



DEPUTY PRINCIPAL – TEACHING AND LEARNING

JOB & PERSON SPECIFICATION

SEPTEMBER 2025

Deputy Principal – Teaching and Learning



Redeemer
Lutheran
School

Grow up to Christ

Redeemer Lutheran School
Vine Street
PO BOX 397
NURIOOTPA SA 5355



Lutheran
Education
AUSTRALIA



Deputy Principal – Teaching and Learning

Position Title: Deputy Principal

Position Classification: Salary as negotiated with Redeemer Lutheran School Council and in accord with the Terms and Conditions for LESNW Lutheran Deputy Principals

Tenure: Permanent - ongoing

SCHOOL'S MISSION, VALUES & ETHOS

Our Mission	<p>Celebrating the Gospel and nurturing lifelong learners through:</p> <p>Developing Caring thinkers who</p> <ul style="list-style-type: none">• Are self-aware.• Believe wellbeing matters.• Continually reflect and grow as individuals. <p>Building a Connected community that values</p> <ul style="list-style-type: none">• Collaboration• Belonging• Being a part of something bigger <p>Encouraging Curious learners who</p> <ul style="list-style-type: none">• Seek new perspectives.• Imagine new possibilities.• Make sustainable choices. <p>Being Courageous to</p> <ul style="list-style-type: none">• Make positive contributions.• Seek real solutions for real problems.• Improve individual and community outcomes.
Our Values	<p>• Caring • Connected • Curious • Courageous</p>
Our School Ethos	<p>All staff are required to contribute to the maintenance of the Christ-centred caring atmosphere and support the mission and aims of the school to assist in ensuring that the principles of Lutheran Education and social justice are embedded within the school's curriculum, policies, programs and practices. Staff are required to be supportive of the ethos of the school by setting an example of personal conduct consistent with a Christian environment.</p>

TEAM & CULTURE

Team & Culture	<p>As a valued member of the team of staff, each member of staff:</p> <ul style="list-style-type: none">• desires to work in a Christian environment;• demonstrates an appreciation for the culture of the school community and seeks to contribute positively to it and enhance it in their daily interactions;• demonstrates loyalty to the Redeemer brand;• supports the Christian underpinning of the school and its community in words and actions;• actively adopts and upholds the school's mission, vision and values;• speaks the truth in love, communicates effectively and is actively invested in appropriate conflict resolution strategies;• demonstrates professionalism;
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Deputy Principal – Teaching and Learning






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| | <ul style="list-style-type: none">• upholds the strictest of confidentiality regarding information and personnel, including students, parents of students, staff, the school and the school's operations;• is familiar with and supports school policy and procedures in all activities;• demonstrates patience;• is responsive to family needs in a professional manner and makes families and visitors feel welcomed; and• demonstrates mature and effective interpersonal skills. |
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POSITION DESCRIPTION

The Deputy Principal works in a complex, and dynamic environment leading and managing substantial delegated operations and activities of the school. The Deputy Principal will involve him/herself in the life of the school and develop healthy relationships with staff, students and families to assist with building the school community. The position is one of shared and empowered leadership involving cooperation with the various leadership teams within the School to ensure that an effective, contemporary, relevant and engaging learning environment is created and sustained. There will be times when the Deputy Principal will be required to offset the extensive responsibilities and workload demands of the principal by undertaking additional leadership authority.

Statement of Key Outcomes and Associated Activities

The role of Deputy Principal encompasses activities within the following vocational practices as described in the leadership and formation framework Growing deep:

-  Strengthening Lutheran identity
-  Excellence in teaching and learning
-  Ongoing improvement and innovation
-  Community building
-  Leading effective organisation and management

The responsibilities and Redeemer's expectations related to each Key Outcome are outlined on the following pages.

Strengthening Lutheran Identity







Redeemer Lutheran School as an agency of the Lutheran Church of Australia, shares a recognisable Lutheran identity in which the gospel of Jesus Christ informs all learning and teaching, all human relationships, and all activities in the school. The rituals, symbols, visual displays and practices convey its Christ-centred identity.

The school community is regularly involved in Christian worship which includes, to the extent that it is practical, daily devotions. Christian Studies is an essential and distinctive part of the formal curriculum. Redeemer Lutheran School deliberately and intentionally shares and lives the good news of Jesus Christ with students, families, staff and the broader community. Opportunities for faith nurture are actively promoted and maintained.


