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| <b>Title</b>              | Deputy Principal - Curriculum   |
| <b>Location</b>           | TAFE Campus (Block F), 29 Windemere Road, Alexandra Hills, Queensland |
| <b>Employment Type</b>    | Full Time   |
| <b>Starting Date</b>      | 18 January 2018, or by negotiation                                    |
| <b>Remuneration</b>       | Negotiable, dependent on experience and qualifications                |
| <b>Reports To</b>         | Principal   |
| <b>Applications Close</b> | 2pm, Thursday 22 November 2018  |

### OUR ORGANISATION

The Sycamore School is an independent school for young people on the Autism Spectrum. Catering for students from Prep to Year 8 it focuses on improving life quality outcomes through specialist education.

The school provides safe and inclusive, autism-friendly learning using a strengths-based approach, innovative ways of teaching, evidence-informed strategies and the Australian Curriculum. The school provides a positive learning environment which is enhanced by quality teaching to assist each young person on their educational journey.

The Sycamore School is a place of celebration providing each young person with a spectrum of choice and opportunities to build independence to advocate for themselves and reach their potential.

### OUR VISION

To improve life outcomes for people on the autism spectrum.

### OUR MISSION

The Sycamore School provides specialist support and education to people on the autism spectrum, their care networks, and the community.

### OUR VALUES

We are:

- Respectful – We value all perspectives
- Kind – We are selfless and giving
- Accepting – We value uniqueness
- Brave – We face our challenges with conviction
- Creative – We think outside the box
- Patient – We accept that some things are difficult before they become easy.



## YOUR OPPORTUNITY

The Sycamore School is seeking a focused and enthusiastic Deputy Principal - Curriculum. The Deputy Principal - Curriculum is responsible for curriculum oversight and development across all key learning areas in the school.

## THE ROLE

The Deputy Principal - Curriculum is accountable for leading the teaching and learning from Prep to Year 10 to maximise the learning opportunities and educational outcomes for students. The position leads the development and implementation of new/enhanced curricula across all year levels which aim to develop 21<sup>st</sup> century learning skills including the use of technologies, fostering creativity and innovation, developing collaboration and critical thinking.

As a key member of the school's leadership team, the Deputy Principal – Curriculum will support the Principal in policies, strategies and operations.

### Position Objectives

- Assist in leading and coordinating the maintenance, review and implementation of curriculum frameworks, pedagogy, programs, assessment and reporting
- Develop appropriate curriculum in line with national, state and local requirements ensuring that appropriate pedagogies are developed at all levels with a particular focus supporting young people on the Autism Spectrum Disorder.
- Ensure the quality of student learning and the effectiveness of teacher practice through appropriate supervision
- Use thorough analysis of current data to inform decisions.

### Key Responsibilities

The Deputy Principal - Curriculum will:

- Contribute to, participate in and assist with the curriculum leadership and management of a whole school approach to curriculum development, implementation and reporting
- Champion the differentiated model used for teaching across all year levels.
- Maintain responsibility for the direct supervision of curriculum and teaching programs across the school.

### Learning

- Provide feedback to the Principal on the effectiveness of curriculum programs, pedagogy and reporting
- Ensuring the smooth implementation of the Australian Curriculum, Assessment and Reporting Authority National curriculum requirements
- Keeping up to date with current educational developments and research into curriculum and pedagogy
- Conduct regular reviews of learning and teaching programs ensuring that account is taken of current research on learning technologies, teaching practice, learning styles and strategies
- Developing a school-based pedagogy assessment and reporting framework
- Encourage collaborative development of learning and teaching resources including units of work
- Encourage approaches to learning that take account of different learning styles, the range of ability levels and interests of students
- Foster the development and use of eLearning tools to support learning and teaching
- Foster initiative and willingness to experiment with alternative teaching strategies which enhance student learning
- Supervise the quality of teaching practice through activities such as collegial planning, moderation, classroom observation and facilitation of reflective teaching practice
- Liaise with key personnel to assist staff in ensuring the learning needs of all students are addressed
- Actively participate in and support teachers to undertake action research to improve practice
- Identify and deliver professional development needs of the school in relation to curriculum, pedagogy, assessment and reporting.



