Presbyterian Ladies’ College

Head of Junior School
Information Package &
Position Description
NOTES FOR APPLICANTS

Thank you for your interest in the position of Head of Junior School.

These notes are provided to assist you in the preparation of your application and to help the Selection Panel assess your suitability for interview.

POSITION:
This is a five (5) year performance based appointment subject to annual appraisal against key performance indicators agreed with the Principal against the PLC Strategic Objectives. Please review the Position Description attached at the end of this Information Package.

TERMS AND CONDITIONS OF EMPLOYMENT
A remuneration package reflecting the level of skill and experience brought to the position will be negotiated with the successful candidate.

The successful applicant will be required to enter into an executive contract for a period of up to five years.

An allowance may be provided to assist the appointed candidate to relocate from a residence outside WA to Perth.

ORGANISATION DESCRIPTION
Background
Presbyterian Ladies’ College is a non-selective, single-sex school that welcomes girls from many different backgrounds and a wide range of capabilities, from the early childhood years of Pre-Kindergarten through to Year 12. PLC is committed to providing an excellent, well-rounded educational experience that gives every girl confidence and empowers her to lead a principled life and to make a contribution to the community.

Now a Uniting Church school, PLC was founded in 1915 by the Presbyterian Church of Western Australia, and moved to its present location in 1917. The School’s administration building occupies the historic home originally located on the site. Located in the riverside residential suburb of Peppermint Grove, the School is close to the city, the river and beaches, and to the historic port of Fremantle.

PLC has been providing opportunities for generations of girls to discover their uniqueness and have the courage to strive to live by their convictions and realise their potential for many years and seeks to continue to do so with passion and drive.

With the motto ‘Labore et honore’ on its coat of arms, PLC is a values-based community. These values provide the compass by which members of the community may guide their own actions and the actions of others. The notions of ‘effort and integrity’ underpin beliefs in relation to learning and community, social justice, a commitment to reconciliation with Indigenous peoples of Australia, and commitment to and striving for equal opportunity for women.

The School prides itself on being an influential learning community. PLC was one of the first schools in Western Australia to introduce the International Baccalaureate programs and to introduce a comprehensive laptop program.
The School’s enrolment in 2017 is currently over 1100 students (approx 60 in Pre-Kindy – Prep, 251 in Junior School, 804 in Senior School). Of these, 13 are international students and 120 are boarders (of whom 23 are Indigenous). Enrolments have grown steadily since 2003. Junior School enrolment increased significantly in 2009 and has stabilised at that higher level.

With the Year 12 tuition fee at approximately $26,352.00; the Year 1 Tuition fee stands at $15,580.00.

The School’s SES value is 125.

KEY ASPECTS OF PLC
Student profile
While essentially drawn from the local Perth population, enrolments also include rural students (as boarders), full-fee paying international students (boarding and day), Indigenous students (primarily from the Kimberley region), and international families who relocate to Perth from overseas for usually a period of 3-5 years. About 80% of students attending PLC live in nine nearby postcode areas, from Fremantle in the south to Karrinyup in the north.

PLC is committed to making a difference in the education of Indigenous students. The School Council offers two full-tuition and boarding scholarships annually for Year 8 to 12 Aboriginal students from the Kimberley region where the School has an established relationship with Aboriginal communities.

About 58% of prospective parents have a prior family connection with the School.

Class sizes at PLC are based on 20 students in the early learning years moving to 24 students from Years 1 to 10. In Year 11 and 12 there are around 20 students per class.

School structure
The School sits on either side of View Street, with the Junior School, music facilities, boarding house, health centre, tennis/netball courts, sport & recreation centre and heated pool on the eastern side, and the Middle School, Senior School, administration, cafeteria, drama centre, school oval and gymnasium all on the western side.

Students move through three distinct structures within the School, from the Early Learning Centre (Pre-Kindergarten to Pre-Primary), Junior School (Years 1 – 6) and Senior School (Years 7 – 12).