Therefore, the Deputy Principal will support the Principal to:

Create a Christ-centred, Lutheran environment by:

Deputy Principal – Teaching and Learning

-  Demonstrating a commitment to providing opportunities for students to develop their relationship with Christ
-  Leading staff formation and leadership development underpinned by “Growing deep”
-  Demonstrating respect for the dignity and worth of each individual
-  Modelling and building relationships between members of the learning community which are guided by Christian love, grace, forgiveness and reconciliation
-  Providing or encouraging regular, daily if possible, worship opportunities for staff and students
-  Work collaboratively with staff to ensure that Christian Studies is an essential part of the curriculum

Maintain an effective working relationship between the School and our supporting congregations of by:





-  Encouraging the ongoing connection with our 10 supporting congregations and by maintaining positive relationships with Pastors.

Excellence in Teaching and Learning




Redeemer Lutheran School values excellence and creativity in teaching and learning for all community members. A culture of challenge and support nurtures enthusiastic, independent learners committed to lifelong learning. Excellence in teaching and learning is focused on improving student outcomes which include spiritual, intellectual, physical, emotional, cultural and social dimensions. All learners should have access to quality learning experiences that ensure they develop their God-given abilities so that they may enrich the world. High expectations are established through reflective practice, collaborative planning, monitoring, providing feedback and reporting on the effectiveness of learning. The learning environment promotes active engagement, risk taking, motivation and a strong learner voice.

Therefore, the Deputy Principal is expected to:

Build capacity by:

-  Under delegation from the principal, providing ongoing formal and informal feedback to all staff.
-  Establishing effective mechanisms for staff performance and development to assist staff to improve practice
-  Seeing every interaction as an opportunity to support, coach and develop others
-  Identifying leadership potential in others and providing opportunity for others to demonstrate leadership.

Promote professional learning by:

-  Reviewing their own practice regularly and implementing changes in their leadership and management approaches
-  Modelling learning for life by investing time, effort and resources into developing their own professional practice
-  Obtaining feedback from others to develop an accurate assessment of their own strengths and development needs

Deputy Principal – Teaching and Learning

- ✚ Providing opportunities for and actively encouraging staff to attend professional learning linked to their performance goals

Lead pedagogical practice by:

- ✚ Understanding the practice and theory of contemporary leadership and applying that knowledge in school improvement
- ✚ Referencing current research into teaching and learning to meet the learning needs of the students
- ✚ Applying knowledge and understanding of current developments in education policy, schooling, social and emotional trends and developments to improve educational opportunities for students.

Create a learning culture by:

- ✚ Providing a positive learning environment for students and staff within the community
- ✚ Setting high expectations for every learner including students, staff and self
- ✚ Develop systems and structures which support the implementation of a curriculum which allows for flexibility to cater for the diversity within the learning community
- ✚ Encouraging creative, responsive approaches to teaching
- ✚ Developing educational strategies to secure equity of educational outcomes
- ✚ Work with staff to develop common goals in relation to quality teaching and learning and a commitment to the effective implementation of these goals.

Ongoing Improvement and Innovation

Improvement at Redeemer Lutheran School is guided by its values, vision and mission. Excellence is pursued through a culture of reflection, collaboration, innovation and creativity. Evidence is gathered and utilized to develop and implement improvement plans and policies guiding the continuous development of teaching and learning, the institution and its facilities. Ongoing professional learning encourages all members of the community to achieve high standards and develop their service and leadership capacity.

Therefore, the Deputy Principal is expected to:

Inspire and motivate others by:

- ✚ Building commitment, confidence, shared understanding and enthusiasm about the vision for the school
- ✚ Using appropriate leadership styles sensitive to the local context and which reflect Growing deep Capabilities
- ✚ Recognising and celebrating the achievements of individuals and teams
- ✚ Continue the growth and further development of the existing collaborative staff culture with focus on promoting wellbeing throughout the school.

Understand and lead change by:

- ✚ Developing an understanding of the local context to inform change
- ✚ Using information about current educational developments, theories and performance data to inform school improvements

Deputy Principal – Teaching and Learning

- ✚ Articulating to the learning community the purpose of change and working with all stakeholders to lead the process

Initiate improvement through innovation and change by:

- ✚ Working and communicating with a variety of internal and external stakeholders to promote and sustain improvement
- ✚ Leading and facilitating inquiry to inform innovative practice and improvement
- ✚ Fostering creativity, innovation and the use of appropriate technologies
- ✚ Using problem solving, creative thinking and strategic planning to ensure continuous improvement
- ✚ Supporting processes to implement change.

