
	<b>Position Title:</b> Assistant Principal (Head of Campus)	<b>Team:</b> Berry Street School, Morwell Campus	
	<b>Band:</b> F	<b>Salary:</b> Assistant Principal	<b>Date:</b> May 2026
<b>OUR VISION AND PURPOSE</b>		<b>ROLE CONTEXT</b>	
<p><b>We believe children, young people and families should be safe, thriving and hopeful.</b></p> <p><b>Our Vision for 2026: Together we will courageously change lives and reimagine service systems.</b></p> <p>For over 140 years, Berry 6Street has adapted to a changing world, and we will continue to adapt to achieve our purpose. Berry Street will continue to be a strong and independent voice for the children, young people and families with whom we work. In collaboration with others, we will advocate for investment in early intervention and prevention services that enable families to be safe and stay together. We will use approaches that are culturally safe and informed by the best evidence available. We will measure and learn from the impact of our work, and we will continually contemporise our models of practice.</p> <p><b>We look forward to working with our staff, carers, partners, supporters and government, to ensure children, young people and their families can create the future they imagine for themselves.</b></p>		<p>The Berry Street School is a specialist independent secondary school with four campuses located in Ballarat, Morwell, Narre Warren and Shepparton. We offer an adaptation of the Victorian Curriculum for years 7–10, and the Victorian Certificate of Education Vocational Major (VCE VM) and Victorian Pathways Certificate (VPC) for years 11-12.</p> <p><b><i>The Berry Street School’s vision is to create and sustain a safe and inclusive learning community where our students have access to high-quality education so they can thrive, achieve and belong.</i></b></p> <p>Our School exists to provide high-quality education to young people with a history of adverse childhood experiences who are at risk of disengaging from their education. Our students may have significant gaps in academic achievement and have found it difficult to learn in a group setting, presenting with complex behaviours in school settings.</p> <p>Our School is characterised by:</p> <ul style="list-style-type: none"> <li>• our relationship-based practice grounded in unconditional positive regard for our students</li> <li>• the Berry Street Education Model (BSEM) which underpins everything we do, providing a structured vision of wellbeing in the school community</li> <li>• a calm and caring environment with small class sizes and high staff-to-student ratio</li> <li>• a highly individualised learning experience with all students following their own Individual Education Plans, Focus Plans, and flexible timetabling where needed, as well as additional specialist supports such as access to therapeutic services</li> <li>• high expectations and a culture of support with an emphasis on applied learning and work preparedness</li> <li>• working closely with students, families/guardians/carers and other services to make sure all students have the right supports in place to succeed.</li> </ul>	
<b>OUR VALUES</b>		<b>PRIMARY OBJECTIVES OF THE ROLE</b>	
<p><b>Berry Street expects all staff to apply these Values in all aspects of their work.</b></p> <p><b>Courage:</b> to never give up, maintain hope and advocate for a ‘fair go’</p> <p><b>Integrity:</b> to be true to our word</p> <p><b>Respect:</b> to acknowledge each person’s culture, traditions, identity, rights, needs and aspirations</p> <p><b>Accountability:</b> to constantly look at how we can improve, using knowledge and experience of what works, and ensure</p>		<p>The Assistant Principal (Head of Campus) holds primary responsibility for the management of the Narre Warren Campus. The primary objectives of the role include:</p> <ul style="list-style-type: none"> <li>• Overall accountability for a high standard of delivery aligned with the School’s strategic plan and the continued improvement of curriculum, teaching and learning, student intake, and social and emotional wellbeing within the campus.</li> </ul>	

that all our resources and assets are used in the best possible way

**Working Together:** to work with our clients, each other and our colleagues to share knowledge, ideas, resources and skills.

Berry Street is committed to being a child safe, child friendly and child empowering organisation. **In everything we do we seek to protect children.**

- Maintaining a cohesive team by bringing together the disciplines of education and wellbeing, while ensuring team members are provided with supervision, support and professional development.
- Establishing and growing local community partnerships and networks representing Berry Street's educational programs.

#### REPORTING RELATIONSHIPS

This role is based at our Berry Street Morwell Campus in Berry Street's South East region, Gunaikurnai Country. This role reports to the Berry Street School Principal who will provide supervision and review.