Academic results
PLC’s reputation for academic excellence is reflected in the consistently high results that students achieve in Western Australia’s Tertiary Entrance Ranking and ATAR. With the first group of IB Diploma students graduating in 2012, it is also pleasing to see that PLC students rank very highly on the world stage.

PLC aims to be in the top 5-10 schools in the League tables which are published by the School Curriculum & Standards Authority. PLC also seeks to be consistently ranked within the top 15 schools in each mainstream WACE subject, while explicitly acknowledging its philosophy to counsel students to stretch their capabilities and to take the most difficult subjects for their capabilities. In the 2013 WACE examinations, 7 % of PLC students achieved an ATAR of 99 or above, putting them in the top 1% of candidates in the State. 36% had an ATAR above 95, and 56% had an ATAR above 90.
In any one year, up to 10% of students take a vocational pathway in the senior years, combining TAFE Certificate courses with Stage 1 and 2 courses of study.

PLC is committed to providing quality feedback to students and parents that is timely, specific, transparent and effective. Parents, students and teachers have an electronic window into an individual student’s learning, achievements and areas to be addressed that builds across an academic year. Recent changes in the feedback system were driven by Professor John Hattie’s Visible Learning research, which found that effective feedback, provided at the point of need, can double the speed of learning.

Personal Learning Plans were trialled in Year 8 Tutor Groups during 2012. A staged implementation will see all secondary school students participate in the program from 2016, commencing with Years 8 and 9 in 2013.

Generally, PLC’s approach to meeting the special needs of students – including gifted and talented students and students with learning difficulties – is modelled on an inclusive policy. Students are not streamed, but teachers, supported by specialised Learning Enrichment Centre (LEC) staff members, aim to differentiate their curriculum to appropriately extend and assist students. Additionally the LEC can offer co-curricula programs as extension opportunities for able students and, on a case-by-case basis, some students can be accelerated either across a year or within subject areas.

**International Baccalaureate**

In keeping with the School’s philosophy to develop the whole person and to provide students with a challenging and internationally recognised education, the School is proud to teach the PYP (Pre-Primary to Year 5) and to offer senior students a choice between the West Australian Certificate of Education courses of study and the IB Diploma. The PYP was adopted by the Junior School in 2004, while the IB Diploma became a choice for students in Years 11 and 12 in 2011. In 2005, PLC introduced the MYP program and this ran until the end of 2016. PLC made the decision in early 2016 to custom design a program to reflect and accentuate the benefits of the MYP into a personalised PLC program for the girls in years 7 - 10.

The International Baccalaureate provides a means for international benchmarking. PLC’s first group of Diploma students performed well beyond the global mean. In 2012, the Dux of Diploma scored 44 out of a possible 45, placing her in the top 1% of Diploma students worldwide.

The IB authorisation and evaluation process means that the School’s program and teaching methodologies are audited against internationally established benchmarks at least every five years. Additionally, teachers have access to an international network of educators willing to share their practice.

**Co-curriculum**

PLC prides itself on offering a balanced and broad education to its students. Co-curricular activities including dance, drama, sport and media are an integral part of school life. All girls are expected and supported to participate fully in co-curricular activities, exploring their strengths and weaknesses, taking risks and challenges and developing new skills.
Information and Learning Technology
From Pre-Primary to Year 12, PLC is a leader in ILT. PLC has been recognised for its innovative information technology program in the Australian Awards for Teaching Excellence, and it is also an Apple Distinguished School and Cisco Exemplar School. With the launch of the K-12 section on iTunes U, in October 2009, students at PLC have been amongst the first to be able to access class instruction, course materials and lectures from their own curriculum anywhere, anytime. PLC was one of the first schools in Western Australia to implement a laptop program for students and it has continued to innovate with:

- 1 Degree - a Personal Support and Training Centre for students, staff and parents
- Shared IT management and infrastructure with Scotch College
- Videoconferencing facilities – connecting students and teachers across schools
- Digital Signage – promoting student work and accomplishments
- Parent and Student Connect – online access to timetables, marks, programs, resources and reports.

