



DEPUTY PRINCIPAL

AN INFORMATION PACK FOR APPLICANTS



MACQUARIE
ANGLICAN GRAMMAR SCHOOL

FAITH IN *Action*

A COMPELLING OPPORTUNITY EXISTS FOR AN OUTSTANDING CHRISTIAN EDUCATIONAL LEADER

The Deputy Principal supports the Principal in the strategic and day-to-day leadership of the school. Working alongside the Principal, and as a member of the Executive team, the Deputy Principal holds a strong vision for holistic education, promoting the the academic, personal wellbeing, spiritual growth and character development of young people.

Following the recent appointment of Mrs Alison Mitchell to the role of Principal, the position of Deputy Principal becomes available.

Macquarie Anglican Grammar School is a vibrant, forward-looking Pre-K – Year 12 co-educational day and boarding school with over 615 students, with enrolments anticipated to grow to 750 by 2027. In 2024, the School celebrates its 22nd year serving the prosperous and progressive regional centre of Dubbo in the thriving Central West of NSW.

Dubbo itself is a growing regional centre offering a diverse range of employment and recreational opportunities, activities and services. Locals enjoy an all-encompassing regional lifestyle, including affordable housing and a welcoming community within a beautiful big sky landscape.

Established by the Anglican Diocese of Bathurst in 2002, Macquarie Anglican Grammar School joined The Anglican Schools Corporation in 2013. Macquarie welcomes all families who are committed to supporting the Christian ethos of the School. All students participate in the spiritual life of the School including Christian Development classes, Chapel services and through opportunities to serve others. They are ministered to by members of staff who are led in this mission by the Principal, the School Chaplain, and the Executive team.





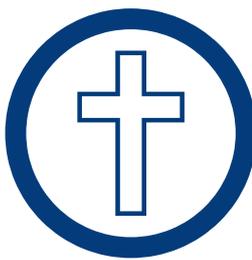
OUR VISION

Growing a school of excellence and care, honouring God through teaching, learning and service to others.

OUR MISSION

To develop resilient young people who make a difference in the world within a high quality, affordable, Christ-centred education.

OUR VALUES



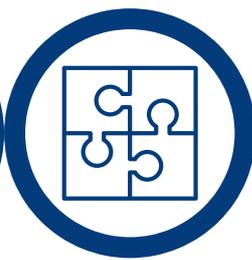
FAITH

BIBLICAL WORLDVIEW
CHAPLAINCY
CURRICULUM



COMMUNITY

PARTNERSHIPS
SCHOOL COMMUNITY
LOCAL COMMUNITY



CHARACTER

COURAGE
RESILIENCE
SERVICE LEARNING



EXCELLENCE

ACADEMIC
PASTORAL
CO-CURRICULAR

Macquarie has developed an enviable reputation for its high expectations of its students and its positive learning culture based upon its commitment to academic excellence through its Teaching and Learning Framework, *Building Learning Power*. Macquarie is also known for its high-quality pastoral care provision, its co-curricular engagement and its positive, practical expression of its Christian faith and values. Macquarie is proud to champion innovation in education and shares the “can-do” attitude characteristic of the region’s successes and resilience.

The School enjoys the support of a richly varied and vibrant school community, and encourages active participation from students, teachers and parents in an expansive program of activities. Macquarie is an exciting place to be and is an encouraging and supportive place to grow and to learn.

Macquarie’s students find meaning, purpose and a sense of belonging through their active participation in school life and within the School community. Staff and parents work closely together to ensure that students experience what it means to belong to a caring Christian community and come to understand and appreciate their responsibilities as members of that community.





CURRICULUM, TEACHING AND LEARNING

PRE-KINDERGARTEN

At Macquarie, Pre-Kindergarten is offered as a 2-day, 3-day or 5-day program. Children attending Pre-Kindergarten are provided with opportunities to develop school-readiness skills through working cooperatively with others and taking part in activities that build on their abilities and interests in a supportive academic environment.

JUNIOR SCHOOL

In Junior School, student learning aims to encourage problem solving, creativity, critical thinking and independence, in partnership with parents, students and teachers.

