



ELTHAM HIGH SCHOOL

**Business Manager
(Range 1 - 5)**

INFORMATION PACKAGE

SEPTEMBER 2018

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ADVICE TO APPLICANTS

Business Manager (Range 1-5) 1 January 2019 (Ongoing)

Prospective applicants are advised to refer to the school website in order to access the information package relevant to this position. www.elthamhs.vic.edu.au

All prospective applicants, including those external to the Department of Education and Training, need to be aware that they must visit the "Recruitment Online" website to register their CV and to address the Key Selection Criteria. www.education.vic.gov.au/schooljobs

The Principal will be conducting tours of the school after school hours. You are encouraged to visit the school. Please contact the Kate Scalzo (Principal's PA) on 9430 5111 or sca@elthamhs.vic.edu.au and book in for one of the scheduled tours.

Tuesday: 9 October 2018 – 4:30 pm.

Wednesday: 10 October 2018 – 5:00 pm.

Thursday: 11 October 2018 – 5:00 pm.

Preparation of application:

It is requested that applicant prepare their application by:

- addressing each of the Key Selection Criteria within no more than **one** A4 page for **each criterion**;
- including a Résumé / CV;
- providing the names of three referees including **work time** and **after hours** contact numbers.

Submission of application:

In addition to submitting the application via Recruitment on Line and in order to avoid any possible difficulties with this process, we request that applicants forward 4 printed copies of the application to the school by the closing date.

Selection Panel:

The selection Panel will consist of:

- The Principal
- An Assistant Principal
- A Leading Teacher
- A member of the ES staff.

The Selection Process will involve the following steps:

- Receipt of application by the closing date.
- Short listing of applicants.
- Interview process (applicants may be invited back for a second interview).
- Referee Checks (these may occur prior and /or after the interviews). The panel reserves the right to contact others outside of the list of referees provided by the applicant.
- On making a decision to appoint, a job offer will be made to the successful applicant.

Vincent Sicari

Principal

PRINCIPAL'S WELCOME

Welcome to Eltham High School. It is with great pleasure that I introduce our school to you, which has been working with the community since 1926.

As a learning community, we acknowledge the Wurundjeri people of the Kulin Nation as the traditional custodians of the land on which the school stands and pay respect to the Elders of the community, past, present and emerging. We acknowledge that many local place names are inspired by the culture and language of the Wurundjeri including the Nallejering Performance Centre at Eltham High School.

Eltham High School is a large secondary school on the urban rural fringe of north eastern Melbourne. The school's primary focus has always been to enhance student learning outcomes through the provision of high quality teaching and learning strategies.

Eltham High School is highly regarded as an educational institution. Its reputation as an outstanding academic school is well recognised within the community and education circles. Students are offered a large number of outstanding co-curricular opportunities including programs in the performing and visual arts and elite sport. Engagement with student leadership initiatives is sustained across all areas and levels of the school.

In the last 92 years Eltham High School has established a tradition through its strong commitment to Inspiring through excellence and social justice.

Eltham High School is a school with high expectations where you feel safe to be yourself and are challenged to think critically, to work independently and in teams, to show leadership and to achieve success along many pathways.

As a learning community we value:

- The Pursuit of Excellence
- Individuality
- Creativity
- Social and environmental responsibility
- Respect for diversity
- Integrity.

Our school motto "Deeds Count" guides our way to achieving our goals.

The tradition we have established continues today through the excellent work of our current staff, a team of very professional and committed teachers and support personnel that I am very proud to lead.

Our students are consistently offered a broad range of opportunities that provide innovative and exciting educational experiences. Strong emphasis is placed on students learning from each other.

Student welfare and well-being is the foundation of our school. This is enhanced by the building of positive relationships between all sectors of our community and supported by a sub-school structure

with a number of coordinators at each level (junior, middle and senior); Student Services Leader, Student Support Workers, VCAL/VET Coordinator, Careers and Pathways Coordinator, Additional Learning Needs Coordinator, Sick Bay attendant and a series of support personnel.

