



Role Description

Title:	Assistant Principal Religious Education (APRE)	School location: St George
Reports to:	Principal	Classification: Primary
School name:	St Patrick's School	Tenure: Fixed term, Full time

1.0 Purpose

The position of APRE acknowledges the important and distinctive place of Religious Education and faith development within Catholic schools. The APRE provides leadership in Religious Education, including the religious life of the school and the teaching of Religion, according to Toowoomba Catholic Schools' policies and practices.

The role holder assists the Principal in

- providing leadership and coordination in a specific area of delegated responsibility
- emphasising the centrality of teaching and learning in the life and work of the school
- providing leadership in any other areas delegated by the Principal.

The work of the role holder will be guided by

- Jesus Christ and his teachings as understood and passed on by the Catholic Church
- other Catholic Church teachings, principles and values
- relevant legislation, government requirements and contemporary, research-proven practice
- TCS Strategic Plan, Mission, Vision, Policies, Procedures and Guidelines
- school strategic plans, policies and procedures.

2.0 Key result areas

2.1 Religious leadership

- 2.1.1 Gives example of living a Christian life evidenced both in the school context and in a local community
- 2.1.2 Supports members of the school community in being actively involved in the expression of their own faith within the life of the school
- 2.1.3 Is appropriately knowledgeable in matters of faith and of Church life
- 2.1.4 Organises and models appropriate and relevant prayer celebrations and experiences for school, staff and students
- 2.1.5 Assists all staff to develop competence in preparing meaningful prayer and liturgical experiences and accessing resources

2.2 Educative leadership

- 2.2.1 With the principal and other members of the Leadership Team emphasises the centrality of learning and teaching in the life and work of the school

- 2.2.2 Facilitates the development, implementation and evaluation of the Religious Education program
- 2.2.3 Works with individuals, groups or whole staff to develop teachers' knowledge and pedagogical skills
- 2.2.4 Communicates with all classroom teachers regarding developments in the theory and practice of effective teaching and learning and its relevance to the teaching of Religious Education in the classroom
- 2.2.5 Monitors classroom teaching of Religious Education and regularly facilitates review of the Religious Education program

2.3 Staff and community leadership

- 2.3.1 Develops an overall knowledge of the strengths and the needs of staff and supports appropriate professional development programs to affirm good practice and address needs in Religious Education
- 2.3.2 Works to establish/maintain a mutually supportive relationship between the school and its local parish or associated parishes
- 2.3.3 Builds community through working collaboratively with the staff, students, parents, priests, relevant members of the Catholic Schools Office, other APREs and the wider community

2.4 Organisational leadership

- 2.4.1 With the Principal, ensures appropriate timetabling and adequate budget allocation for Religious Education
- 2.4.2 Monitors expenditure of budget allocation
- 2.4.3 Communicates and implements systems, administrative policies and procedures concerning Religious Education

2.5 Strategic leadership

- 2.5.1 Participates in the development and review of the school's Vision and Mission Statements, and other school policies and procedures
- 2.5.2 Ensures that teachers are adequately resourced for the classroom teaching of Religious Education
- 2.5.3 Ensures adequate resourcing so that the school community can provide meaningful liturgical and other prayer celebrations that reflect the faith life of the school
- 2.5.4 Promotes system initiatives within the school community

3.0 Statement of Responsibility

The role holder has delegated responsibility for the leadership and co-ordination of the learning and teaching of Religion and the religious life of the school, and in any other areas of school life as determined by the Principal.

- 3.1 The incumbent performs the role cognisant of and in harmony with the vision and mission of TCS.
- 3.2 The incumbent will work cooperatively with other key stakeholders both within TCS and external agencies to ensure that services are delivered in a planned, coordinated and strategic manner.
- 3.3 The role holder will engage in performance reviews in accordance with TCS policy and procedure.

3.4 While at work the role holder must

- take reasonable care for his or her own health and safety
- take reasonable care that his or her acts or omissions do not adversely affect the health and safety of other persons
- comply, so far as the role holder is reasonably able, with any reasonable instruction that is given by the person conducting the business or undertaking to allow the person to comply with the Work Health and Safety Act
- cooperate with any reasonable policy or procedure of the person conducting the business or undertaking relating to health or safety at the workplace that has been notified to workers.

4.0 Functional Responsibilities

- 4.1 Assists the Principal in providing leadership in the religious life of the school community
- 4.2 Exercises leadership in the evaluation and development of classroom programs of Religious Education, ensuring that they are an effective expression of the Religious Education Curriculum and guidelines of the Diocese
- 4.3 Provides effective professional leadership and support of teachers of Religious Education in the school
- 4.4 Seeks to ensure that the Catholic identity and religious life of the school are evident in school policies and practices, in the various areas of the curriculum, and in the everyday relationships of all in the school community
- 4.5 Performs other school leadership/administration duties as delegated by the Principal

5.0 Authority Limits

Authority to carry out the responsibilities of the position is delegated by the Principal.

6.0 Reporting and other relationships

The APRE is accountable to the Principal. Other important relationships exist with the Director: Formation and Identity and members of the Formation and Identity Team.

APRE essential eligibility criteria

- A strong, personal commitment to the Catholic faith, its practice and to Catholic education.
- Completed (or a commitment to acquire before completion of the first contract cycle), at least six postgraduate units in Theology. These may be in the field of one or more of Theology, Religious Education, Scripture, Spirituality, Prayer, Liturgy, or Leadership in a Catholic context. (These units may be part of a Graduate Diploma or Masters Qualification).
- Current teacher registration with the Queensland College of Teachers.

APRE selection criteria

Religious leadership

Demonstrated ability to foster and grow the religious life of the school, effectively promote a healthy liturgical and prayer life, and provide leadership through personal example.

Educative leadership

Demonstrated ability to develop, implement and maintain high-quality teaching of Religious Education in Catholic schools.

Staff and community leadership

Demonstrated ability to foster relationships within and across school, parish and community through high-level relational skills with adults and students; including well-developed communication skills, both written and verbal.

Organisational leadership

Demonstrated ability to develop and maintain processes to manage personnel, physical and financial resources to effectively deliver the religious programs of the school.

Strategic leadership

Demonstrated ability to assist in the facilitation of the vision, mission and strategic goals of the school and align them with the broader strategic directions and charism of the school.

This **role description** is the official TCS statement of expectations of the role-holder. It is drawn from the Leadership Framework and aligns with the TCS Recruitment and Selection Processes and with TCS Performance and Development Procedures.

The role description forms the basis of all performance management processes. The role description clarifies work functions and reporting relationships and helps employees to understand the scope of their role. Role descriptions are consistent across TCS for all persons within the same role group as an aid in maintaining consistent salary and performance structures.

Schools may, at their discretion, also create a **duties statement** as a localised document that may add to but not take from the role description. It provides the particular actions which describe what is to be done as core duties and responsibilities of the position. The duties statement may also include additional responsibilities as nominated by the principal.

Appointees who do not have at least six postgraduate units in one or more of Theology, Religious Education, Scripture, Spirituality, Prayer, Liturgy, or Leadership in a Catholic context, will be supported in acquiring these through a professional learning plan to acquire completion before the end of the first contract cycle.