The Junior School Curriculum is based on the NSW Education Standards Authority (NESA) syllabus documents and strongly emphasises the development of literacy and numeracy skills. Macquarie Anglican Grammar students participate in the National Assessment Programs – Literacy and Numeracy tests.

Macquarie's curriculum and teaching programs are founded upon meeting the social, emotional, physical and academic needs of each individual child. Using the School Teaching and Learning framework, *Building Learning Power*, staff are committed to nurturing the personal growth and development of each child and to providing a safe learning environment aimed to engage and inspire children's love for learning.

Students engage in SoundsWrite and Spelling Mastery programs, focusing on phonics and initial and extended code sounds, spelling rules and word morphology. Macquarie's PRIME Mathematics program sees our students engaging in lessons focused on mathematical problem solving using Concrete, Pictorial, and Abstract pedagogical approaches.

Through an individualised approach to teaching and learning, Junior School students develop skills in being resilient, resourceful, relational and reflective learners, building confidence through the challenges and rigour of the academic program. Students are encouraged to think of themselves as part of the global community and to make informed decisions through inquiry and visible thinking.

SENIOR SCHOOL

The Senior School Curriculum follows NESA requirements and includes an extensive range of elective subjects taught by committed subject specialists. Students in Stage 6 access courses offered at school as well as School-Based Apprenticeship Traineeships, Distance Education courses, TAFE and TVET courses.

Teaching staff endeavour to provide an enriching learning setting for each student. Staff consistently reflect on and revise their practice, using a variety of data to assess student's needs.

Macquarie's Learning Support team assists staff to identify individual learning needs for students, and together with parents and specialists, devise Individualised Learning Plans (ILP's) when deemed necessary. This can be for students with gaps in their learning, diagnosed or imputed needs, or for students who could benefit from acceleration.

In Years 7 to 10 there are typically three classes in each year level. Mathematics and English classes are streamed academically, with all other classes comprised of mixed ability groupings.

Macquarie has a One-to-One Learning policy in its use of educational technology in the classroom. Each student in Years 5-12 provides their own device. The School's Technology and Teaching and Learning approach allows for a transfer in the ownership of learning to students by providing them with the opportunity to collaborate, communicate and research on a global level in real time.

Personalised technology allows teachers to deliver lessons using various teaching styles which range from setting specific online activities to giving open-ended tasks where students are expected to find the solution independently. The One-to-One Learning program provides students with access to expanded, global resources and content but also gives students the opportunity to take ownership of their learning and approach to creative problem solving.

CO-CURRICULAR ACTIVITIES

Macquarie prides itself on offering a broad range of co-curricular learning opportunities to complement the formal academic curriculum. These activities encompass a diverse range of experiences, such as clubs, sports, volunteer work, workshops and competitions which offer students opportunities to develop various skills, interests and values beyond what is traditionally taught in the classroom. Macquarie students are encouraged to participate in a range of programs and activities designed to enhance opportunities for them to become well-rounded young men and women.

Co-curricular activities are categorised into five domains:

- Academics
- Agriculture
- Creative and Performing Arts
- Service
- Sports

All staff are required to contribute to the co-curricular life of the School.

PASTORAL CARE

Pastoral care is the personal responsibility of every member of staff at Macquarie and is informed by the School's Wellbeing Framework. Together with the Principal, the Deputy Principal, Heads of School and Wellbeing, Stage Leaders and Year Patrons oversee the pastoral care and wellbeing of students and foster the understanding amongst all staff of the strong links between high-quality pastoral care and sound academic progress.

On enrolment, each student in the Junior and Senior School is assigned to one of four Houses, named for Rev John Flynn; Dr Edward 'Weary' Dunlop; Caroline Chisholm; and Betty Cuthbert. House Tutors ensure that teaching staff members engage students through age-appropriate and effective approaches to pastoral care, and that students about whom they are concerned have access to appropriate support.

BOARDING

Macquarie initiated its Boarding program in 2019. Boarders are accommodated in purpose-built accommodation located in a bushland setting a short distance from the main school campus. A dedicated bus transports boarders between the two campuses.

The mission for the School's boarding program is to develop resilient young people who make a difference in the world within the context of a high-quality, affordable, Christ-centred education.