PLC is a 21st century connected learning community, with staff, students and parents having a variety of technologies available to them:

- 1:1 Laptop Program – Years 5 to 12
- iPod Touches and iPads – Pre-Kindergarten to Year 4
- iPod Touches, iPads, iPhones – staff and students in Years 11 and 12
- Education for students, staff and parents in safe cyber use
- Dedicated media labs equipped with the latest hardware and software
- Classrooms with interactive whiteboards, interactive projectors, multiple digital displays, digital projectors, colour printing and large-format printing facilities.

PLC recognises the need to educate students to become confident and wise users of these technologies.

Collaboration with Scotch College
PLC has long enjoyed a ‘brother-sister’ school relationship with Scotch College in Swanbourne, which is about 2km north of Peppermint Grove. This was formalised in 2005 with a Memorandum of Understanding. The relationship affords students the benefits of single-sex education and also the opportunity to work alongside boys. The schools share resources, collaborate regularly with joint staff appointments, and offer all three levels of the International Baccalaureate. One of the significant benefits has been running joint classes in Years 11 and 12 – both WACE and IB – in order to offer a broader choice of courses for senior students.

The Heads of both Schools meet regularly.

The two schools also share an integrated Information and Learning Technology platform, meaning parents with children at both schools will have a similar online experience. Shared ILT also allows for collaborative learning between the two schools, with a number of Junior School classes undertaking initiatives that see PLC and Scotch College students working together through the use of technology.
**Presbyterian and Scottish heritage**

The School was founded as a Presbyterian school for girls similar to Scotch College, which had been established in 1897. In 1971, the School became a college of the Uniting Church in Australia, with permission to retain the name ‘Presbyterian Ladies’ College’ provided it is acknowledged at all times in documentation as ‘a School of the Uniting Church in Australia’. PLC reports to the Uniting Church in Australia and remains committed to its ethos and values. The Uniting Church has a National Education Charter (2002) that sets out the principles for education at a Uniting Church School.

Evidence of PLC’s Scottish heritage is apparent in the distinctive Black Watch tartan uniform and the PLC Pipe Band. For members of the Presbyterian Ladies’ College community, the sounds of drums and bagpipes will always evoke memories of school days and a shared identity.

PLC has also taken the strong Scottish tradition of clans and their historical purpose of protection and nurture and expanded it to become more inclusive, global and attentive to the diverse range of individual talents, needs and abilities.

**Wellbeing and Pastoral care**

Specialist pastoral care is available to all girls and their parents through the work of the Chaplain, Year Coordinators, Wellbeing and Service Learning Coordinators, Counsellors, Career Adviser, House Tutors and the Heads of Junior, and Senior Schools.

The Junior School classroom teacher takes the primary role as pastoral carer while in the Senior School, the House Tutor, Year Co-ordinator and Wellbeing and Service Learning Coordinators are key pastoral carers. The House system, whereby all students are grouped into one of seven Houses, is significant in creating a sense of connectedness and encouragement to participate in community life. Inter-House arts, cultural and sports activities are student-centred and provide leadership opportunities. However, the Year group remains the primary pastoral care structure at PLC with Year Co-ordinators (Years 7-12) overseeing the care and well-being of their particular Year group. A co-ordinator remains with his/her Year group for two years (7/8, 8/9 or 10-12) and is the first point of contact for parents.

Since 2009, PLC has developed and implemented Positive Psychology programs and initiatives, based on Professor Martin Seligman’s work and the inaugural program at Geelong Grammar.

In January 2016, the school was very excited to appoint a Director of Wellbeing to champion the school’s dedication towards creating an environment that supports and guides the students in their pastoral journey. The school is also committed to creating a dedicated space for wellbeing activities for students, staff and the extended community.

**Boarding**

Boarding is offered from Year 7 to Year 12, with accommodation divided into six wings within one building. Each wing has its own lounge area with kitchen facilities. Capacity is 130, with current enrolments running at about 125 students. The boarding house was built in the 1960s and is centrally located within the school, being just across View St from the administration block and the Middle and Senior Schools.
Exchange programs
PLC girls have many opportunities to travel interstate and overseas, participating in cultural,
recreational and service tours. PLC offers a successful exchange program for students in
Years 10 and 11, giving students the chance to visit partner schools in Japan, England,
South Africa, Austria, China and French La Reunion. Exchanges range from 3 to 6 weeks.
From time to time, PLC also hosts students from overseas.

