

## South Australian Public Service JOB AND PERSON SPECIFICATIONS

<p><b>Title of Position:</b> Coordinating Principal, Anangu Schools</p> <p><b>Classification Code</b> PCO-7</p> <p><b>Type of Appointment</b></p> <p>(Please indicate)</p> <p>Permanent     <input type="radio"/></p> <p>Temporary     <input type="radio"/></p> <p>Tenure         <input checked="" type="checkbox"/> 22/01/2004-23/01/2007</p> <p>Other           <input type="radio"/></p> <p><b>Reference Number</b></p>	<p><b>Agency</b> Department of Education and Children's Services</p> <p><b>Division:</b> Office of Learning and Service Delivery</p> <p><b>Branch:</b> Anangu Education Services Ernabella Office</p> <p><b>Position Number</b></p> <p><b>Funding Source</b></p> <p>State             <input checked="" type="checkbox"/></p> <p>Commonwealth   <input type="radio"/></p> <p>Other             <input type="radio"/></p>
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### Job and Person Specification Approval

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CEO or Delegate

### ***JOB SPECIFICATION***

1. Summary of the broad purpose of the position in relation to organisation goals. (Its expected outcome and how it is achieved.)

Coordinates the provision of on-Lands services to schools and the Pitjantjatjara Yankunytjatjara Education Committee (PYEC) at the Ernabella Office of Anangu Education Services. As first line manager of all Principals on the Anangu Pitjantjatjara (AP) Lands, implements the PYEC/ Anangu Education Strategic Plan and priorities, paying particular attention to the immediate response time to identified high priorities. Works in close cooperation and under the direction of the District Director: Aboriginal Lands.

2. Reporting/Working Relationships. (To whom the person reports, staff for whom the person is responsible, and other significant connections and working relationships within the organisation.)

The Coordinating Principal is accountable to the Chief Executive Officer DECS through the District Director: Aboriginal Lands. The Anangu schools on the Pitjantjatjara Yankunytjatjara Lands have operational and policy control delegated to the Pitjantjatjara / Yankunytjatjara Education Committee (PYEC). The Coordinating Principal reports to PYEC and works in cooperation with the Director and Chairperson of PYEC, and in supporting Principals of Anangu schools and the work of PYEC. The Coordinating Principal line manages the support team of administrative and curriculum officers based on the Lands.

3. Special Conditions (Such as non-metropolitan location, travel requirements, frequent overtime, etc.)
A driver's licence will be required.

4. Statement of Key Outcomes (Group into major areas of responsibility/activity and list in descending order of importance)
<p>The Coordinating Principal is responsible for achieving the following outcomes:</p> <ol style="list-style-type: none"> <li>1) The work of the PY Education Committee is supported through actioning their decisions in collaboration with the Director of PY Education, reporting back progress to the Chairperson and committee, and providing objective advice when required.</li> <li>2) Each school has a clear set of appropriate goals and objectives determined with the local community and PYEC, which are clearly communicated to students and the school community and periodically reviewed. Each school is required to participate in developing an Anangu schools 3-year plan and produce an Annual Operational Plan for their communities, PYEC and approved by the District Director: Aboriginal Lands.</li> <li>3) Supporting school Principals in developing performance management agreements.</li> <li>4) Supporting the work of the Director of PY Education by facilitating training in school management, policy development, curriculum development and personal skill development.</li> <li>5) Each school provides its students with a curriculum within DECS/AES/PYEC guidelines and policies, which are responsive to their needs and expressed needs of the community. In particular: <ul style="list-style-type: none"> <li>• a strong commitment to policy and operational control by PYEC</li> <li>• a strong commitment to local management by PYEC and School Councils</li> <li>• a strong commitment to community participation in decision making</li> <li>• to maintain a strong collaborative ethos of the cluster of schools</li> <li>• to maintain and develop homelands education</li> <li>• to maintain and develop secondary education</li> <li>• to maintain and develop the "English as a Second language" teaching and training program</li> <li>• a strong commitment to adult education of Anangu employees within the cluster of schools and close cooperation with CETEP Programs and the Anangu Teacher Education Program (AnTEP)</li> <li>• a strong commitment to ongoing development of curriculum across the cluster of schools</li> </ul> </li> </ol>

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## ***JOB SPECIFICATION (continued)***

- 6) The work of the curriculum and administrative team based at the Anangu Education Services Office Ernabella and each school Principal is effectively coordinated and developed. The support team and Principals are able to optimise the welfare and development of students through:
- having a high level of knowledge, skill and commitment to achieving the goals and objectives of each school
  - being managed fairly and equitably in accordance with the PSM Act, principles of Personnel Management, including having the opportunity for adequate training and development and feedback for performance
  - appropriate participation in decision-making
- 7) Across schools' training and development needs are catered for and coordinated.
- 8) All human, physical and financial resources for the cluster of schools and Anangu Education Services Office are managed in an effective, efficient and equitable way within available resources and within the relevant legal and policy framework.
- 9) The local Pitjantjatjara and Yankunytjatjara communities consider that Anangu views regarding their children's education are listened to and acted upon, they are actively encouraged to participate in the life of the school and informed about education developments.
- 10) Close cooperation is maintained and developed with the coordinators of programs associated with DFEEST, the Anangu Teacher Education Program, Anangu Pitjantjatjara and Nganampa Health.
- 11) The Coordinating Principal through their performance management agreement contributes appropriately to the development of Anangu Education.

*Acknowledged by nominated applicant* \_\_\_\_\_ \_/ \_/ \_

*Certified* \_\_\_\_\_ \_/ \_/ \_

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## **PERSON SPECIFICATION**

### **Essential Requirements.**

Qualifications Registration as a teacher
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Personal Abilities/Skills
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| <ul style="list-style-type: none"><li>• A proven ability to achieve educational and organisational outcomes through the use of a personnel management style that takes into account the needs and abilities of individuals.</li><li>• Proven ability to establish sound and effective working relationships with staff, parents, students and community groups in a cross cultural setting.</li><li>• A proven ability to establish an effective and cohesive team working environment.</li></ul> |
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Experience (including community experience)
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| <ul style="list-style-type: none"><li>• A record of success of managing to achieve educational and organisational goals, including staff training and development and curriculum leadership within a variety of situations and/or locations (eg. metropolitan and country, schools of different sizes and priority to project schools.)</li><li>• Proven experience in using a planning process and implementing change.</li></ul> |
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Knowledge
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| <ul style="list-style-type: none"><li>• A sound understanding of current educational theory and its implications for student learning across the CPC - Secondary range; particularly Aboriginal pedagogy, curriculum leadership, staff training, poverty and disadvantage and the teaching of English as a Second Language.</li><li>• A level of understanding of the current theory and practice of organisational management relevant to the position.</li></ul> |
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**PERSON SPECIFICATION (Continued)**

**Eligibility**

**Desirable Characteristics** (To distinguish between applicants who have met all essential requirements.)

Personal Abilities/Aptitudes/Skills

Experience
Current or recent participation in relevant professional activities.

Knowledge

Educational/Vocational Qualifications (Considered to be useful in carrying out the responsibilities of the position.)
Postgraduate study in school leadership/management or curriculum development