In providing boarding at Macquarie, the key objectives are to:

- Provide a secure, safe environment for each boarder so that they may function as an individual to achieve their potential;
- Provide boarders with a variety of experiences at School and in the wider community to ensure a holistic education and appropriate pastoral care;
- Facilitate a Christian caring and loving environment where boarders and boarding staff are able to work, rest, 'play' and relax free from bullying and harassment of any form;
- Provide equality of opportunity for all;
- Create a boarding environment that is positive and encouraging, with conditions that are conducive to learning and growing;
- Ensure boarding staff and boarders respect each other's right to privacy.

Boarders receive significant academic support from the School's own staff who choose to supervise Prep at boarding.



DEPUTY PRINCIPAL

A Compelling Opportunity

The Deputy Principal position at Macquarie Anglican Grammar School is that of a traditional Deputy role, and will require the incumbent to undertake the role of Acting Principal from time to time, in the Principal's absence.

This Deputy position provides the opportunity to lead and collaborate with the Heads of the Senior and Junior School to nurture and sustain high quality classroom and out-of-class teaching and learning, as well as with the Pastoral Care Co-ordinators in the Senior and Junior School in supporting students' personal, physical and spiritual development.

The Deputy role at Macquarie offers an opportunity for an emerging school leader aspiring for Principal-ship to engage in significant personal professional learning through exposure to and practical experience in all aspects of instructional, pastoral and operational leadership in the context of a Christian, affordable fee, day and boarding school environment.

A Position Description setting out the duties and responsibilities of the Deputy follows.

POSITION TITLE
SUPERVISOR
GROUP
COMMENCEMENT

Deputy Principal
Reports to the Principal
Pre-Kindergarten – Year 12
Term 1 2025

**PRIMARY ROLE /
PURPOSE**

The Deputy is a member of the Executive Leadership Team. The Deputy supports the Principal in the leadership of the School and assumes the role of Acting Principal in the absence of the Principal. In particular, the Deputy is responsible for supporting the Principal in providing both strategic and day-to-day leadership of the School through:

- Demonstration of Christian leadership through vision, service and action.
- Leadership of others by adopting and promoting the School's core values, vision, mission and strengths.
- Building and strengthening the School's culture, community and leadership behaviours.
- Oversight of middle leaders and their responsibilities across the School.
- Oversight of Boarding working closely with the Head of Boarding.
- Oversight of the School's Outdoor Education Program K-12.
- Optimising engagement, marketing and brand-building opportunities both within the School community and the wider community.

**GENERAL
REQUIREMENTS**

- The Deputy will be an active and committed Christian educator within the reformed tradition who is willing to support the School's Christian values and worldview, living out their Christian faith authentically and convincingly in the life of the School through their professional and personal example both within and outside the School, and especially through participating in the School's spiritual life and religious observances, as well as being an active member of a bible-based church.
- The Deputy will be committed to the ethos of independent Christian education and actively support the Christian mission of the School as a member school within the Anglican Schools Corporation.
- The Deputy will be a graduate of a recognised University and will ideally hold post-graduate qualifications in their subject discipline, in curriculum or in school leadership, or will be willing to undertake such study in the near future.
- The Deputy will be able to draw upon recent professional experience in a senior leadership position.
- The Deputy will be an exceptionally effective and inspiring classroom teacher and will teach classes in their teaching area as timetabled, in accordance with NSW Education Standards Authority Syllabus requirements.
- The Deputy will be a team player, with both the ability to inspire and engage both colleagues and students of all ages with a love for learning and also the capacity to encourage teachers and students to explore and value learning for life.
- The Deputy will be a highly relational leader, approachable and empathetic in their dealings with students and their parents, with staff, and with other members of the school community and the wider community.
- The Deputy will be an ambassador for the School, building a sense of community through their personal demeanour, presence and bearing, and consistently demonstrating highly developed skills in oral and written communication, as well as in digital media. Familiarity with and experience in promotion and marketing in a school setting will be a distinct advantage.
- The Deputy will comply with all Child Protection and Child Safe legislation.