Community Building

Redeemer Lutheran School values the richness and diversity of the wider community and other education sectors. Positive and strategic partnerships are developed and maintained with students, families, local Christian communities, the broader community and Lutheran education. The relationships are built upon support, collaboration, trust and reconciliation. Redeemer Lutheran School lives out the gospel and is active in service of others. The multicultural and multi-faith nature of Redeemer Lutheran School and Australian society fosters understandings of diverse cultures. Redeemer Lutheran School promotes the understanding of, and respect for, Aboriginal and Torres Strait Islander people.

Therefore, the Deputy Principal is expected to:

Create a culture of inclusion by:

- ✚ Recognising and utilizing the diverse nature of the school community and Australian society
- ✚ Fostering an understanding of, appreciation for and reconciliation with Aboriginal and Torres Strait Islander people
- ✚ Developing strategies to ensure educational opportunity including counteracting discrimination and the impact of disadvantage
- ✚ Recognising and supporting the needs of students, families and care-givers

Engage with the community by:

- ✚ Understanding the diverse interests of the school community
- ✚ Knowing, understanding and considering the social, political and local circumstances of the community
- ✚ Learning about and developing positive relationships with the rich diversity of the cultural groups within the school and wider community

Collaborate with and influence the community by:

- ✚ Developing and maintaining positive partnerships with students' families and care givers; and the wider local community
- ✚ Inviting and facilitating community participation in student learning

Deputy Principal – Teaching and Learning

- ✚ Actively seeking feedback from the school community
- ✚ Collaborating with staff from other schools in the region, LESNW regional office and with Lutheran Education Australia

Leading Effective Organisation and Management

At Redeemer Lutheran School roles, responsibilities and procedures are clearly articulated so that staff can participate in the smooth and efficient operation of the school. Data and knowledge management methods and technologies are used to ensure that resources (human, physical, technological and financial) are efficiently organised and managed to provide an effective, safe and caring, growth-oriented learning and working environment.

Strategic planning ensures the ongoing improvement and sustainability of the school. Best practice is built upon effective collaboration between the governing body, staff, students, families, church and others.

Therefore, the Deputy Principal is expected to:

Align ethical practices with educational goals by:

- ✚ Modelling and promoting the school's values
- ✚ Challenging behaviours and practices that are not ethical or not in keeping with the Christian ethos of the School.

Manage resources by:

- ✚ Supporting the principal in the alignment of the school's human, physical, technological and financial resources with learning priorities and the school's strategic plan
- ✚ Applying knowledge and understanding of leadership and management concepts and practice to provide effective leadership and operational management
- ✚ Prioritising effectively to achieve outcomes.

Manage high standards and accountability by:





















- ✚ Ensuring that individual and team expectations and accountabilities are clearly defined, understood and agreed
- ✚ In areas of responsibility regularly monitoring accountabilities and taking action to ensure accountabilities are met
- ✚ Working with staff to develop and evaluate their performance goals based on the learning community's shared goals for effective teaching and learning and align with AITSL teacher standards
- ✚ Monitoring and on-going review of an effective learning and assessment framework
- ✚ Taking appropriate action when the performance of others is unsatisfactory
- ✚ Fostering a culture of continuous improvement
- ✚ Using the CompliSpace and Assurance platforms to implement school policy and procedures, and management of risk.

Deputy Principal – Teaching and Learning

KEY RESPONSIBILITIES:

The Deputy Principal is responsible to the Principal, and through him/her is responsible to the School Board for carrying out his/her role as described in the Position Summary. However, it is assumed that in this senior leadership position, he/ she would display high levels of responsibility, initiative and good judgement and therefore require a minimum amount of supervision. Regular and efficient communication between the Principal and Deputy Principal is vital for this role to be effective.

