

**CATHOLIC EDUCATION OFFICE – TOOWOOMBA DIOCESE
DRAFT (02/4/02) – ROLE STATEMENT**

1.0 Position Title

1.1 Assistant Director: Staff & School Development

2.0 Purpose and Scope of Position

2.1 PURPOSE

To plan, supervise, support and report the development of staff and schools of the diocese.

2.2 SCOPE OF POSITION – KEY RESULT AREAS (Outcomes)

2.2.1 **Quality improvement** processes developed, implemented, monitored and reported.

2.2.2 **School renewal** support is provided.

2.2.3 **School boards** are established, inserviced and monitored.

2.2.4 **Commonwealth targeted programs**, Aboriginal and Torres Strait Islander and school support programs are implemented, monitored and reported.

2.2.5 **Leadership Team** commitments and representative duties are fulfilled.

2.2.6 **Staff & School Development Committee** of the Catholic Education Board is supported in initiating policy development.

2.2.7 **Deputising** for the Director undertaken.

2.2.8 **Professional skills** and knowledge are current

3.0 Statement of Responsibility

- 3.1 One of the key groups of services provided by the Toowoomba Catholic Education Office, centres around staff and school development. The major functional responsibilities are found in the Office Charter, with which it is essential that every roleholder be familiar. The branch is led by the Assistant Director: Staff & School Development, and it is to this role that the description refers.
- 3.2 The primary function of the roleholder is to provide leadership of the staff and schools branch. In doing so, there is both an internal and external focus. Internally the Assistant Director provides leadership and direction to her/his staff, who are accountable for various functions. Externally she/he provides a similar (yet much less directive) function for school principals and their staffs.
- 3.3 The roleholder has to have a fairly public face without usurping the (often symbolic) leadership role of the Director. The Assistant Director: Staff & School Development also is a member of the Leadership Team, a key element of the Toowoomba Catholic Education Office.

Quality Improvement:

- 3.4 At both personal and school level Quality Improvement is crucial to our strategic initiatives – quality service for developmental excellence. (Directions 2000 – S.1 Plan Jan. 1998 – Dec. 2000) Recruitment and staffing processes should be completed in such a way as to encourage the employment of the best staff possible to support the Mission of the Church. Equal Employment Opportunity and Gender Equity underpin all processes.
- 3.5 There are a number of processes under this banner. They include selection, supervision, industrial issues, appraisal, accreditation,

induction, networking and promotion. The roleholder is expected to lead and oversee all those functions.

School Renewal:

- 3.6 As School Renewal is now an important aspect of Accreditation and Registration of schools it is even more vital that it occurs in schools on a systematic basis. It will be necessary for guidelines and regulations in relation to accreditation and the renewal process to be developed and monitored as implementation occurs in schools.

School Boards:

- 3.7 The Assistant Director: Staff & School Development is concerned also and vitally so, with school boards. The establishment of School Boards is integral to the Catholic philosophy of schools being in partnership with parents in the education of their children. It is crucial that the Catholic Education Office supports the development of School Boards in their "important role in discernment and decision making regarding policy" (Toowoomba Catholic Education Board – School Board Policy, 1977).

Commonwealth Targeted Programs:

- 3.8 Other aspects which fall within the roleholder's ambit of responsibility are Commonwealth Targeted programs. School support services and Commonwealth Targeted programs are key elements of overall educational development and each must be managed knowledgeably and well.
- 3.9 Commonwealth Targeted programs provide support to specific areas to encourage a more equitable access to educational opportunity and includes Aboriginal and Torres Strait Islander programs. Oversight of these areas should be integrated, where possible, with whole of office activity.
- 3.10 In addition a key component which complements them is school support services. School support services include the provision of counselling, occupational therapy and speech pathology directly to students. These services are integral to the wholistic development of students and to the support offered to parents as the primary educators of their children.