AREAS OF ACCOUNTABILITY

STRATEGIC LEADERSHIP

The Deputy will be expected:

- To foster, encourage and develop the Christian ethos of the School.
- To play a leading role in the planning, development, implementation and evaluation of both current and future strategies and objectives.
- To play a leading role in promulgating and promoting key strategic objectives to all staff, ensuring that there is understanding, engagement and participation at all staff levels.
- To encourage and maintain a climate of quality and excellence as the guardian of the “customer experience” within the School and the development of collaborative relationships with internal and external stakeholders.
- To be accountable for implementation of relevant elements of the School’s business plan as they relate to whole-of-School goals.
- To respond strategically and proactively to changes in the education sector, including responding to ever changing advances in technology and use of artificial intelligence in schools.
- To lead innovation collaboratively by modelling a positive approach to change.
- To ensure that a sound knowledge of emerging trends in educational theory, learning theory, curriculum design, applications of learning technology, and assessment methodologies underpins all learning and teaching programs.
- To lead and facilitate the implementation of measures to achieve best practice in relation to the learning and teaching processes, as well as of high-quality models of assessment and reporting.
- To initiate and implement regular internal school effectiveness research in order to promote and sustain school improvement, ensuring the development of appropriate quality assurance and review strategies.
- In consultation and collaboration with the Head of Teaching and Learning, oversee the annual implementation of the Macquarie Staff Appraisal System, Plan For Growth (P4G) and seek feedback for continual improvement of the appraisal system.
- With the Teaching and Learning Team, examine emerging technologies for their potential use in enhancing learning, engagement, creativity and achievement.
- To work with the Head of Teaching and Learning to develop efficient and effective staff meeting protocols and implement effective procedures for planning, developing, implementing and evaluating effective learning programs.
- Working with the School Executive, to lead all members of staff in the improvement of their own professional knowledge, teaching practice and professional engagement through access to high quality professional learning programs.
- To support the Principal in ensuring that data relating to student performance, curriculum and quality processes is comprehensive, accurate and robust.

EDUCATIONAL AND INSTRUCTIONAL LEADERSHIP

The Deputy will be expected:

- Through their own example as an exemplary and exceptional classroom teacher, to promote and facilitate the development and growth of a high-performance academic culture of continuous improvement in teaching and learning and recognition of individual merit for both students and staff.
- To promote teaching and learning with enthusiasm and conviction as the core business of the School, facilitating and fostering a positive learning climate for staff and students.

PASTORAL LEADERSHIP

The Deputy will be expected:

- To oversee the continuing development and effective implementation of a pastoral care system that draws on recent research in effective pastoral care and wellbeing for school-aged young people, and which actively and effectively supports each student to manage their mental health.
- To support the Head of Wellbeing and the Heads of School, to oversee the Stage and Year Patrons in the planning, maintenance and delivery of an excellent pastoral care system.
- To oversee the pastoral care and wellbeing of boarding students and to ensure that staff engaged in the Boarding community foster and nurture the personal growth and development of each individual Boarding student.
- To work with the Heads of School to build and sustain a strong model of student leadership across the School which actively and authentically engages students in leading other students, as well as including mentoring, coaching and enabling the development of school pride.
- To take the lead on processes for the appointment of student leaders including Captains, Vice Captains and Prefects, in both the Junior and Senior School, while working closely with the Heads of School.

SCHOOL ENROLMENTS

The Deputy will be expected:

- To monitor enrolment targets in collaboration with the Registrar and the Principal, and to contribute to the planning, development, implementation and evaluation of promotional and marketing strategies both specifically in relation to enrolments and also to the School as a whole.
- To identify any "loss of enrolment" risks and proactively put in place appropriate mitigation strategies following discussion with the Principal.
- In conjunction with the Registrar, to meet with prospective students and families / carers, prior to and/or during the admissions process, when the Principal is absent, or if the student is a sibling of a current enrolment.

- To evaluate and refine the School Scholarship offering, criteria, selection and annual review.

