

Human Resources

Roles and Responsibilities Principal and Teacher Class



ROLES AND RESPONSIBILITIES

PRINCIPAL AND TEACHER CLASS

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OVERVIEW

The roles and responsibilities that can be expected of employees at the various classification levels, including the principal class, is set out below and incorporates Schedule 2 of the *Victorian Government Schools Agreement 2008*.

PRINCIPALS

The role of the principal is to lead and manage the planning, delivery, evaluation and improvement of the education of all students in a community through the strategic deployment of resources provided by the Department and the school community. A key component of this role is to increase the knowledge base of teachers within their school about student learning and quality teacher practice.

At the same time, the principal, as executive officer of the school council, must ensure that adequate and appropriate advice is provided to the council on educational and other matters; that the decisions of the council are implemented; and that adequate support and resources are provided for the conduct of council meetings.

Principals have a clear set of accountabilities, which distinguish their work from other members of the principal and teacher class and the education community and are set out in detail in the contract of employment. The principal is accountable for the overall leadership, management and development of the school within statewide guidelines and Government policies. The core accountabilities of all principals are to:

- Ensure the delivery of a comprehensive, high quality education program to all students.
- Be executive officer of the school council.
- Implement decisions of the school council.
- Establish and manage financial systems in accordance with the Department and school council requirements.
- Represent the Department in the school and the local community.
- Contribute to system-wide activities, including policy and strategic planning and development.
- Effectively manage and integrate the resources available to the school.
- Appropriately involve staff, students and the community in the development, implementation and review of school policies, programs and operations.
- Report to the Department, school community, parents and students on the achievements of the school and of individual students as appropriate.
- Comply with regulatory and legislative requirements and Department policies and procedures.

ASSISTANT PRINCIPALS

Assistant principals have a primary responsibility for the management of significant areas or functions within the school to ensure the effective development, provision and evaluation of the school's education program. In exercising the responsibility, assistant principals will have the authority to make all significant decisions relating to the program, budget and staff relating to their area of designated responsibility within the framework of the school's strategic plan, policies and budget.

Assistant principals will contribute to the overall management of the school through involvement in policy formulation and decision making.

The management of significant school program or functional areas in schools involve assistant principals in the analysis of the needs of students and the translation of state educational policy and frameworks into appropriate education programs to meet the needs of all students.

The assistant principal reports directly to the principal. Typically assistant principals will be responsible for the effective use of the teaching staff and program budget of a defined area of the school's operation and for the oversight and leadership of the educational programs provided utilising these resources.

Position responsibilities

Typically, assistant principals perform one or more of the following functions:

- supervision and co-ordination of the work of senior curriculum or level co-ordinators;
- allocation of budgets, positions of responsibility and other resources within the area of responsibility;
- supervision of the delivery of teaching programs;
- management of programs to improve the knowledge and experience of teaching staff;
- responsibility for general discipline matters beyond the management of classroom teachers and year level co-ordinators;
- contribute to the overall management of the school;
- the selection/assigning of staff to positions of responsibility;
- determining the final form of any curriculum proposals which go to school council;
- the appraisal of the work of subject co-ordinators;
- responsibility for decisions relating to employment of short-term replacement teachers;
- development and management of the school code of conduct;
- selection of year level co-ordinators;
- appraisal of the work of year level co-ordinators.

LEADING TEACHERS

Leading teachers will be outstanding classroom teachers and undertake leadership and management roles commensurate with their salary range.

The objective of leading teachers is to improve the skill, knowledge and performance of the teaching workforce in a school or group of schools and to improve the curriculum program of a school.

Leading teachers are responsible for demonstrating and modelling an outstanding level of teaching.

Leading teachers will be expected to make a significant contribution to policy development relating to teaching and learning in the school. They also manage major curriculum or student activities across the school with a high degree of independence.

A leading teacher has a direct impact and influence on the achievement of the school goals. These teachers provide professional support to teaching staff.

Leading teachers are usually responsible for the implementation of one or more priorities contained in the school strategic plan. Typically, leading teachers are responsible for coordinating a large number of staff to achieve improvements in teaching and learning. Their focus is on the introduction of changes in methods and approaches to teaching and learning. However, they will also be responsible for the management and leadership of a significant area or function within the school to ensure the effective development, provision and evaluation of the school's education program.

Position responsibilities

In recognition of the importance of leadership and management combined with exemplary teaching practice for improved student learning outcomes, the key roles of the leading teachers may include but are not limited to:

- leading and managing the implementation of whole school improvement initiatives related to the school strategic plan and school priorities
- leading and managing the implementation of whole-school improvement strategies related to curriculum planning and delivery
- leading and managing the provision of professional development and developing individual and team development plans for teaching staff within the priorities of the school
- leading and managing staff performance and development (review of staff)
- teaching demonstration lessons
- leading and managing the development of the school's assessment and reporting policies and practices
- leading and managing the implementation of the school operations and policies related to student welfare and discipline
- leading the development of curriculum in a major learning area and participating in curriculum development in other areas

- responsibility for general discipline matters beyond the management of classroom teachers
- contributing to the overall leadership and management of the school
- contributing to the final form of any curriculum proposals for school council consideration
- developing and managing the school code of conduct.

CLASSROOM TEACHERS

The classroom teacher classification comprises three categories - *graduate*, *accomplished* and *expert*. The primary focus of the classroom teacher is on the planning, preparation and teaching of programs to achieve specific student outcomes. The classroom teacher engages in critical reflection in order to improve knowledge and skills to better engage students and improve their learning.

As the classroom teacher gains experience his or her contribution to the school program beyond the classroom increases.