Eltham High School is an outstanding school in a range of areas including:

Academic Excellence:

- A high performing school.
- VCE results across all studies consistently place Eltham High School amongst the top schools in the state.
- In 2017, of all the Year 12 students who applied for a tertiary course, 88% received a university offer, 10% received a TAFE Offer and 2% received an offer from an independent training college.
- Students gain places in tertiary courses in medicine, science, law, business, health science, the media, humanities, the arts and sport.

Innovation:

- Leading innovation in curriculum and pedagogy through a concept based framework and an Inquiry model of curriculum delivery.
- Strong links with Melbourne and Latrobe Universities through such programs as In2Science and the Learning Partnership. Further to this links with Swinburne University, brainSTEM and Industry partners.
- Newly established links with the recently launched Banyule-Nillumbik Tech School.
- Strong links with the VCAA through the trialling of innovative programs such as “Extended Investigation”.
- Linking students to experiential learning within their community.
- A notebook program in support of the use of e-learning technologies.

Leadership:

- Creating responsible citizens to lead in the 21st century.
- Developing students as leaders through a wide range of training and responsibilities.

Teamwork:

- Great Relationships: Students and staff working together to achieve their best.
- Strong parent and community support enhancing student outcomes.

Building further, our Elite Sports and strong Interschool Sport programs are offered to students across all age groups. Our extensive music program acclaimed as one of the best school bands program in Australia provides not only the opportunity for students to learn an instrument but also to represent our school and community nationally and internationally. The outstanding performance program in Drama continues to deliver acclaimed student performances at a national level. The annual Arts and Technology exhibition further supports the creative talents of both our students and our staff, as does the outstanding student writing program which culminates in the Student Anthology.

The school has developed a clear instructional model which is currently being implemented across the school and which incorporate all aspects of what is known about effective teaching and learning in the 21st century, how ICT can be used to support the learning outcomes of both students and staff and how the school can inspire students by engaging them more directly in learning in the community.

A VCAL program, is offered alongside the VCE and a number of VETis Programs are offered as part of the senior school subject offerings. The school continues to be involved in the Advance/Working Community Program.

To achieve improved student outcomes the staff is engaged in a range of professional learning activities. A whole school professional learning strategy is currently in place. In 2006 steps were taken to identify a suitable model for establishing a sustainable Performance & Development culture in the school. The preferred collegiate model continues to be implemented as the vehicle for improvement.

At Eltham High School we are looking forward to the future and its possibilities. We work at ensuring that development of facilities aligns with the school's education rationale.

Demand for places at the school remains high; we look forward to the future with confidence and excitement.

Vincent Sicari
Principal



ELTHAM HIGH SCHOOL SCHOOL LEADERSHIP ROLE DESCRIPTION

School Leaders form part of a visionary, dynamic team of people with diverse skills and major responsibilities across a range of areas of the school's ongoing development. The goal of School Leadership is improved student learning outcomes. Ultimately, School Leaders are leaders of people. The focus of the role is the provision of transformational leadership to the Eltham High School Community. What follows has been identified by the school community as the essential characteristics of school leadership at Eltham High School as derived from the following six principles of teaching and learning.

1. Building Positive Relationships:

School Leaders manage the balance between how they feel, think and behave. They work to align these elements and the school's principles of teaching and learning. This creates a school environment in which the whole person is valued and leaders work enthusiastically to build positive relationships.

School Leaders actively foster an environment of support, well-being and respect among staff and students.

2. Catering for Diversity:

School Leaders will be diverse in their talents and will be skilful in one or more of the five Sergiovanni Leadership domains whilst continuing to develop strength in the others.

- Technical Domain: Effectively plan, organise, coordinate and manage resources and develop strategies to ensure optimum effectiveness.
- Human Domain: Provide support, encouragement and growth opportunities for others including staff and students.
- Educational Domain: Provide expert professional knowledge and maintain, justify and articulate sound, comprehensive programs of instruction or support such programs to be implemented.
- Symbolic Domain: Model important goals and behaviours in a range of environments including learning spaces, formal school functions, ceremonies and other important occasions. This is characterised by alignment with and commitment to the school vision.
- Cultural Domain: Demonstrate leadership of the community by defining, strengthening and articulating values and beliefs that make the school unique. This is characterised by a commitment to common and shared expectations, meanings, customs and traditions.