STAFF LEADERSHIP AND MANAGEMENT

The Deputy will be expected:

- In collaboration with Heads of School, to lead the process for recruitment and induction of new staff; to oversee professional learning and relevant training for all staff; to guide, monitor and evaluate staff performance; and to carry out succession planning for internal promotion opportunities and for new staff recruitment.
- To oversee all allocation of staff duties both inside and outside the classroom.
- To take the lead regarding timetable matters and changes to staffing across the School including notifying impacted students and parents of any changes to staffing.
- To ensure role descriptions and statements of duties for all staff are current.
- To manage compilation and production of staff, student and parent handbooks in conjunction with Heads of School.
- To lead and manage all their own direct reports, ensuring that legislative and regulatory requirements are met in relation to all statutory reporting requirements.
- To promote a strong working relationship between teaching and non-teaching staff to deliver strong outcomes for students, staff and the School community.
- To foster a positive and dynamic working environment by developing a team approach, ensuring open communication, transparent and effective decision-making and collaborative work practices.
- To support and promote principles of Gender Equity in staff recruitment, promotion and management.
- To address and resolve matters of performance and conduct in accordance with School policies, procedures and values.
- To demonstrate and encourage effective communication within and beyond the School community, including keeping staff informed about relevant decisions and issues.



STUDENT LEADERSHIP AND MANAGEMENT

The Deputy will be expected:

- To apply effective behaviour management techniques which are evidence-based in recognised theories as well as in research into student behaviour.
- To have knowledge of and advise students about the School's Code of Conduct.
- To encourage students to meet School expectations.
- To interact with students in a courteous, firm, consistent and fair manner at all times.
- To take responsibility for recording, managing and following-up inappropriate student behaviour escalated to the Deputy.
- To be punctual, managing time, lesson planning and assessment schedules efficiently.
- To establish a learning environment where students feel safe to risk full participation.
- To demonstrate strategies to create a positive environment supporting student effort and learning.
- To monitor student progress and liaise with the relevant Academic and Stage Leaders and/or the Head of Teaching and Learning regarding individual student's learning needs.

ORGANISATIONAL LEADERSHIP AND MANAGEMENT

The Deputy will be expected:

- To demonstrate a clear understanding of and a strong commitment to the vision for the School and adopt it as part of daily administrative and operational practices, as well as in the development of policies and procedures, and when working with teams to implement improvement strategies.
- To provide strategic and operational leadership for the effective administration and day-to-day management of the School.
- To oversee programming and scheduling of all School activities – in teaching and learning, in co-curricular programs and in major school events and school community activities, including coordination of all exam periods including timetables, appeals and set up.
- To promote and model health and safety across the School, with an emphasis on staff and student health and wellbeing and on compliance with WH&S requirements (including safe work practices).
- To maintain a regular schedule of meetings with direct reports to monitor students' academic progress and pastoral care, ensuring that parents are appropriately informed and effectively involved where concerns are raised.
- To act as a point of escalation in matters of discipline, performance and interpersonal conflict (in support of other leaders).
- To build alliances and networks with professional communities beyond the School community.



FINANCIAL AND RESOURCE MANAGEMENT

The Deputy will be expected:

- In conjunction with the Principal, to manage the financial outcomes of the School through effective engagement in the budget setting process and on-going monitoring and management of expenditure.
- To take an active role in project management and monitoring of outcomes across major projects, building and maintenance initiatives.

PROFESSIONAL STANDARDS

The Deputy will be expected:

- To develop and maintain a current knowledge and expertise of pedagogy and subject disciplines.
- To attend and take part in staff professional development activities to improve teaching methods, pastoral skills and knowledge.
- To work collaboratively as a member of the teaching team to ensure the best possible outcomes for the students.
- To meet all deadlines in a timely manner.
- To comply with the Staff Code of Conduct.
- To address accreditation requirements proactively.
- To attend faculty meetings and take the lead in organising weekly staff meetings in conjunction with the Heads of School.

OTHER

The Deputy will be expected:

- To maintain a strong presence in both the parent community (by acting as an ambassador of the School through leading and being actively involved in key events for parents throughout the year including Parent Teacher Interviews, Information Nights, Speech nights and so on) and also in the wider education community.
- To teach the equivalent of up to a 0.2 timetabled class load in their teaching area.
- To undertake responsibilities in extra-curricular activities.
- To supervise additional classes as required.
- To comply with the accepted dress code of the School as outlined in the Staff Guidelines.
- To maintain an active role in the development and implementation of the teaching program.
- To monitor and prepare various grant applications as requested by the Principal.
- To attend any and all School Council meetings as required.
- To take every opportunity to maintain and enhance the Christian reputation of the School at all times through both word and deed.
- To carry out such other duties and responsibilities as the Principal may from time to time require.