Key Responsibilities

-  Day to day organisation, administration and management of the education program and staff
-  Develop and maintain the yearly and more detailed termly overviews
-  Oversee and approve class timetables developed by teachers
-  Oversee, lead and organise Convenors team meetings
-  Student wellbeing and behaviour learning reflecting a Restorative approach
-  Contribute to the School Camp/Outdoor Education program
-  Modelling and team teaching as required
-  Collaborate with the Senior Leadership Team, and the Convener Team on a regular basis
-  Manage and maintain a current list of suitable casual relief teachers and arrange for daily cover of staff absences/leave
-  Meet weekly with the Principal in a formal and informal capacity in matters pertaining to school life
-  Carry out administrative duties as directed by the Principal
-  Take a lead role in the development of programs, procedures and policies for the ongoing and effective management of the school
-  Deputise for the Principal at functions, meetings, and conferences where the Principal cannot attend
-  Induct and Interview relief teachers
-  Oversee/manage pre-service teachers
-  Assist in the facilitation and coordination of the coaching process and the development of professional learning plans for staff
-  Together with the Educational Administrator, coordinate and have oversight of external specialists (e.g. speech, OT, instrumental teachers etc)
-  Oversee, update and coordinate key policy in the ELC and School such as Child Safe / Student Duty of Care, Behaviour Development, First Aid, Camps /Excursions, Medication, Emergency Procedures
-  In partnership with the Deputy Principal, Wellbeing and Culture, initiate and oversee the School's Sustainability initiatives
-  In partnership with the Principal facilitate the Workload Agreement process in the school

Deputy Principal – Teaching and Learning

- ✚ Assist the Principal in the mentoring and induction of new staff
- ✚ Have oversight of the school's uniform policy and procedures
- ✚ In partnership with the Deputy Principal, Wellbeing and Culture, lead the collaboration and coordination of yearly class allocations
- ✚ Coordinate Transitions programs for: New students to Redeemer Lutheran School; new Foundation cohorts; and assist the transition programs from Year 6 to local secondary schools in the Barossa region
- ✚ Provide support for the Principal and assist him/her in supporting staff in their understanding and actioning of the school's Mission and Vision
- ✚ Maintain a positive environment to promote a high level of staff morale
- ✚ Co-ordinate and manage the professional development of teaching staff, ensuring that all staff members are made aware of professional development opportunities available and that participation is encouraged
- ✚ Together with the Principal, Deputy Principal Wellbeing and Culture, and other relevant staff, organise PD days and staff retreats
- ✚ Support staff adherence to school policies and procedures
- ✚ Be a part of the Grievance Procedure for staff and parents
- ✚ Encourage staff to build positive student and parent and community relationships
- ✚ Assist and support village, specialist, and inclusion teachers, in general student behaviour management and with individual students experiencing social, emotional and/ or behaviour problems
- ✚ Promote the Christian aims of the school within the context of the school's mission, vision and core values
- ✚ Together with the Principal carry out school promotion activities including newspaper advertisements, and manning stalls
- ✚ Support Principal's Tours and Enrolment Workshop events as required
- ✚ Share the load in the set-up of, and through attendance at school and parent run events. Examples include:
 - Welcome evening
 - Learning Journey nights
 - PYP Exhibitions
 - Parent information and education sessions
 - School events
- ✚ Lead the RAP team and ensure the RAP is annually updated
- ✚ Assist with the recruitment of new staff when required
- ✚ Undertake yard duties
- ✚ Undertake a teaching load as negotiated with the Principal
- ✚ The Deputy Principal will assume other duties that are commensurate with his/her training and experience as directed by the Principal.

Deputy Principal – Teaching and Learning

Redeemer offers the International Baccalaureate Primary Years Program (IB PYP) from Early Learning to Year 6. The role of PYP Coordinator is included in the Deputy of Teaching and Learning responsibilities outlined.

PYP Specific Key Responsibilities

Implementation

Work with teachers to ensure that the inquiry approach is being used in classrooms and embedded across all curriculum areas

- ✚ In line with IB Standards and Practices document, the Australian Curriculum and school based policies and data, have long term curriculum implementation and review schedule
- ✚ Deliver a challenging holistic educational programme that emphasises academic achievement, mutual respect, intercultural understanding and the attributes of the Learner Profile
- ✚ Support teachers responsible for, and students involved in, the PYP Exhibition

Documentation

- ✚ Publish the school's Program of Inquiry. Ensure that systems are in place to ensure that the program is being taught, provide opportunities for reflection of teaching units and methodologies
- ✚ Ensure that Essential Agreements are formulated for planning and assessment
- ✚ Ensure that reporting formats reflect the PYP and the school's Mission and Vision
- ✚ Manage the electronic documentation of all planners on Toddle
- ✚ Manage the whole school reporting process, including digital portfolio / written reports.
- ✚ Prepare and submit any documentation required for IBO evaluation and the SA Non-Government Schools Registration Board