Diversity is valued and encouraged. School Leaders will bring individual skills which collectively will provide a strong leadership framework across the school community.

3. Focus on Intellectual Quality:

School Leaders model a passion for learning by high levels of enthusiasm and direct involvement. They demonstrate strong professional beliefs about schools, teaching and learning and the support

required to provide the best learning opportunities for the young people in their care. They promote a shared language of effective learning, effective operation and effective schools.

Leaders have a consistent focus on the quality of the school's teaching and learning practices and the way to support these to be in place, including the use of ICT as a critical tool for whole school improvement. Their ongoing professional growth, supported by professional reading including published national and international educational research, contributes to the overall intellectual quality of the school community.

4. Encourage Creativity, Staff and Student Involvement and Voice:

School Leaders will show strength in both advocacy (making sure that others know what you want and need by having the courage to tell them) and inquiry skills (understanding other people's goals, dreams and desires, by showing consideration and seeking to understand their contribution). Role modelling of such behaviours to colleagues and students will not only encourage them to contribute their creativity and their voice but will be crucial in helping them to develop these skills. This will be reflected in their self confidence and their respect for the ideas and feelings of others.

5. Solve Problems, Develop Teamwork and Links to the Community:

School Leaders have the skills for creative problem solving. They embark on unexplored paths and consider a range of options for debate and implementation.

Effective change management is achieved through teamwork. It provides staff with opportunities to fully utilise their capabilities as a means of achieving the school vision and promoting the most effective group dynamic and results for students, school and community. School Leaders share leadership and build teams. They identify and support staff to assume and exercise leadership from different roles in the school. Furthermore they develop networks with other leaders, schools, agencies and individuals to foster mutually beneficial exchanges of expertise and practice.

The role modelling of these behaviours reinforces the school's commitment to a distributed leadership structure.

6. Use Varied Appraisal Processes - As, Of and For Learning:

School Leaders will be reflective learners assessing their leadership strengths and growth needs **for** potential learning opportunities.

This reflection will be ongoing and supported by data collected from several sources of feedback identifying this **as** a learning strategy. Data analysis incorporating references to a strong research base will be a measure **of** the learning that has taken place.

In addition to meeting the professional standards (please refer to the Victorian Institute of Teaching – Professional Standards and Victorian Government Schools Teacher Class Handbook) or (the ES "Dimensions of Work" for this classification (Level 1-5) (refer to the ES Class Handbook available at http://www.education.vic.gov.au/hrweb/Documents/Dimensions_of_Work_descriptors.pdf), the following areas of responsibility apply to these positions.

