet requirements of the position 	Daily
	<ul style="list-style-type: none"> Take direction from Team Leader and Leadership Team members 	Daily
	<ul style="list-style-type: none"> Work in different geographic locations and unstructured environments 	Occasionally
	<ul style="list-style-type: none"> Work within the span of hours from 7:00am – 9:00pm 	As required
	<ul style="list-style-type: none"> Work extended hours in response to need, scheduled project activities or emergent situations 	Occasionally
	<ul style="list-style-type: none"> Work in an open plan office environment with distractions and noise 	Daily
	<ul style="list-style-type: none"> Sit at desk and use a computer or sit in meetings for extended periods 	Daily
	<ul style="list-style-type: none"> Use a variety of body postures including reaching overhead or forward, bending of back, rotating of neck, lifting and carrying equipment or resources over short distances 	Daily
People Contact	<ul style="list-style-type: none"> Work with students who have been impacted by trauma, may have a mental health, substance use or behavioural disorder, learning difficulties, are neurodivergent or who may have another physical, sensory, cognitive, or social-emotional disability 	Regularly
	<ul style="list-style-type: none"> Be exposed to information regarding student personal history and experiences that could be emotionally distressing, requiring you to respond effectively and manage your own emotional resilience 	Regularly
	<ul style="list-style-type: none"> Participate with colleagues and team leaders in the giving and receiving of feedback for the purpose of improving skills and professional practice 	Daily
	<ul style="list-style-type: none"> Undertake performance planning, training, and professional development activities 	Regularly
	<ul style="list-style-type: none"> Undertake administrative tasks which may include the following: computer work, making telephone calls, filing, and updating student 	Daily

Administrative Tasks	records, organising, and participating in face-to-face and online meetings and concentrating for long periods of time	
	<ul style="list-style-type: none"> Use technology, including photocopier, printer, telephones, laptops, iPads, data projector, speakers, online learning platforms 	Daily
Transport	<ul style="list-style-type: none"> Use public transport, including trains and buses 	Occasionally
	<ul style="list-style-type: none"> Drive vehicle privately owned or company vehicle over short and long distance and in all traffic and weather conditions 	Occasionally

Work Health and Safety

WEA Illawarra is committed to providing a safe and healthy workplace for its workers, students, and visitors. All members of the WEA Illawarra have a collective and individual responsibility to work safely and be engaged in activities to help prevent injury and illness.

In addition to the major accountabilities and responsibilities required for your position, you also hold the following roles and responsibilities in relation to Workplace Health and Safety:

- Take reasonable care for your health and safety as well as others.
- Comply with any reasonable instruction given by WEA Illawarra.
- When and if required identify, assess, and eliminate risk or reduce risk within the Colleges places of work.
- Report, record and follow-up on all reported hazards accurately and in a timely manner. Ensure hazards are effectively controlled.
- Demonstrate a commitment to continuous Health and Safety improvements.