SELECTION CRITERIA

Your application should highlight occasions on which you have led or taken responsibility for, or, should point to examples from your present or previous school where your leadership has contributed to, **improvement or enhancement of students' school experience and learning**. Please do not merely recite your current duties; You must provide evidence of your having made a difference through your leading. Your application will be weighed against the following selection criteria.

The School seeks to appoint an applicant who:

IN LEADERSHIP

- Demonstrates visionary and strategic leadership in a senior executive role, which includes evidence for the ability to lead people through a process of growth and change, together with the interpersonal and communication skills to articulate the rationale for change and inspire and encourage people to embrace new opportunities and new challenges.
- Demonstrates visible and highly relational leadership with a proven ability to create strong and productive relationships of trust and collaboration inside and outside a school community, as well as a capacity to contribute to building and strengthening a collaborative learning culture.
- Demonstrates the ability and experience of initiating and assisting in successful promotion and marketing, within and outside the school community, of the desirability and advantage of experiencing education in an affordable Christian school environment.

AS AN EDUCATOR

- Demonstrates exemplary classroom teaching as a passionate, student-focused educator, who draws on an understanding of current research in effective instructional leadership to inspire other staff to achieve excellent academic and related outcomes by encouraging continuous improvement in contemporary teaching and learning practices that add value for each child, whatever their abilities or aspirations, in an affordable fee environment.

- Demonstrates experience in the provision of high-quality differentiated professional learning that has enhanced teacher capacity in improving learning outcomes for a diverse range of students.
- Demonstrates evidence of a deep commitment to character and spiritual development of students in a school through wellbeing, co-curricular and service learning programs that complement academic programs.

AS AN ADMINISTRATOR

- Demonstrates a broad understanding and awareness of the regulatory, legislative and financial aspects of operating a school in a regional setting, and points to proven experience in effective day-to-day operation of a school.
- Demonstrates an understanding of, and a commitment to fully engaging with, the broader Anglican Schools Corporation community and the wider educational community.

AS A PERSON OF CHRISTIAN FAITH AND COMMITMENT TO MISSION

- Provides evidence of a mature practising Christian faith and an ability to express their faith authentically, sincerely and effectively, as well as with conviction.
- Provides evidence of a commitment to the proclamation of the gospel as well as a commitment to attracting, developing and retaining high calibre Christian staff.
- Demonstrates an ability to articulate a Christian standpoint, in a sensitive manner, in a secular world.
- Demonstrates ability and willingness to exercise authentic Christian spiritual leadership of staff, students and parents in a manner consistent with the Anglican Schools Corporation's Christian mission and in accord with the Corporation's objects as set out in the Anglican Schools Corporation Ordinance. The Ordinance (which is the governing document of the Anglican Schools Corporation) may be found on the Sydney Diocesan website at: <http://enitSyd.sds.asn.au/assets/Documents/ords/organord/O72-0019.pdf>

ADDITIONAL INFORMATION

The School Council and the Principal wish to set out the following additional information to assist you to assess your own suitability for the position, and to draw to your attention personal qualities and experience that may assist your application.

DESIRABLE PERSONAL QUALITIES

A position of this level of seniority requires at least that you hold a Bachelor's degree together with recognised teaching qualifications. Post-graduate study is highly desirable, and candidates holding a Master's degree in a curriculum area or in educational leadership or the like will have a distinct advantage.

It is essential that in your application or at interview, you can clearly articulate your personal faith and commitment to Jesus and show that you are an active member of a local church of a reformed, evangelical character. It is also essential that you are committed to the ethos of independent Christian education.

The preferred candidate will be highly intellectually and emotionally intelligent. You will need to be inherently relational in your interactions with other people, as well as being an effective, articulate and engaging communicator – both orally and in writing - with a personal warmth that engenders mutual respect and builds commitment to the School.

Your leadership will need to be authentic, revealed in your strong personal presence, your poise and your natural capacity to inspire students, staff and stakeholders. You will need to be confident in engaging with parents and be able to manage their high expectations of the School. You will also have the capacity to engage with the wider community which the School serves and be involved in the wider educational community through professional associations and other organisations.

