

Deputy Principal

Position Details

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| Position title: | Deputy Principal |
| Reports to (position title): | Campus Principal |
| Direct reports: | Yes |
| Organisation: | Saints College |
| Contract tenure: | Substantive ongoing Teacher role, Fixed Term Deputy Principal for 5 years |
| FTE: | Full time (1.0 FTE) |
| Expected level of contact with Children: <i>(In accordance with Child Safeguarding Standards Framework)</i> | Direct Contact |
| Location: | Melbourne, VIC with travel to other sites (for central roles) |
| Approved: | December 2025 |

Aboriginal and Torres Strait Islander people, people from culturally and linguistically diverse (CALD) backgrounds and people with disabilities are encouraged to apply

About Us

Our Organisation

Saints College provides a safe, inclusive, and flexible learning environment for young people who have become disengaged from mainstream education. Our team is committed to supporting young people in re-engaging with learning through a personalised and trauma-informed approach that meets their individual needs.

We prioritise building honest and authentic relationships with young people, their families, and communities, fostering a culture that values, supports, and celebrates the dignity and uniqueness of each person.

Guided by the vision of Edmund Rice and the transformative power of education, we empower young people to achieve personal growth, academic success, and social connection, enabling them to build positive futures.

Our Structure

Saints Education is an initiative of Edmund Rice Education Australia (EREA), and operates as part of EREA Victorian Schools Ltd. It oversees a diverse range of educational services, including Saints College, Saints Knowledge Institute and Saints Early Years. Saints College operates across multiple campuses in metropolitan Melbourne and regional Victoria, including BlendED and Fitzroy North College, providing flexible, inclusive, and trauma-informed education.

As part of the EREA network, Saints Education is committed to fostering a supportive and empowering learning environment that reflects the values and vision of Edmund Rice. We offer a full-time, multi-year secondary

education program tailored to meet the needs of young people who have disengaged from mainstream education, ensuring every individual is supported on their path to personal growth and success. We work closely with families, community organisations, and support services to provide wraparound care that addresses both educational and personal development needs.

Our Young People

The young people we work with come from diverse backgrounds and may face a range of barriers to education, including:

- Experiences of trauma or adversity
- Mental health challenges, disability and/or neurodivergence
- Significant gaps in learning
- Experiences of exclusion or suspension from mainstream education
- Experiences of school can't/ school refusal
- Involvement in out-of-home care or the child protection system
- Experiences of homelessness or housing instability
- Responsibilities as young parents
- Generational cycles of poverty, early school leaving or unemployment
- Interaction with the youth justice system

We recognise that each young person's journey is unique. Our staff are committed to providing a safe, respectful, and empowering learning environment where young people can develop confidence, reconnect with education, and work towards their goals.

Our Values

Saints College operates under four key principles that guide our daily interactions and community culture:

- **Respect** – Valuing each person's dignity, voice, and lived experience
- **Honesty** – Fostering trust and truthfulness through open and authentic communication
- **Participation** – Encouraging young people to actively engage in their learning and personal growth
- **Safe and Legal** – Creating a secure and structured environment where all community members can thrive

This framework, known as Operation by Principles, is a defining feature of our approach. It establishes a common ground foundation for all members of our community—young people, staff, and families—ensuring that relationships, learning experiences, and conflict resolution are built on mutual understanding and shared responsibility. Through the use of Unconditional Positive Regard, strength based neuroaffirming practice with a trauma informed lens, we create an inclusive, safe, and empowering learning environment where young people can thrive academically, socially, and emotionally.

Our Commitment to the EREA Charter and Touchstones

As part of the Edmund Rice network, Saints Education is committed to the principles of the **EREA Charter** and its four Touchstones:

- **Liberating Education** – Providing innovative and inclusive learning opportunities
- **Gospel Spirituality** – Fostering a culture of compassion, hope, and social justice
- **Inclusive Community** – Welcoming and valuing diversity, ensuring all young people feel a sense of belonging
- **Justice and Solidarity** – Advocating for fairness, equity, and the dignity of all

The EREA Charter and Touchstones guide our mission and reflect our commitment to providing a high-quality education that is responsive to the needs of young people. More information can be found on the [EREA website](#).

About the Role

The role of Deputy Principal will join the Leadership Team of the school and report directly to the Campus Principal. The Deputy Principal has delegated responsibility from the Campus Principal for the management and leadership of the campus and any outreach services related to that campus. The position provides leadership and supervision to staff and the young people of the campus, working collaboratively with the Campus Principal, Central Office team members and other personnel as required. The successful applicant will be an experienced educational leader with a passion for, and experience in, working with disenfranchised young people of all social, cultural and religious backgrounds.