SPECIFIC RESPONSIBILITIES	SERGIOVANNI DOMAINS
<p>School Leaders will:</p> <ul style="list-style-type: none"> • have responsibility for an area of the school as outlined in the specific job description that accompanies this document. 	→ Technical; Human; Educational; Symbolic; Cultural.
<ul style="list-style-type: none"> • take an active role in the organisation and delivery of professional development pertaining to a specific area of responsibility. 	→ Human.
<ul style="list-style-type: none"> • organise and implement appropriate working groups (as required) to support the work of the team. 	→ Human.
<ul style="list-style-type: none"> • have a responsibility for the development of the next generation of teachers and/or support staff and in so doing will supervise pre-service teachers (from appropriate curriculum backgrounds) or new ES staff in our care. 	→ Human.
<ul style="list-style-type: none"> • be exemplary teaching and learning or ES practitioners. 	→ Educational.
<ul style="list-style-type: none"> • be active members of School Improvement Teams e.g. Curriculum; Professional Development; Performance and Development Culture , etc. 	→ Educational.
<ul style="list-style-type: none"> • examine contemporary developments in deeper learning and generic skills or business principles and their relevance to the school. 	→ Educational.
<ul style="list-style-type: none"> • work very closely with specific planning teams such as the “Curriculum Design” team, the “School Consultative Team”. 	→ Educational.
<ul style="list-style-type: none"> • be innovative in approaches to learning or business. 	→ Symbolic.
<ul style="list-style-type: none"> • work with teachers to incorporate the actions outlined in the strategic plan into classroom practice (e.g. by chairing planning meetings, developing and monitoring teaching strategies, encouraging the sharing of ideas, etc.) and ES staff to support this. 	→ Symbolic.
<ul style="list-style-type: none"> • establish opportunities for the sharing of ideas amongst the staff. 	→ Cultural.
<ul style="list-style-type: none"> • represent the school at relevant Cluster, Network, Local Learning and Employment Network (LLEN), Regional Office, DET, National and International Forums and Community events. 	→ Cultural.
<ul style="list-style-type: none"> • commit to the ongoing development of the unique school culture embodied in the Purpose Statement, School Values and The Deeds that Count. 	→ Symbolic; Cultural
<ul style="list-style-type: none"> • undertake other duties as required to support the strategic direction of the school. 	→ Technical; Human; Educational; Symbolic; Cultural.



ELTHAM HIGH SCHOOL BUSINESS MANGER JOB DESCRIPTION

It is imperative that this Job Description be read alongside the Eltham High School, “School Leadership Role Description”.

INTRODUCTION:

The Business Manager will be part of a dynamic team of people with major responsibilities across one of a range of areas of the School’s ongoing development.

In collaboration with other members of the School Leadership Team, the Business Manager will develop and manage a range of strategies in line with the School Strategic Plan. S/he will be accountable for the development and delivery of key services that are integral to the effective operation of the school. This person will provide a range of services and/or undertake the analysis of complex problems that form part of the policy framework.

An education support (ES) class position supports the educational services being provided to students, but must not include duties of teaching as defined in clause 2.6.1 of the Education and training Reform Act 2006 (Vic) or its successor. Supervision of students cannot be required except where it is an integral part of the employee’s position or involves supervision of students individually or in small groups, in controlled circumstances, where the responsibility for students remains clearly with the teacher.

The successful applicant will be required to be on duty during term vacation times, by negotiation.

The successful applicant will be accountable to the Principal.

In addition to meeting the professional standards of an ES 1-5, the following areas of responsibility apply to this position.

1. *Management of recruitment policy and procedures.*

- Planning of staffing with the Principal and Assistant Principal (Curriculum and Personnel Support) in line with the SRP funding
- Overseeing central and local payroll
- Recruitment processes including Recruitment Online
- Leave
- WorkCover administration
- Maintenance of HR records and personnel files, including locally employed staff

2. Management of the development and implementation of human resources planning, strategies and guidelines.

- Determine work priorities, schedule and approach within overall school and management policy
- Induction, development and training of team members
- Performance and development planning and performance review of team members
- Identification and implementation of improved ways of working and increased efficiencies within the team
- Developing policies and practices that will ensure the efficient and effective functioning of the School's business and administration systems
- Encourage professional learning for Administration Team

3. Provision of expert and authoritative advice regarding workforce planning for all school operations and services.

- Contribute to strategic decision making within the school by providing advice, information and recommendations to the Principal, the Leadership Team and School Council on operational issues relating to finance, personnel and administration systems

4. Management of the school budget and financial performance.

- Manage the accounting processes of the School, including CASES21, Creditor Payments, Bank Reconciliations and monthly reporting to School Council, CSEF, End of Month, Financial End of Year
- School Purchasing Cards processes and policy
- Taxation and Superannuation requirements and liabilities
- Contribute to the financial decision making process of the School and ensure all funds are correctly accounted for in accordance with DET & School Regulations.
- Prepare annual budgets (in consultation with Principal and Leadership). Monitor and manage budgets on a monthly basis and report to Finance Sub Committee and School Council
- Ensure the correct use of school resources including capital equipment throughout the School
- Provision of budgetary information to Key Learning Area Coordinators in a timely manner and advice on spending against budgets in respect to faculties, programs and other school projects
- Monitoring fortnightly SRP reports and salary mischarges
- Review and Validate Central Payroll as required
- Manage Short and Long Term Leave
- Attendance at School Council and facilitate Finance Sub Committee meetings.
- Overseeing the accounting processes of the school and ensure that all funds, including school investments are effectively accounted for according to DET regulations