Scholarships
Consistent with its aim of achieving a diverse student body, PLC offers academic
scholarships to girls entering Years 7 and 8 based on scholarship testing held the year
before entry. On average, eight students are offered scholarships on that basis.
Scholarships and bursaries are also available for rural students, music students, and
Indigenous students from the Kimberley region entering secondary school. Applicants are
chosen according to current academic progress and proven application to study, willingness
to contribute to the PLC community, leadership qualities and motivation for tertiary study.

New Senior School
The new Senior School, completed in February, 2016 and possesses a collaborative
learning environment that will encourage girls to be more independent, self-directed learners
– valuable skills that will ensure a smooth transition to tertiary study, the workforce and life
beyond PLC.

Structure and governance
Presbyterian Ladies’ College is a not-for-profit college of the Uniting Church in Australia. The
governance of the School is vested in the Council whose responsibilities are outlined in the
PLC Governance Charter. Presbyterian Ladies’ College is a body corporate under the
provisions of the Uniting Church in Australia Act 1976 (W.A.).

Council meets monthly, and is supported by a number of committees including Finance &
Risk, Infrastructure, and (meeting less frequently) Audit.

The Moderator of the Uniting Church is the Visitor to the School. As Visitor, the Moderator is
entitled to attend and participate in any meeting of the Council and to exercise in regard to
the School such pastoral and administrative responsibilities and powers as are consistent
with the duties of the Moderator as defined in the Regulations of the Uniting Church in
Australia.

The Principal attends Council meetings in an ex-officio capacity, without voting rights. The
Principal is appointed by Council and is a confirmed member of the Uniting Church or a
member of another denomination who is willing to participate in the life of the Uniting Church
and who is supportive of and accountable to the shared purposes of Synod and the Ethos of
the Uniting Church in Western Australia.

An organisation chart for the School appears on the next page:
School organisation chart

- Council Secretary
- Principal
- Executive Assistant to the Principal

- Council

- Curriculum
- Pastoral
- Curriculum / Pastoral
- Administration

- Human Resource Manager
- Director of ILT
- Director of Finances & Corporate Services
- Director of Strategic Communications
- Director of Junior School
- Head of Junior School
- Director of Senior School
- Head of Senior School
- Deputy Principal
- Director of Learning
- Chaplain
- Director of Wellbeing
- Director of Learning
- Director of Strategic Communications
- Director of Finances & Corporate Services
- Human Resource Manager

- Head of Staff
- Director of Wellbeing
- Chaplain
- Director of Learning
Junior School Overview
The Junior School is a hub of diverse opportunities that are intentionally developed to broaden students’ experiences beyond the rigorous academic programme.

The wholeness and complexity of human development is integral to both curricular and co-curricular activities that take place before, after and during school. Sporting endeavours and artistic and academic pursuits provide a diverse range of challenges that promote wellbeing and develop characteristics of engaged citizens.

Relationships are what matter most. We are committed to developing positive partnerships with families and building strong foundations for continued connections throughout a child’s educational journey. Our community is welcoming and hospitable, where children and their families enjoy a sense of security and belonging through invitation and engagement.

Holistic, personalised teaching techniques form the foundation of inquiry learning in the PLC Junior School.

Our students discover their personal talents, passions and character with the assistance of specialists along with their classroom teacher. Our PLC Junior School is unique as it offers:

- Delivery of the Australian Curriculum through a world-renowned framework – The International Baccalaureate Primary Years Programme
- Daily French and Music lessons (Early Years)
- A ‘Wild Space’ education program run on the banks of the beautiful Swan River
- Wellbeing programmes for students and families
- Extensive co-curricular programmes
- A range of inclusive provisions and practices valuing and supporting exceptionality and diversity.