**EXPECTATIONS**

- Conduct oneself in accordance with the Berry Street School Child Safety Code of Conduct and the Berry Street Code of Conduct which is underpinned by the values of accountability, courage, integrity, respect and working together within the principles of continuous improvement and occupational health and safety.
- Berry Street is committed to service delivery that prioritises and celebrates diversity and inclusion in our staff and the children, young people and families we support. Every individual is treated with dignity and respect regardless of their cultural background, ability, ethnicity, gender identity, sexual orientation, spirituality, or religion.
- Berry Street is committed to being a child safe, child friendly and child empowering organisation. In everything we do we seek to protect children, in accordance with our legal obligations including MO 1359 and child safe standards. We are committed to the cultural safety of Aboriginal and Torres Strait Islander children; children from culturally and/or linguistically diverse backgrounds; children with a disability; children who identify with the LGBTQIA+ community.
- Raise all health, safety, and wellbeing issues or concerns with managers, observe all safe work procedures and instructions, and take reasonable care for their own safety and for the safety of work colleagues by always operating in a safe and appropriate manner.
- Participate in regular supervision, performance planning and review processes and probationary reviews.
- Complete mandatory training within designated timeframes.

**KEY SELECTION CRITERIA: KNOWLEDGE, SKILLS AND ABILITIES REQUIRED TO FULFIL THE ROLE**

- Demonstrated experience or outstanding capacity for exemplary educational leadership of students, particularly those who have experienced trauma and educational disengagement.
- Demonstrated experience leading and managing a multi-disciplinary team.
- Demonstrated ability to flexibly manage competing priorities and stressful situations, monitoring own stress levels and practising and promoting self-care strategies.
- Demonstrated knowledge of the educational models/responses which address the needs of young people who have a history of trauma or disability, are Aboriginal and/or Torres Strait Islander, and those who are from culturally and/or linguistically diverse (CALD) backgrounds.
- Demonstrated financial and administrative management skills to contribute to the development of program budgets and the optimal use of resources.
- Demonstrated understanding of key government education policy directions.
- Demonstrated ability to build and maintain positive and respectful relationships with relevant government, community sector organisations, local partnerships, and the young people and those that contribute to their overall care.

<b>QUALIFICATIONS AND OTHER REQUIREMENTS</b>	<b>DESIRABLE</b>
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- A Bachelor’s Degree in Education (or a similar a qualification that is appropriate for entry to teaching) is required.
- Minimum four-year trained and have full registration from the Victorian Institute of Teaching.
- Staff must hold a current driver's license at all times and undergo a Criminal Records Check prior to employment. Subsequently, staff must report any criminal charges or court appearances.

- A Master of Education.
- Experience working within a multi-campus school.
- Experience with the Berry Street Education Model.

## KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
<b>Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>• Lead the implementation and high-quality delivery of the Berry Street Education Model (BSEM) in classrooms and across the campus, to ensure the effective delivery of trauma-informed, positive education.</li> <li>• Lead staff towards a schoolwide teaching and learning vision that links high academic expectations, independent life skills and data informed practice.</li> <li>• Support the campus Lead Teacher and Learning Specialist (if applicable) and Senior Secondary Coordinators to ensure a high standard of curriculum delivery and data collection, so that students achieve academic growth.</li> <li>• Ensure all students enrolled at the campus receive a written academic report twice a year.</li> <li>• Ensure that teachers participate in the planning, induction and assessment of the VCAA courses and are aware of all VCAA policies, procedures.</li> <li>• Identify and address issues where the delivery of programs does not meet standards expected by the VRQA, VCAA, VIT and other regulatory and authorising bodies.</li> </ul>
<b>Student Wellbeing</b>	<ul style="list-style-type: none"> <li>• Ensure effective running of wellbeing systems, working closely with the campus Wellbeing Leader.</li> <li>• Champion Child Safety practices on the campus</li> <li>• Monitor the campus' compliance with wellbeing-related policies, including the Student Wellbeing and Engagement Policy and the Child Safety and Wellbeing Policy, which is underpinned by the Child Safe Standards, Ministerial Order 1359 and related regulatory requirements</li> <li>• Ensure that a strong child safe culture is created and maintained at the campus, with all policies and practices consistently and effectively implemented.</li> <li>• Model a child safe culture that facilitates the active participation of students, families/carers and staff in promoting and improving child safety, cultural safety and wellbeing.</li> <li>• Work with Take Two to support the roles of school psychologist and if applicable speech pathologist and occupational therapist.</li> <li>• Oversee Nationally Consistent Collection of Data on Students with a Disability (NCCD) reporting.</li> </ul>
<b>Leading People</b>	<ul style="list-style-type: none"> <li>• Provide feedback and wellbeing support through probationary reviews, regular supervision meetings, annual performance planning and review.</li> <li>• Ensure the professional development of campus staff and campus middle leaders.</li> <li>• Provide leadership of hiring and employment processes, including the selection, orientation, induction, and on-going performance management of staff.</li> <li>• Implement strategies and processes that support staff professionalism and team building and enhance staff morale.</li> <li>• Lead by example in actively promoting and implementing the requirements of Berry Street's positive duty to provide a safe workplace, health and safety management system – policies, procedures, and processes. Including, holding staff accountable for observing all safe work procedures, rules, and instructions.</li> <li>• Ensure direct reports have completed all mandatory training and development required for their role.</li> </ul>
<b>Management &amp; Administration</b>	<ul style="list-style-type: none"> <li>• Implement the School Strategic Plan and Annual Implementation Plan, ensuring systems are in place at the campus level to monitor and evaluate outcomes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Implement Berry Street School, and where relevant Berry Street, policies, procedures, guidelines, and work instructions across the campus.</li> <li>• Manage campus budget, in consultation with the Principal and School Business Manager.</li> <li>• Ensure systems are in place to collate, analyse and report on data relating to campus performance in accordance with timelines.</li> <li>• Be the primary contact for all matters of student and staff physical and psychological safety, liaising with the HR Business Partner and Principal as required.</li> <li>• Lead campus enrolment processes as outlined in the Enrolment Policy.</li> <li>• Create and manage student and staff timetables.</li> <li>• Provide a written monthly report to the School Principal regarding campus matters.</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Effectively contribute to and participate in the Berry Street School Senior Leadership Team (SSLT).</li> <li>• Model the importance of health and wellbeing, continually watch for signs of stress in self and others and take actions to address it; Develop own practice through reflection, research and inviting feedback from others in order to seek continuous improvement.</li> <li>• Explore opportunities and initiatives for community connections to enhance outcomes for students in conjunction with the Principal.</li> <li>• Work with care teams, parents/carers and key stakeholders on student cases.</li> <li>• Represent the campus within the community, the Berry Street School and the wider Berry Street organisation.</li> <li>• Other duties as reasonably directed.</li> </ul>

## INHERENT REQUIREMENTS OF WORK ACTIVITIES / ENVIRONMENT

Following is a table that outlines the main physical and psychological requirements of the position.

Element	Key Activity	Frequency
<b>Work Environment</b>	Manage demanding and changing workloads and competing priorities.	Daily
	Work in a team environment.	Daily
	Work in different geographic locations.	Occasional
	Be exposed to all outdoor weather conditions.	Regular
	Work in unstructured environments (e.g. outreach, working from home).	Regular
	Work office hours with the possibility of extended hours.	Daily
	Work in an open plan office.	Daily
	Work in buildings which may be two-storey.	Occasional
	Sit at a computer or in meetings for extended periods.	Regular
	Work in an environment with competing demands.	Daily
	Present at court and other jurisdictions.	Occasional
<b>People Contact</b>	Liaise with government, non-government and community organisations.	Daily
	Work with clients who may have a physical or sensory disability.	Daily
	Interact with members of the public who may display the full range of emotional expressions, including parents, partners, significant others, family members, advocates, doctors, police.	Regular
	Interact with clients and members of the public who could display verbal or physically challenging behaviour.	Regular
	Facilitate access to specialist, generic and community services.	Daily
	Undertake training and professional development activities.	Regular
<b>Administrative Tasks</b>	Undertake administrative tasks which may include the following: computer work, filing, writing reports, case notes/plans and client records, participating in meetings, concentrating for long periods of time, managing resources and budget and researching and analysing information and data.	Daily
	Use technology including photocopier, telephones including mobiles, fax, overhead projectors, televisions, videos, and electronic whiteboards.	Daily
<b>Transport</b>	Drive vehicles possibly over long distances and in all traffic and weather conditions.	Regular
	Drive vehicles with possible distractions from client behaviour, verbal or physical.	Regular
	Work with clients who may have a physical, psychiatric or sensory disability.	Daily

<b>Client Facing and Service Delivery</b>	Interact with clients and members of the public who may display the full range of emotional expressions, including parents, partners, significant others, family members, advocates, doctors, police.	Regular
	Work with complex clients which may expose you either directly or vicariously to emotionally challenging concepts such as self-harm, trauma, illegal activity and/or violence.	Regular
	Drive vehicles with possible distractions from client behaviour, verbal or physical.	Daily
	Represent, advocate and cooperate with legal processes which may include attendance to court.	Occasional