Leadership Team:

- 3.11 Earlier mention has been made of the Leadership Team. It is important to note how this works and how the roleholder is expected to participate fully as a member. The Leadership Team comes together for the purpose of discussing those functions which have a whole of office coverage. Such things as operational policy, strategic planning, alignment and pastoral care of staff. It does not and should not usurp the key responsibilities of its membership.
- 3.12 Naturally and expectedly Leadership Team members will, on occasions, consult the collective wisdom of the team of some aspect of her/his particular portfolio. This tendency however needs to be watched so that meetings do not become a re-hash of all portfolios. This would be an inefficient way to operate, and runs the risk of diminishing branch leadership.

- 3.13 As a member of the Leadership Team it is expected that the roleholder will, on a number of occasions, and even regularly, represent the Catholic Education Office. This may be because of her/his particular portfolio responsibilities or at times because of her/his unique gifts. Such a responsibility goes with the role.

Staff & School Development Committee:

- 3.14 Through providing secretarial support to the Staff & School Development Committee of the Catholic Education Board, policies are researched, written and forwarded for consultation to relevant stakeholders. Reporting on implementation of policies compiled by this Committee occurs through term and annual reports to the Director.

Deputising:

- 3.15 One responsibility which falls to the role of Assistant Director: Staff & School Development, and mentioned in the key result areas, is that of deputising for the Director. It is important to spell out the extent of this function.
- 3.16 Two factors need to be noted. One is the geographic size of the diocese and the other the operating style of the Director. It is accepted that the deputising function is expected to be fulfilled only when,
- * specifically delegated to do so, and/or
 - * the director is uncontactable and the issue cannot wait until he/she is.

Thus if the Director is travelling through the diocese on some visitation or other, given today's technology, he/she is contactable. However the frequency of physical absences from the office can raise the issue of time.

- 3.17 These issues need to be monitored, and if appropriate, documented, so that an appropriate review of the function can be made.

Professional skills:

- 3.18 With such a significant responsibility, it is axiomatic that the roleholder be professionally up-to-date and knowledgeable in all areas. In Covey's terms it is "sharpening the saw". The roleholder needs to outline and follow an annual professional development plan.
- 3.19 The roleholder, who is appointed on contract for five year periods, has the right to expect, and will be accorded a comprehensive and collaborative review during the first three months of the last year of her/his contract. This performance review will be based on the key result areas of this role description.

4.0 Prescribed Functions and Examples of Activities Undertaken and/or Services Provided *(This list is not exhaustive)*

- 4.1 Supervise and co-ordinate human resource functions of recruitment, selection, appointment, induction and promotion of school personnel.
- 4.2 Liaise with QCEC Industrial Officer with regard to teachers with special needs or industrial issues as necessary.
- 4.3 Co-ordinate Principal summative reviews.
- 4.4 Develop, co-ordinate and review Quality Improvement processes such as Self Renewing Catholic Schools and accreditation of schools.
- 4.5 Oversee the establishment and inservice of School Boards.
- 4.6 Oversee school support services to schools – counselling, therapies and home/school liaison officer (ATSI).

- 4.7 Supervise personnel involved in providing support to staff and schools in Commonwealth targeted program areas.
- 4.8 Network with USQ, ACU, and other Diocesan offices.
- 4.9 Deputise for the Director as required.
- 4.10 Undertake secretarial duties for the Staff & School Development Committee of the Catholic Education Board.

5.0 Authority Limits

- 5.1 Full authority is delegated from the Director to produce the desired outcomes. Authority exists within the role to direct staff who report to the roleholder. Authority to appoint or dismiss staff belongs with the Director. Action in this regard is limited to recommendation only.
- 5.2 Authority to commit funds exists provided it is within the approved budget. Within such authorisation (without additional signatories) however, it is limited to an amount of \$10,000 only.

6.0 Reporting and Other Relationships

- 6.1 The roleholder is responsible to and reports to the Director. Other relationships of significance include members of the Leadership Team, other CEO personnel (especially those in the Staff & School Development Services), Parish Priests, Primary and Secondary Principals, Diocesan Education Board, and certain members of QCEC Secretariat.