LEARNING
Learning is visible, collaborative and personally owned by each student. Our students are taught to understand themselves as learners and encouraged to take responsibility for their academic progress. Their learning is informed by timely feedback, ongoing assessment and self-reflection. Student choice, flexible grouping options and the provision of a range of challenges build confidence and develop courage.

GROWTH AND IDENTITY
Wellbeing is deliberately activated and supported through a variety of programmes where students understand that they are active and responsible members of a dynamic community. Growth and identity of students is enhanced by the degree of resilience, perseverance and commitment they develop. We believe a culture of learning through failure is as important as a culture of success. Therefore, opportunities are provided for students to take risks with confidence in a caring environment. Through a process of risk assessment, students are enabled to be their best selves; physically, socially, emotionally and spiritually.
Early Learning Centre

Our specialised staff have developed programmes for our youngest students that invite curiosity, wonder, imagination and most importantly a love for learning.

The PLC Early Learning Centre caters for both boys and girls in Pre-Kindergarten to Pre-Primary. Our approach is to discover, recognise and respond to the individual child’s strength, passions and contributions. Children each have their own stories to tell and are respected as being fully formed right now rather than in a state of ‘becoming’. Habits of minds are cultivated and thinking is extended. Boundaries, structures and routines are provided to optimise childhood. Our programme is specifically designed to engage students in authentic learning for sustained periods of time. In this way students feel valued as a unique being in the process of discovering themselves.

The development of curiosity and creativity encourages new possibilities and knowledge, building on what your child knows, understands and can do. The International Baccalaureate inquiry-based approach, and the Early Years Learning Framework, informs our teaching and learning programme, and our environment.

Our nature playscapes offer maximum opportunity for learning outdoors inclusive of appropriate levels of risk and challenge. Through play in this environment, children are empowered to learn independently, as well as collaboratively alongside their teachers and peers. By engaging children through questioning, wonderings and play in authentic settings, children develop personal direction, self-autonomy and choice.

Future directions and key drivers

Strategic Plan

The Strategic Plan identifies four pillars to support achievement of the School’s overall vision and purpose

Personalisation

No two girls are alike which is why we believe it is important to provide each girl with choice and flexibility to tailor her own path to success.

Leadership

We believe in remaining willing to adapt and evolve; to set new standards and lead the way forward. We encourage each girl to take the lead in her own life - an active participant in her future.

Courage

As the world changes, so too will the challenges facing our girls when they graduate. Instilling each girl with courage and resilience ensures they have the ability to flourish no matter what they are faced with.

Community

We believe the whole community has a valuable role to play in raising empowered young women. It is important each girl is an active and engaged member of her community.

At the beginning of 2016, a document was finalised which sets out key priorities and initiatives around the strategic pillars. These and other priorities are now under way.
Competitive environment
PLC competes for enrolments with a number of co-educational and single-sex schools in the local area, each of which has an excellent reputation for academic achievement, pastoral care and co-curricular experiences. In close proximity are four independent girls’ schools, an independent co-ed school, and a government selective school for students in Years 7-12.

None of these competitor schools offer International Baccalaureate programs at this time. PLC has committed to the Diploma program for five years, with a review due in 2015. Enrolments in the Diploma are encouraging for 2015; however, currently the conversion of IB Diploma results to an ATAR leaves Diploma students at a disadvantage, which is the subject of negotiations at the moment, particularly with the University of WA.

Despite the overall reduction in the international education market due to the stronger Australian dollar, enrolments from this sector at PLC have remained stable. While the mining industry is not growing as actively as it has been in recent years, this has been offset by the healthy oil and gas sector. School enrolments are steady, with some growth potential in various year groups. With government primary schools shifting in 2015 to incorporating Year 7 into high schools, in order to be consistent with the rest of Australia, PLC expects increased Year 7 enrolments in 2017 and 2018.

Finances
Council recognises its responsibility to make strategic financial and capital development decisions for the benefit of future generations. PLC ensures that operational expenditure does not exceed operational funding from enrolments and government funding. The PLC Foundation, which grows through acceptance fees and general and specific purpose fundraising, contributes to specific capital projects and to the PLC endowment.

