



Ballarat High School

POSITION DESCRIPTION

Assistant Principal

Years 10, 11 & 12

Sub-School

TIME FRACTION	EFT 1.0 – Full Time
JOB TITLE	ASSISTANT PRINCIPAL – RANGE 3
EMPLOYMENT PERIOD	27/01/2027 – 31/12/2030 (ONGOING-TENURED)
JOB OPENING NO.	1540848
APPLY BY	10/09/2026

School Profile

Ballarat High School is a vibrant and inclusive government secondary school with a proud history dating back over a century. The school caters to approximately 1,500 students from Years 7 to 12 and offers a broad, challenging and future-focused curriculum designed to meet the diverse needs and interests of our students.

Ballarat High School is a learning community where every person is valued, respected, and challenged as a learner. At Ballarat High School, we are guided by the core values of Pride, Respect and Responsibility, which underpin all aspects of school life. These values shape a positive school culture where students are encouraged to strive for excellence, take ownership of their learning and behaviour, and contribute meaningfully to their community.

We are committed to evidence-based teaching, student wellbeing and the ongoing professional growth of our staff.

With strong community connections, modern facilities and a culture of high expectations, Ballarat High School provides a dynamic environment where all students are supported to thrive.

Role Description

The Assistant Principal reports directly to the Principal.

Assistant Principals have a primary responsibility for the management of significant areas or functions within the school to ensure the effective development, provision, and evaluation of the school's education program. In exercising the responsibility, Assistant Principals will have the authority to make all significant decisions relating to the program, budget and staff relating to their area of designated responsibility within the framework of the school's strategic plan, policies, and budget. Assistant Principals will contribute to the overall management of the school through involvement in policy formulation and decision making.

The management of significant school programs or functional areas in schools involve Assistant Principals in the analysis of the needs of students and the translation of state educational policy and frameworks into appropriate education programs to meet the needs of all students.

Typically, Assistant Principals will be responsible for the effective use of the teaching staff and program budget of a defined area of the school's operation and for the oversight and leadership of the educational programs provided utilising these resources.

Responsibilities

Typically, Assistant Principals perform one or more of the following functions:

- Supervision and coordination of the work of senior curriculum or level coordinators;
 - Refine senior school meeting structures to build shared accountability for student outcomes and oversee coordinators in monitoring student progress.
- Allocation of budgets, positions of responsibility and other resources within the area of responsibility;
 - Strategically allocate resources to support senior curriculum delivery, audit processes, and targeted collaborative interventions.
- Supervision of the delivery of teaching programs;
 - Lead the design, implementation, and auditing of Years 10, 11 & 12 curriculum architecture, course outlines, unit plans, and assessment schedules to guarantee high-quality teaching program delivery.
- Management of programs to improve the knowledge and experience of staff;
 - Build staff capacity in assessment design and moderation practices to eliminate external moderation variances and align internal assessment standards closer to final external exam performance.
- Responsibility for general discipline matters beyond the management of classroom teachers and year level coordinators;
 - Oversee structured, collaborative intervention systems to support academic engagement and address behavioural/academic concerns for students flagged on internal "At Risk" reports.
- Contribute to the overall management of the school.
 - Drive senior sub-school excellence by ensuring 100% compliance on internal audits of course outlines and assessment schedules before each semester, achieving a 20% reduction in "At Risk" students between Term 1 and Term 3, and lifting overall senior secondary scores (ATAR, VCE Average Study Scores, and high-study scores).

Key Selection Criteria

Applicants are requested to present a written response to the key selection criteria below:

- 1.0 **Strengthen Senior School Curriculum Quality and Consistency**
Lead strategic development, implementation, and evaluation of Years 10–12 curriculum architecture, course maps, and assessment schedules to ensure high-quality, coherent, and compliant programs. Drive 100% compliance on internal audits of Senior School course outlines and assessment schedules prior to each semester, ensuring strict alignment with VCAA requirements and elevating overall student achievement.
- 2.0 **Enhance Student Wellbeing and Engagement in Senior School**
Drive evidence-based early intervention strategies and structured collaborative support for senior students. Utilize internal "At Risk" interim reporting processes to identify disengagement early, leading targeted interventions that decrease the proportion of flagged students by 20% between Term 1 and Term 3 to support retention and successful program completion.
- 3.0 **Optimise Senior School Pathways and Post-School Outcomes**
Strengthen senior academic pathways and performance across VCE, VCE VM, and VET programs through rigorous assessment alignment. Focus on reducing external moderation variances—aligning internal school assessments closer to final external exam results—to directly drive an increase in the school's average senior secondary scores, ATAR results, and proportion of high-study scores.
- 4.0 **Build Leadership Capacity and Professional Practice**
Lead and develop Senior School leadership and teaching teams by refining meeting structures to establish strong, shared accountability for student outcomes. Enhance collective professional practice through targeted collaborative routines, ensuring consistent high-quality curriculum delivery across Years 10, 11, and 12.