Duties and Responsibilities

Typical duties and responsibilities include, but are not limited to:

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| Operation by Principles | <ul style="list-style-type: none"> Model best practice in Operation by Principles and other key practices as articulated in the practice Framework. |
| Child Safety and Compliance | <ul style="list-style-type: none"> This position is subject to compliance with all relevant laws, regulations, and policies governing education in Victoria, including but not limited to the Education and Training Reform Act 2006, and the Child Safe Standards All employees must adhere to Saints College and EREA Victorian Schools Limited policies and procedures and where applicable EREA frameworks and policies. <p>Child Safety Obligations All employees must adhere to the following:</p> <ul style="list-style-type: none"> Saints College's Policies and Procedures implemented as part of compliance with Ministerial Order 1359: Implementing the Child Safe Standards – Managing the risk of child abuse in schools EREA's Code of Conduct Ensure legal and mandatory reporting obligations are met, consistent with Saints College's 'Procedure for Responding to and Reporting Allegations of Child Abuse' within the schools 'Child Protection Program'. |
| Educational Leadership | <ul style="list-style-type: none"> Collaborating with the Campus Principal, Central Office team and School staff to ensure an inclusive learning plan that responds to the physical, intellectual, social, spiritual and cultural needs of young people and meets state & federal government requirements. Ensuring a safe, diverse and inclusive place of learning for all young people with particular attention given to those with specific learning needs. Ensuring that the school offers all young people appropriate accredited and nonaccredited learning opportunities to meet the individual needs of each young person. Ensuring that each young person has a current Personal Learning Plan (PLP) through which their engagement and educational program is negotiated. Ensuring that an effective and appropriate transition programs (into and from the school) is provided for young people |
| Relational Leadership (Staff) | <ul style="list-style-type: none"> Developing and leading a culture of professional supervision. Leading staff in regular whole team reflective practice sessions including daily staff debriefing and regular staff meetings. Assisting staff in their professional development, personal formation, and the maintenance of an individualised self-care plan. |

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| | <ul style="list-style-type: none"> Leading staff in the development and implementation of the campuses operational and strategic planning processes. With the Campus Principal, ensuring all staff, relevant volunteers and contractors receive induction and ongoing training and refresher training in child safety and wellbeing in accordance with the requirements of Ministerial Order 1359 and its associated Child Safe Standards and the REA VSL Child Safeguarding Standards Framework. Supporting new staff induction processes |
| Administrative Leadership | <ul style="list-style-type: none"> Maintaining appropriate records and preparing reports as required by the Campus Principal. Maintain the TASS student database (i.e. student attendance roles). Engaging parents, carers, and the community, keeping them involve and informed. Compiling and completing statistical, state (where applicable) and commonwealth census, NCCD and other returns as required by EREA VSL, local Catholic education authorities, government, and other bodies. Taking responsibility for the financial management of the school budget in partnership with the Campus Principal. Participating in selection and recruitment processes for school staffing. Supporting the implementation of school improvement processes and maintaining compliance with annual government and EREA VSL reports |
| Community Leadership | <ul style="list-style-type: none"> Establishing and maintaining relationships and partnerships with parents, carers, significant others and/or families of young people. Liaising with and developing service referrals to appropriate government and non-government agencies, at appropriate levels, to support the physical and mental health and wellbeing needs of young people. Developing partnerships with key agencies to provide support services being delivered on site at the school where appropriate/possible. Ensuring young people are supported to access services e.g., counselling, health support, community activities. Participating in the routines and activities of the school e.g., morning meetings, lunches, camps, staff debriefing; etc. Overseeing and supporting access to a range of programs/activities during the school holidays (Holiday Program) to maintain connections for vulnerable young people |
| Child Safeguarding | <p>In addition to the responsibilities outlined above:</p> <ul style="list-style-type: none"> In consultation with the Campus Principal, or School Leader/s provide support to young people and families dealing with issues of child safety. Ensure legal and mandatory reporting obligations are met, consistent with the schools 'Procedures for Responding to and Reporting Allegations of Child Abuse' within the schools 'Child Protection Program'. Provide a referral point for young people and families to appropriate support services. |
| Other | <ul style="list-style-type: none"> Other duties as reasonably directed by the Campus Principal, including willingness to Act as Campus Principal, as required. |

Key Selection Criteria and Requirements

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| Qualifications | <ul style="list-style-type: none"> Degree in Teaching/Education Postgraduate Qualifications in Education or equivalent education and experience |
| Knowledge and Experience | <ul style="list-style-type: none"> A minimum of 5 years' relevant leadership experience in a secondary school environment. Proven experience working in a flexi-school would be highly regarded |
| Capabilities | <ul style="list-style-type: none"> Be able and willing to uphold and role model the schools' principles of operation of Respect, Participation, Safe and Legal, and Honesty. Well-developed understanding of the developmental needs of young people from a disadvantaged or disengaged perspective. Excellent time management and organisational skills and the ability to work to deadlines. Experience and confidence when engaging with parents, and competent in managing complex situations. Extensive knowledge of and a commitment to best practice delivery of online curriculum. Well-developed written and verbal communication skills. Resilient and able to develop resilience in others with a high level of emotional intelligence. Be a strategic thinker who can translate ideas and concepts into action, analyse complex situations and engage proactively with others to enable change and improvement. Be authentic with an influential and positive personal presence. Collaborative team player with the ability to build quality working relationships. A commitment to ongoing professional learning for self and others to enable further development of skills, expertise and teaching capacity. Ability and willingness to travel to school sites and attend professional development as required. |
| Probity checks and Certification | <ul style="list-style-type: none"> Hold a current Victorian Institute of Teaching (VIT) registration, or ability to obtain. Hold appropriate Australian Work Rights. Valid First Aid Certificate or willingness to obtain. Valid Australian Driver's Licence and willingness to drive school vehicles when required. Valid Australian Driver's Licence and willingness to drive school vehicles when required. |
| Physical Requirements | <ul style="list-style-type: none"> This role will involve frequent sitting and standing, walking or moving within a school and office environment across multiple levels, complete fine motor skills such as typing or writing, and requires auditory and visual ability. Some lifting of supplies and materials may be required from time to time, practicing safe manual handling. |