Data

- ✚ Oversee data collection that tracks the performance of students within their year level and across their primary school years.
- ✚ Be the point of contact for parents about teaching, learning and curriculum delivery and data.
- ✚ Keep parents abreast of curriculum developments
- ✚ Proactively organise, lead and where appropriate delegate the dissemination of teaching and learning strategies for parents
- ✚ Seek parent input and feedback as required, act on such data as appropriate
- ✚ Promote and coordinate opportunities for parents to assist with curriculum-based classroom activities

Deputy Principal – Teaching and Learning

Communication

- ✚ Set up systems for professional dialogue and collaboration among all staff involved in implementing the IB program
- ✚ Conduct parent information sessions when applicable / appropriate
- ✚ Circulate all relevant information received from the IBO
- ✚ Ensure that all requirements and procedures set by the IBO concerning the program are adhered to
- ✚ Provide a liaison between the school and the IBO
- ✚ Upon request from the Principal, inform the School Board about progress being made in terms of implementation and development of the IB and Village Learning Philosophy
- ✚ Promote international-mindedness throughout the school

Professional Development

- ✚ Organise orientation of new staff to the PYP and ensure all staff IB training is maintained
- ✚ Attend PYP workshops and conferences as appropriate and keep up to date with new developments within the PYP
- ✚ Attend SA PYP coordinators meetings and other systemic network meetings including LSA Key Teacher meetings

PERSON SPECIFICATION

The Deputy Principal will:

- ✚ Be someone who actively lives out their Christian faith
- ✚ Desirably be a communicant member of the Lutheran Church of Australia
- ✚ Commit to the school vision, mission and values underpinning the implementation of a Christian based education to students in the school community as a fundamental, and essential criteria.

1. Personal knowledge, skills, qualities and understanding are described in the Capabilities section of “Growing deep: Leadership and formation framework”

- ✚ Growing Oneself: Building self-awareness / Deepening Faith / Learning and adapting / Living Positively
- ✚ Engaging the Community: Modelling integrity / Listening and understanding / Building support / Networking and strategic relationships
- ✚ Leading the Team: Creating purpose and clarity / Nurture faith / Growing capacity / Inspiring excellence

Deputy Principal – Teaching and Learning

- ✚ Focusing on Outcomes: Searching for knowledge / Sharing for improvement / Thinking strategically / Making it happen.

2. Education / Vocational Qualifications

The Deputy Principal will:

- ✚ Hold academic qualifications in keeping with the level of responsibility and preferably including post graduate education or management studies ie Lutheran Development Program (LDP) or commit to attain this in the first 3 years of appointment.
- ✚ Be a registered teacher in South Australia with demonstrated competence in the leadership and management of teaching and learning in the classroom
- ✚ Hold accreditation as a teacher and leader in Lutheran schools, or commit to attain this in the first 3 years of appointment.
- ✚ Be an experienced PYP Educator with IB Training

3. Experience

- ✚ Proven ability to communicate effectively with diverse audiences in a variety of contexts
- ✚ Demonstrated skills in managing interpersonal relationships, with sensitivity and empathy and successful experience in conflict resolution
- ✚ Demonstrated ability to analyse complex issues and manage resolution
- ✚ Demonstrated ability to effectively initiate and manage change
- ✚ Demonstrated ability to delegate effectively and to hold persons accountable for the delivery of stated outcomes
- ✚ Demonstrated organisational and educational leadership and a record of success in achieving agreed goals in collaboration with others
- ✚ Demonstrated success in developing and implementing curriculum enhancements and achieving objectives through structured planning processes
- ✚ Demonstrated success in modelling and promoting effective teaching, learning and assessment practices
- ✚ Demonstrated success in the appropriate application of learning technologies.

4. Conditions of Employment

- ✚ Current registration with the South Australian Teacher's Registration Board (including a Working with Children Check)
- ✚ Teacher Accreditation in Lutheran Schools Australia or a willingness to obtain upon appointment
- ✚ Valuing Safe Communities training with LESNW or a willingness to complete upon appointment
- ✚ Current First Aid qualifications



HOW TO APPLY

Applications including a cover letter and CV should be addressed to Andrew Reed and Bernie Dyer. Please visit henderconsulting.com.au to apply.

For a confidential discussion, please call Andrew Reed or Bernie Dyer on (08) 8100 8848.

Please Note

Your application will be automatically acknowledged by a return email.