A Master Plan was first commissioned for PLC in 2003. To date this Plan has guided the redevelopment of the Junior School 2002; refurbishment of the Boarding House (staged 2003-2006); development of the Middle School, Arts, Technology and Science building 2006; the Sport and Recreation Centre 2010; and the Junior School carpark and sporting facilities 2013, Beth Blackwood Senior School in 2016 and The PLC Lighthouse currently under construction and due for completion during the 2017 calendar year. This Master Plan is currently under revision.

Registration and review
PLC is registered as a non-government school in Western Australia until 31 December 2020. The IB programs are independently registered by the International Baccalaureate Organisation, with the PYP last reviewed in 2015. The IB programmes are on a continual review cycle.
Making your Expression of Interest

PLC is working in partnership with Fish & Nankivell for the initial stages of the recruitment process.

Initial enquiries and requests for further information may be directed in confidence to Karlene Walsh, Executive Assistant to Kathy McLean of Fish & Nankivell on (03) 9654 7622 or email: karlene@fnow.com.au.

Kathy McLean, Partner of Fish & Nankivell may be reached on mobile after 9 January 2017 on: 0414 376 698. Please do not call prior as Kathy will be overseas.

Additional general information about Presbyterian’s Ladies’ College may be accessed through our website @ www.plc.wa.edu.au.

Expressions of Interest should be forwarded to:

Ms Kathy Mclean c/o Karlene Walsh (Executive Assistant) by email to: karlene@fnow.com.au

Applications for this position close on 23 January 2017.

Shortlisting shall commence shortly after the closing date.

Submission Guidelines

Resume
The resume should clearly detail relevant achievements under each position held. Do not address the selection criteria as separate items; instead, provide a detailed account of your achievements under each job held (preferably in point form and focusing on challenges and how you solved them) – ie a normal ‘business CV’. Keep ‘responsibilities’, as distinct from ‘achievements’, to a minimum – only enough to make the scope of your job clear (eg budget, staff numbers, geographic scope). Please include all your jobs, even if early ones are referred to only briefly; we are interested in the whole person. A maximum of 6-8 pages would be appreciated.

Qualifications - Ensure your qualifications include the institution at which you studied, and the date you completed the qualification.

Covering letter - Your letter is your first opportunity to ‘speak’ to PLC, and will be most effective if you not only argue your own merits but also show awareness of the school’s situation and why you’d be a good fit.

PLC would also appreciate insight into ‘who’ as well as ‘what’ – it wants to hear who you are, not just what you’ve achieved. You can achieve this by ensuring that your ‘voice’ comes through your letter in particular.

Attachments to email - Please name your file using this format: <firstname lastname>.

References - A list of potential referees should be included at the end of the CV. At least one referee must currently report to you (or have recently done so) so a 360 degree view of your management style can be obtained. Please provide referees’ names and current positions, with a brief explanation of how you know each other and an indication as to the kind of insight these people might offer on your background and skills. Referees will not be contacted without your prior agreement, so you do not need to advise referees at this stage that they are on your list.
What you can expect of the search and recruitment process

About the process

PLC is in partnership with Fish & Nankivell to carry out the initial ‘search’ process for suitable candidates. Search is the process by which well-regarded performers in areas relevant to a client’s needs are identified by an executive search consultant, and approached regarding a role. A search firm builds up a picture of who the right candidates might be by talking to experts in the field for their insights into how potential candidates are viewed by their peers. This research helps us identify candidates who are a genuine likely match with the client’s specific character and needs.

PLC advertised on the weekend of 10 December 2016 in the local West Australian paper. Sometimes we advertise as well – either because the client specifically wants us to, or because the right person for the job could come from such a wide field that a comprehensive search in that field would take too long.

You will have received this Position Description either because you have seen an advertisement and contacted us or because we have heard about and contacted you. In either case, you will be treated with the same consideration and – we hope – timeliness.

We welcome any and all questions you may have about the organisation, the role and the process. The better informed you are, the more likely we all are to be able to decide if you and our client are the right fit at this particular point in time. For the same reason we ask you to be open with us regarding your interest in the job, possible impediments to your accepting it if offered, and facts about your work history.