Experience in boarding, outdoor education and a Pre-K-12 setting is desirable.

Staff at all levels will value your capacity as a strategic thinker who can translate ideas and concepts into action, analyse complex situations and engage others proactively in change and improvement. Staff will also find you a collaborative team player, which you are able to balance with the ability to be decisive and directional where situations demand. When challenges and difficulties arise, you will prove to be resilient and able to develop resilience in others.

Above all, you will show yourself to be a leader who is guided by a strong Christian ethical framework, who is morally courageous and judicious in decision-making, and who is committed to achieving the best outcomes for the student, for their parents and the school.

SPECIFIC CONDITIONS OF APPOINTMENT

The position will attract in excess of a Coordinator Level 4 Leadership allowance. The Deputy will be expected to teach one class in their teaching area. The Deputy is expected to be present at school during normal hours of school operation.

The Deputy should also reasonably expect that s/he will be required to work flexible hours, including attendance at meetings and school functions as part of, or in addition to, normal working hours. A number of other duties and responsibilities will need to be performed at times other than during the school day or when students are in attendance.

This role description may be modified by the Principal, with the appointee's agreement.

HOW TO APPLY

COVER LETTER AND RESUME

Your application should be submitted in two parts:

1. **Your covering letter**, in which you address the Selection Criteria. This should not be more than **five pages** in length; and then
2. **Your resume**, which must be no longer than **four pages**, and which must contain the following, preferably submitted in this order:

- **Your personal details**, including your full name; your home address; your telephone contact numbers and your preferred email address for correspondence relating to your application; and details of your family where applicable; together with your current WWCC Number and your eligibility to be accredited by the NSW Educational Standards Authority (NESA);
- **Your educational qualifications** and the institution which conferred them **in reverse order** – most recently completed first;
- **Your professional history in education**, also **in reverse order**, listing all the positions you have held and the institutions which have employed you;
- **Other relevant professional experience** which you feel may support your application;
- **Your recreational and cultural interests**, including sports you may have coached and other co-curricular activities (eg, Music, Debating, Service Learning, Duke of Edinburgh's Award Scheme, etc) in which you may have been involved in your current or previous schools;
- **The names, addresses and contact telephone numbers** of **no more than three** referees, one of whom must be your current Principal, and another must be the Rector, Minister or Pastor of the church you regularly attend. Please note that referees will NOT be contacted unless you are short-listed as a candidate.

STATEMENT OF AVAILABILITY

The School Council is anticipating the appointment will ideally commence no later than 1 January 2025. The possibility of commencing in the role at the beginning of Term 4 would be welcomed, subject to negotiation with the applicant's current Head.

FURTHER ASSISTANCE

The School is being assisted in making this appointment by Dr Rod Kefford, a former Headmaster of Barker College in Sydney. If you would find it helpful to discuss your application by telephone with Dr Kefford prior to submitting it, please email your preferred telephone number to him at rod.kefford@mags.nsw.edu.au and he will be pleased to be in touch with you.

The School is committed to concluding this appointment by late Term 3, 2024.

To that end, candidates should be prepared to make themselves available on the dates below in case they are called for an interview. At this stage, interviews are most likely to be conducted initially in Sydney.

Up to six candidates may be short-listed for an initial interview, of whom two or three will be invited for a second interview. The School will invite final candidates and their spouses as appropriate to come to Dubbo for the weekend of 24-25 August at the School's expense for a familiarisation visit to the town and the region. Spouses will not be interviewed. Please advise Dr Kefford if you are unavailable on either of the dates outlined below so that possible alternative dates can be investigated. Please note that an alternative opportunity to be interviewed cannot be guaranteed, however.

EMAIL YOUR APPLICATION

Please submit your application no later than 5pm Friday 26 July 2024 with your Cover Letter and Resume attached in an email, to: Dr Rod Kefford.

Macquarie Anglican Grammar School
rod.kefford@mags.nsw.edu.au

KEY DATES

Close of Applications	5 pm Friday 26 July
Short List Interviews	8.30am–5pm Mon 12 August
Final Interviews	Mon 26 August