The responsibilities expected of teachers at all classification levels are to:

- Engage in ongoing professional learning to improve their practice
- Draw on resources and frameworks provided by the system to inform their work and classroom practice
- Work collaboratively with professional colleagues to improve teaching and learning within the school
- Use multiple sources of feedback on their classroom practice to inform their professional learning goals.

All classroom teachers may be required to undertake other duties in addition to their rostered teaching duties provided the responsibility is appropriate to the salary range, qualifications, training and experience of the teacher.

EXPERT TEACHER

Expert teachers play a significant role in assisting the school to improve student performance and educational outcomes determined by the school strategic plan and statewide priorities and contributing to the development and implementation of school policies and priorities. A critical component of this work will focus on increasing the knowledge base of staff within their school about student learning and high quality instruction to assist their school to define quality teacher practice.

Expert teachers will be expected to:

- have the content knowledge and pedagogical practice to meet the diverse needs of all students
- model exemplary classroom practice and mentoring/coaching other teachers in the school to engage in critical reflection of their practice and to support staff to expand their capacity

- provide expert advice about the content, processes and strategies that will shape individual and school professional learning
- supervise and train one or more student teachers
- assist staff to use student data to inform teaching approaches that enable targets related to improving student learning outcomes to be achieved.

An expert teacher can be required to undertake the following responsibilities provided the responsibilities are appropriate to this category of classroom teacher.

Core responsibilities include:

- analysing pedagogical practices and developing processes to assist teachers to critically reflect on their teaching and learning practices
- participating in planning, implementation and review of integrated curriculum programs
- planning and implementing a range of teaching programs or courses of study
- demonstrating a significant role in supporting the achievement of improved education outcomes determined by government policy and the school strategic plan in the context of statewide priorities
- modelling excellent teaching practice and mentoring other teachers in the school, and providing advice and direction on teaching and learning strategies
- monitoring, evaluating and reporting student progress in key learning areas
- planning and implementing strategies to achieve targets related to student learning outcomes
- maintaining records of class attendance and records of student progress
- maintaining a high standard of student management consistent with the school strategic plan
- committing to ongoing professional learning that is reflected in teaching practice

Additional responsibilities may include but are not limited to:

- managing and supervising a team of teachers in the planning, implementation and review of teaching and learning programs according to the school strategic plan's goals and priorities
- leading the development of curriculum policies and programs
- managing the supervision of student teachers
- co-ordinating the development and implementation of curriculum in small schools
- managing a year level or learning area
- managing a specialist function, such as sport, careers, student welfare, excursions or camps
- developing and managing the school transition program as it relates to Pre-School to Year Prep and/or Year 6 to Year 7 transition and facilitating the associated orientation programs.

- assisting the principal, assistant principal and leading teachers with the performance of specific functions appropriate to the classification and role.

ACCOMPLISHED TEACHER

The primary focus of the *accomplished teacher* is on the planning, preparation and teaching of programs to achieve specific student outcomes. These teachers teach a range of students/classes and are accountable for the effective delivery of their programs. *Accomplished teachers* are skilled teachers who operate under general direction within clear guidelines following established work practices and documented priorities and may have responsibility for the supervision and training of one or more student teachers.

At this level, *accomplished teachers* participate in the development of school policies and programs and assist in the implementation of school priorities.

An *accomplished teacher* may be required to undertake additional responsibilities provided the responsibility is appropriate to this category of classroom teacher.

Core responsibilities include:

- participating in planning, implementation and review of integrated curriculum programs
- planning and implementing a range of teaching programs or courses of study
- monitoring, evaluating and reporting student progress in key learning areas
- planning and implementing strategies to achieve targets related to student learning outcomes
- maintaining records of class attendance and records of student progress
- maintaining a high standard of student management consistent with the school's strategic plan
- committing to ongoing professional learning that is reflected in teaching practice.

Additional responsibilities may include but are not limited to:

- managing a year level or learning area in small schools
- supervising student teachers
- assisting with an aspect of daily school management as required
- assisting year level co-ordinators, curriculum co-ordinators, student management co-ordinators, principal and assistant principal with the performance of specific functions
- assisting with a specialist function such as sport, careers, student welfare, excursions or camps co-ordination
- supervising a range of student activities including support and welfare programs
- developing a school transition program as it relates to Pre-School to Year Prep and/or Year 6 to Year 7 transition and facilitating the associated orientation programs.
- managing the organisation and co-ordination of camps and excursions

GRADUATE TEACHER

The primary focus of the *graduate teacher* is on further developing skills and competencies to become an effective classroom practitioner with structured support and guidance from teachers at higher levels.

The focus of a graduate teacher is on classroom management, subject content and teaching practice. Graduate teachers are new entrants to the teaching profession who in their initial teaching years receive structured support and guidance from teachers at higher levels.

Under guidance, graduate teachers will plan and teach student groups in one or more subjects. Graduate teachers are expected to participate in induction programs and other professional learning activities that are designed to ensure the integration of curriculum, assessment and pedagogy across the school.

Teachers at this level are responsible for teaching their own classes and may also assist and participate in policy development, project teams and the organisation of co-curricula activities.

A graduate teacher may be required to undertake additional responsibilities provided the responsibility is appropriate to this category of classroom teacher.

Core responsibilities include:

- planning and implementing a range of teaching programs or courses of study
- teaching an area of the curriculum or a general curriculum to a year level
- monitoring, evaluating and reporting student progress in key learning areas
- implementing strategies to achieve targets related to student learning outcomes
- maintaining records of class attendance and recording student progress
- implementing effective student management consistent with the school's strategic plan
- working with a mentor to participate in professional development planning, implementation and reflection and developing a professional portfolio.

Additional responsibilities may include but are not limited to:

- supervising a range of student activities including support and welfare programs
- contributing to a range of co-curricular programs.