Frequently asked questions:

• **Why does it say that applications can be submitted ‘later by arrangement’?**
  In a search process, applications are accepted right up until the point a client thinks the right candidate has been found. Sometimes this can happen well after the nominated closing date.

• **What should go in the letter?**
  Think of the letter as a rehearsal of the answer to the first question usually asked at interview – who are you, why do you want the job, and how will we benefit from having you? It’s your first contact with the client, and a great opportunity to sell yourself and put your stamp on the process. Note that clients appreciate seeing you’ve done some homework; they often remark unfavorably on generic letters which could be addressed to anyone.

• **Should I check that you’ve received my application after I email it to you?**
  We do always acknowledge receipt of applications, so if you don’t hear back from us in a couple of days you should definitely ring or SMS to check. This is because emails with attachments sometimes get trapped by spam filters.

• **What happens after I send you my application?**
  At some point after the nominated closing date, when we feel we have a good field of candidates for the client to choose from, or when the client indicates an update is required, we prepare a report for our client noting who has enquired, who has applied, who is still thinking about the job, and who has withdrawn from consideration. Some long searches, which can take three or four months, may necessitate several iterations of this report.
• **How is the short-list decided?**
  We forward to the client the names and details of every candidate who enquires about the job, with a summary of each applicant’s strengths and weaknesses in relation to the role we are working on. The client then decides who to short-list for interview.

• **What happens if I’m short-listed?**
  If you are short-listed, we will do everything we can to make the experience a satisfying one for you. Our office will email you all the details you will need for the interview – the names of panel members, location and time of interview, emergency contact number, etc. The partner in charge of the search will be available for discussion about the job both before and after the interview, so that you are as well-briefed as possible.

• **What happens if I’m NOT short-listed?**
  We will let you know as soon as we can. If you don’t hear from us, it’s because no decision has yet been made! We ring or email every candidate as to the outcome of the short-listing stage of the process; and we usually send a follow-up email with information about the final appointment.
Title: HEAD OF JUNIOR SCHOOL
Classification: Senior Leadership - Academic
Reports to: The Head of the Junior School is accountable to the Principal in all aspects of the position.
Direct reports: Junior School teachers and specialist staff report to the Principal through the Head of the Junior School.

Purpose
The purpose of the position is to provide strategic and operational leadership to facilitate the curriculum and pastoral needs of students and to ensure that the Junior School remains a challenging, enriching and supportive environment for students from Pre-Kindergarten to Year 6.

The Head of the Junior School works closely with the Senior Leadership Team and specialist staff within the College to support and enhance the Pre-K-12 philosophy of the College.

Service and Values:

- All responsibilities and activities are to be carried out in accordance with PLC’s ethos, values, and standards of behaviour as set down by the school and as amended from time to time.

- It is expected that individuals will demonstrate and promote service excellence and support the school in its objectives at all times.

- Participate in professional development activities conducted by PLC as required or directed.
KEY ACCOUNTABILITIES:

1. Strategic Leadership:

1.1. Identify strategic goals that will facilitate the creation of an exceptional learning environment for students and staff.

1.2. Encourage research and innovation in curriculum design and delivery.

1.3. Set and maintain a positive tone of school and foster a culture of care that nurtures the development of the whole person.

1.4. Support and encourage the use of Information Technology in the classroom and as an educational tool.

2. Leadership and Management of Staff:

2.1. Evaluate teaching and learning programs to ensure that curriculum experiences support the desired learning outcomes for students and align with national expectations, International Baccalaureate Primary Years Programme and WA curriculum framework.

2.2. Assist teachers to deliver curriculum experiences that reflect support for developmental and differentiated learning.