- 5.0 Use Data and Strategic Processes to Drive Improvement
- Lead the systematic audit and evaluation of Senior School curriculum, compliance, and achievement data. Utilize continuous improvement cycles, internal audit mechanisms, and external moderation data to ensure total alignment with VCAA and DET standards while driving sustained performance gains across the Senior Sub-School.

Who May Apply

Appropriately qualified individuals currently registered or eligible for registration with the Victorian Institute of Teaching.

Qualification Requirements

To be eligible for employment, transfer or promotion in the principal or teacher class:

- The person must have provisional or full registration approved by the Victorian Institute of Teaching ; and
- If the person completed an Australian postgraduate level initial teaching program or course of study on or after 1 January 2024, they must demonstrate that they have satisfactorily completed a postgraduate level accredited initial teacher education program that has been accredited by an Australian State or Territory Teacher Regulatory Authority as satisfying the requirements of the Australian Institute for Teaching and School Leadership 'Accreditation of initial teacher education programs in Australia : Standards and Procedures' ; and
- A person who graduated from a Victorian Initial Teacher Education (ITE) program after 1 July 2016 must also demonstrate that they have passed the literacy and numeracy test for initial teacher education (LANTITE) requirements (this condition is satisfied where the LANTITE requirement is part of the Victorian ITE program completed by the person).

Details of qualification requirements as updated from time to time can be found at [Recruitment in Schools](#).

Child Safe Standards

Victorian government schools are child safe environments. Our schools actively promote the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards. All schools have a Child Safety Code of Conduct consistent with the Department's exemplar available at [Child Safe Standards: Policy | education.vic.gov.au](#)

Diversity and Inclusion

The Department is committed to diversity and inclusion and developing a workforce that is representative of the community we service. We value diversity and inclusion in all forms – culture, gender, religion, ethnicity, LGBTIQ+, disability and neurodiversity. Aboriginal and Torres Strait Islander candidates are strongly encouraged to apply for roles within the Department. The Department recognises that the provision of safe, respectful and inclusive workplaces is essential to high performance and promotes flexible work and diversity across all schools and Department workplaces. It is our policy to provide reasonable adjustments for persons with a disability (see [Disability and Reasonable Adjustments – Staff: Policy and Guidelines | VIC.GOV.AU | Policy and Advisory Library](#)).

Additional support and advice on the recruitment process is available to Aboriginal and/or Torres Strait Islander candidates from the Koorie Outcomes Division (KOD) via marrung@education.vic.gov.au.

Applicants seeking part-time employment are encouraged to apply for any teaching service position and, if they are the successful candidate, request a reduced time fraction. Such requests will be negotiated on a case-by-case basis and will be subject to the operational requirements of the school.

DE Values

The Department's employees commit to upholding DE's Values: Responsiveness, Integrity, Impartiality, Accountability, Respect, Leadership and Human Rights. DE's Values complement each school's own values and underpin the behaviours the community expects of Victorian public sector employees, including those who work in Victorian Government Schools. Information on the DE values is available at

<https://www2.education.vic.gov.au/pal/child-safe-standards/policy>

Conditions of Employment

- All staff employed by the Department and schools have access to a broad range of employment conditions and working arrangements.
- Appointment of successful applicants will be made subject to a satisfactory pre-employment conditions check.
- A probationary period may apply during the first year of employment and induction and support programs provided.
- Detailed information on all terms and conditions of employment is available on the Department's Human Resources website at <https://www.education.vic.gov.au/hrweb/Pages/default.aspx>

Applications

Enquiries regarding the position can be directed to Principal Mr. Stephan Fields on 0467 755 126.

Applications should be submitted via School Jobs Vic (formally Recruitment Online)

<https://www.education.vic.gov.au/hrweb/careers/Pages/advacsSch.aspx> or a copy of your application can be emailed to Mrs. Julie Pickering, Personnel Manager, julie.pickering@education.vic.gov.au marked Confidential – Assistant Principal – Year 10, 11 & 12 Sub School, by 11.59pm on the closing date.

Responses to the Key Selection Criteria and a Resume including the names of three referees, their contact numbers and email addresses must be included in the application.



If you need help to understand the information in this Job Description, please contact Ballarat High School on (03) 5338 9000 or ballarat.hs@education.vic.gov.au