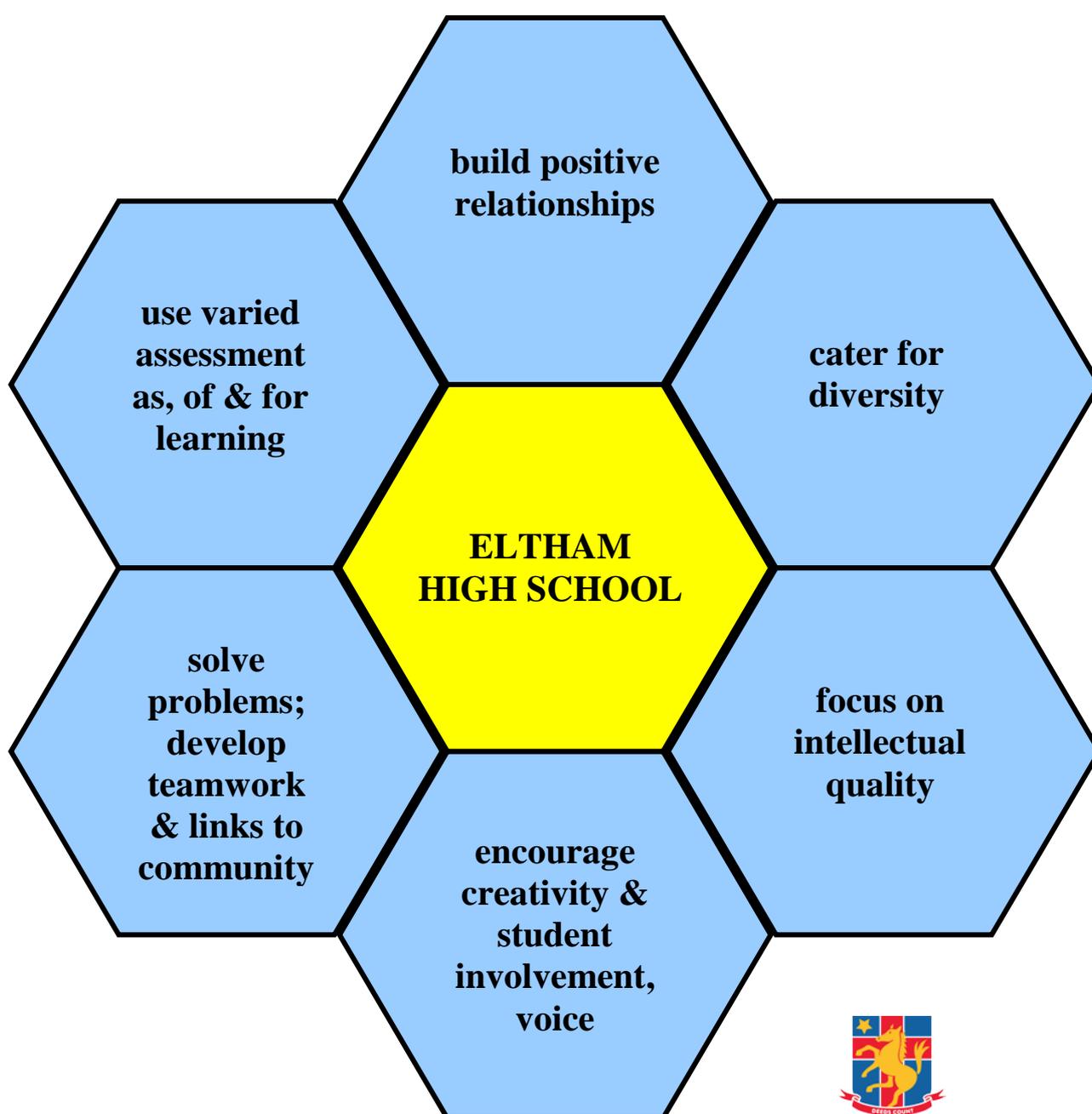
5. Resource/Facility management including:

- Maintenance of up to date facilities information
- Manage and determine work priorities for maintenance person(s)

- Assist in determining day to day and long term maintenance and upkeep of the school site
- Assist with future planning for works
- Maintaining accurate records of equipment both leased and school owned
- Planning for the replacement of capital items
- Contracts management such as cleaning, photocopying leases etc.
- Management of insurance policies as required
- Management of hiring of school facilities.
- Management and storage of records as required by DET policy; secure destruction of sensitive information no longer required
- Develop and implement strategies to ensure efficient use of school resources.

6. Undertake other duties as required by the Principal.

THE PRINCIPLES OF TEACHING AND LEARNING AT ELTHAM HIGH SCHOOL



ELTHAM HIGH SCHOOL PRINCIPLES OF TEACHING AND LEARNING:

BUILD POSITIVE RELATIONSHIPS:

What strategies do I need to focus on to build effective constructive relationships?

CATER FOR DIVERSITY:

How will we determine where students are along the continuum?

Reference to teaching and learning data.

How will student's different learning styles be catered for?

Enrichment / enhancement / challenges / higher order thinking.

Development of Individual Learning Plans supported by electronic portfolios.

FOCUS ON INTELLECTUAL QUALITY:

What are the deep understandings (key concepts) that need to be gained?

What skills and processes will be taught (including ICT)?

What thinking skills will be focused on?

ENCOURAGE CREATIVITY, STUDENT INVOLVEMENT & VOICE:

How will creativity be encouraged?

What choice will students have within the activities & assessment tasks?

How will student's learning goals be negotiated, monitored and evaluated?

SOLVE PROBLEMS, DEVELOP TEAMWORK & COMMUNITY LINKS:

Why will students see this learning as relevant now and in the future? What real life issues will be explored?

Links between innovation, creativity, resourcing and problem solving.

How will students be able to show leadership, work in teams?

How will students be actively involved?

How can we link the students to the community?

USE VARIED ASSESSMENT "AS, OF & FOR" LEARNING:

What samples and modelling need to be provided for assessment?

How will students demonstrate their knowledge and skills:

- as learning
- of learning
- for learning

How will rubrics be used?

On demand assessment.

The value of feedback.

How will success be acknowledged and celebrated?

Key Selection Criteria

In addition to being able to meet the “Dimensions of Work” for this classification (Level 1-5) (refer to the ES Class Handbook available at

<https://www.education.vic.gov.au/hrweb/Documents/Dimensions-of-Work-ES.pdf>

applicants must be able to satisfy the following Key Selection Criteria.

Applicants are reminded to address the dot points under each of the following criteria within no more than **one** A4 page for **each criterion**.

1. A demonstrated record of management in the areas of finance, personnel, resources and administration systems with highly demonstrated skill in planning, organisation, prioritisation, as well as an excellent understanding of budget processes, financial recording and reporting methods and principles.
2. A demonstrated ability to contribute to strategic decision making within the school by providing advice, information and recommendations to the Principal, the Leadership Team and School Council on operational issues relating to finance, personnel and administration systems.
3. Demonstrated High level oral and written communication skills which allow you to communicate with a range of individuals including school staff, parents and children and members of the community. A strong commitment to the provision of a productive, harmonious and a supportive working environment.
4. A proven ability to lead, work and contribute effectively to a range of teams that support student learning across the school, including the management of Administration and Learning Support Staff.
5. Demonstrated detailed knowledge of current Human Resources Management practices as well as an excellent understanding of CASES21, EduPay, Recruitment Online and Compass.
6. Demonstrated commitment to professional learning and growth for both self and other ES staff and to support the Principal in the Performance and Development Process of ES staff.