2.3. Communicate with teachers in relation to fulfilling the pastoral care philosophy of the College.

2.4. Mentor staff and promote a culture of leadership.

2.5. Oversee and ensure the professionalism of staff in alignment with College values.

3. Lead staff and students in demonstrating outstanding pastoral care:

3.1. Work with staff and students to create a culture of caring in the School

3.2. Set and maintain clear expectations for staff in the execution of Duty of Care
4. Oversight of operational functions and administrative processes:

4.1. Establish and maintain appropriate operational frameworks to support daily routine and short-term planning objectives.

4.2. Monitor the development of processes and procedures to enhance administrative functions.

4.3. Assist staff to ensure that administrative tasks are carried out competently and professionally to facilitate the needs of the Junior School community.

5. Assessment, Reporting and Record Keeping:

5.1. Oversee the processes for assessing, monitoring and evaluating student performance.

5.2. Maintain documentation, security and confidentiality of files in relation to student and staff matters.

5.3. Set clear expectations and standards for the reporting and assessment process and ensure compliance with College, national and State requirements.

6. Financial management:

6.1. Develop and oversee the Junior School budget to identify the priorities for resources.

7. Oversight and maintenance of facilities, assets and resources:

7.1. Set clear expectations for staff and students to maintain high standards of maintenance of facilities and resources in the Junior School.

7.2. Liaise with the Director of Operations in relation to the maintenance of facilities in the Junior School.

7.3. Provide recommendations to the Principal for the upgrade of grounds and facilities.
8. Risk Management / Occupational Safety & Health:

8.1. Ensure a safe and secure school environment for staff and students.

8.2. Report directly to the Principal on any matters relating to Child Protection

8.3. Demonstrate in daily activities a commitment to health and safety in the workplace by always performing tasks in the safest possible manner – safe for the individual, coworkers and students.

8.4. Ensure at all times that you work in compliance with all laws, acts, regulations and internal policies outlined in all manuals and handbooks, as updated from time to time.

8.5. Report all hazards and incidents that the individual is party to, or observes, in the correct manner.

8.6. When required or directed by PLC, participate in any health and safety training.

9. Professional Development:

9.1. Be a leading learner and ensure all Junior School staff are committed to ongoing learning through the provision of targeted professional development.

10. Community Building:

10.1. Maintaining good communication with parents.

10.2. Provide high level negotiation consultation and communication skills.

10.3. Recognize the importance of cross-gender understanding for students and respect and foster this through various activities with Scotch College.

11. Other Duties:

11.1. The Principal may direct other reasonable and relevant duties.
Accountability and Extent of Authority:

The Head of Junior School is responsible and accountable to the Principal for the following:

- For the overall conduct and performance of staff in the Junior School.
- For the attainment of all learning outcomes for the Junior School.
- For budget targets both in terms of outputs and financial constraints. The Head of JS may commit expenditure as appropriate within the predefined budgets. All other variances or additional spending must be referred to Director Finance and Administration.
- To develop and manage the Junior School, in line with the overall strategic plan and Budgets as set down by PLC.
- Is authorised to sign routine correspondence within areas of functional responsibility.
- Is authorised to carry out or delegate annual Employee Performance Reviews.
- Is authorised to make recommendation on development of staff and deal with staff management issues for those staff in the Junior School and in accordance with PLC policies.
- Any serious matters relating to staff issues must be raised with the Principal or HR.

SKILLS, ATTRIBUTES & EXPERIENCE:

- Extensive experience in a senior leadership role in the Education Sector
- Ability to model leadership skills and values consistent with the College’s vision and values
- Ability to develop and maintain excellent relationships with parents and other community members
- Ability to act decisively but fairly in all situations
- Highly developed dispute resolution and negotiation skills
- Ability to lead a large team successfully
- Demonstrated ability to communicate effectively in situations which can require assertiveness, persuasiveness and tact
- Outstanding skills in managing performance and developing people
- Highly developed level of decision making skills and sound problem solving skills
• The ability to implement and manage change successfully
• Highly developed strategic and planning skills
• Ability to develop and manage budgets effectively
• Ability to use contemporary office software tools

QUALIFICATIONS AND EXPERIENCE
• Working with Children Check and WACOT registration - Mandatory
• Qualified Educator
• Experience in the International Baccalaureate Primary Years Programme is highly desirable