## **Operational and Financial Management**

- Ensuring curriculum operations are conducted within budgetary limits and service agreements as appropriate
- Monitoring ongoing maintenance and management of the curriculum within budgetary constraints and the school's strategic objectives including expansion to a high school
- Making recommendations for the purchase of suitable resources to support the implementation of programs
- Maintaining and monitoring school-based programs
- Contributing to, participating in and assisting with the coordination and maintenance of the school's curriculum documents
- Ensuring funding opportunities are investigated and implemented
- Compliance with all Workplace Health and Safety procedures and requirements
- Understanding of the principles of risk management including application to property, liability and occupational health and safety.

## **Policy and Planning**

- Provision of advice to the Principal on appropriate initiatives to ensure adoption, adaptation and implementation of desirable educational changes
- Inclusion of consultation in planning, development and evaluation of curriculum operations
- Facilitate regular review and appropriate updating of relevant policies
- Maintenance of links with professional groups and colleagues in other organisations to capitalise on opportunities, and to remain informed of current trends in curriculum.

## **Communication**

- Effective relationships with all stakeholders – staff, students, parents and members of the Sycamore community.

## **Qualifications and Expertise**

- Bachelor of Education preferably with a relevant post graduate qualification in curriculum/pedagogy
- Registration with Queensland College of Teachers
- Demonstrated high level understanding of initiatives in student learning, particularly students with Autism Spectrum Disorder
- Demonstrated outstanding classroom teaching skills and the capacity to support colleagues to continually improve teaching and learning
- Demonstrated ability to achieve results in curriculum, implementation, analysis and review, and teaching and learning
- Successful experience in collaboratively developing programs to improve learning outcomes for a diverse range of students
- Capacity to lead and manage curriculum reform and developmental activities
- Capacity for effective management to achieve agreed early years curriculum goals
- Demonstrated capacity to develop and manage interpersonal relationships and establish productive partnerships
- Capacity for leading and managing change within the school environment and school community
- Capacity for being accountable for the outcomes-based performance of the area of responsibility.

## **Skills**

- Ability to identify priorities and to achieve objectives within given timeframes
- Highly developed time management skills, capacity to plan, organise and meet changing priorities and objectives
- Ability to develop and implement goals, strategies and policies
- Organisational skills that enable the most effective use of human and physical resources



- Strong project management skills.

### **Interpersonal Skills**

- High level energy and enthusiasm
- Initiative and innovative thinking style
- High levels of integrity, confidentiality and loyalty
- Commitment to work within a team
- Decisiveness and soundness of judgment
- Proven and consistent problem-solving ability.

## **SELECTION CRITERIA**

Please address each of these selection criteria in a paragraph of no longer than 400 words per criteria.

**Organisational Skills** e.g. Time management, planning and record keeping

**Communication** e.g. Written skills, interpersonal and relationship skills

**Teaching and Learning** e.g. Knowledge of curriculum, differentiation, innovative and evidence-based practice

**Student Wellbeing** e.g. Current trends and behavioural support strategies

**Team Member** e.g. Previous team experience

**Personal Characteristics and Experiences** e.g. What would you bring to The Sycamore School?

## **APPLICATIONS**

Applications to be addressed to the Principal and emailed to [info@thesycamoreschool.qld.edu.au](mailto:info@thesycamoreschool.qld.edu.au)

Applications should include:

- 1-Page application letter
- 2-Page Curriculum Vitae (CV) including two referees, with contact details. *Please include a referee from current **and** previous place of employment.*
- Up to 4-Page response to the selection criteria.

Applications close 2pm, Thursday 22 November 2018.

