



POSITION DESCRIPTION

Position title:	Deputy Principal
Position terms:	Permanent, fulltime
Units:	Five
Effective:	3rd May 2021
Accountability:	The Principal
Primary Objectives:	To work with the Principal to provide professional and administrative leadership consistent with the aims of the school charter and the policies and procedures of the Board of Trustees. To act up as Principal as required.

Code of Conduct:

- To act in a manner that displays mana (integrity), whakaute (respect), and manaakitanga (care for others).
- Respects the integrity of staff, members of the Board of Trustees, parents and students.
- Ensures that the needs of the children and their learning are paramount.
- Demonstrates a commitment to the belief that each student is entitled to an education, which challenges him/her to achieve personal standards of excellence and to reach full potential.
- Abides by any statutory obligations.
- Demonstrates a commitment to the continuing personal and professional growth and development of staff.
- Works cooperatively with the Senior Leadership Team and the school staff.
- Freely divulges all information on a student to any person with legal rights to the information who requests it.
- Respects confidentiality by keeping information on students, families and staff, from people who have no right to it.
- Relates in a co-operative and facilitative way with the Principal
- Is sensitive and responsive to parent / caregiver concerns and values.
- Exercises responsibility.
- Attends and participates in staff meetings and other school related activities promoted by staff and Board of Trustees.

Professional Leadership			
Unit Holders <i>The following are indicative standards to apply to unit holders who have assumed specified leadership, pastoral, administrative or task-specific responsibilities as required by the job description or describing the responsibilities and tasks attached to unit(s).</i>	Standards for the Teaching Profession <i>Requirements of the Teaching Council</i>	Tātaiako <i>Lens through which to interpret the professional standards and standards for the teaching profession</i>	Performance Indicators / Outcomes
<p>Understand the aims of and display competence in the area of responsibility.</p> <p>Provide professional leadership to staff within the delegated area(s) of responsibility.</p> <p>Make constructive contributions, where applicable, to the management of the school.</p> <p>Demonstrate a high level of awareness of educational developments and changes, particularly in the area(s) of responsibility.</p> <p>Undertake appropriate professional development to enhance individual expertise in areas of management, administration and education.</p> <p>Identify and act on opportunities for improving teaching and learning.</p> <p>Ensure the procedures for making decisions in the area of responsibility are consistent with national guidelines and with the school's policies.</p> <p>Ensure that changing social and cultural factors affecting the school's community are reflected in the policies and programmes of the delegated area(s) of responsibility.</p> <p>Foster positive relationships between the school and all sectors of the community.</p>	<p>Te Tiriti o Waitangi partnership Demonstrate commitment to tangata whenuatanga and Tiriti o Waitangi partnership in Aotearoa New Zealand.</p> <p>Professional learning Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p> <p>Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p> <p>Learning-focused culture Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p> <p>Design for learning Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.</p> <p>Teaching Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<p>Whanaungatanga Actively engages in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community</p> <p>Manaakitanga Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture</p> <p>Tangata Whenuatanga Affirms Māori learners as Māori, provides contexts for learning where the identity, language and culture (Cultural locatedness) of Māori learners and their whānau is affirmed</p> <p>Ako Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture</p> <p>Wānanga Participates with learners and communities in robust dialogue for the benefit of Māori learners' achievement</p>	<ul style="list-style-type: none"> ○ Works with the principal to attain the school goals. ○ Deputises for the principal in her absence and where deemed appropriate by the principal. ○ Supports endeavours to promote the school. ○ Supports the principal in planning, implementing and reviewing school-wide events. ○ Works with the principal to plan, implement, collate and analyse data for curriculum reviews, and other reviews as required. ○ Promotes leadership in others by providing opportunities to lead. ○ Works flexibly with the SLT to ensure efficient management of the school is maintained. ○ Attends all staff and SLT meetings. ○ Attends BoT meetings upon request. ○ Attends Kāhui Ako meetings as required. ○ Takes responsibility for school wide curriculum development. ○ Develops knowledge, understanding and skills with an on-going commitment to improve performance. ○ Identifies Performance Agreement Goals as part of the annual growth cycle/appraisal process.

Staff and Student Management			
Unit Holders <i>The following are indicative standards to apply to unit holders who have assumed specified leadership, pastoral, administrative or task-specific responsibilities as required by the job description or describing the responsibilities and tasks to unit(s).</i>	Standards for the Teaching Profession <i>Requirements of the Teaching Council</i>	Tātaiako <i>Lens through which to interpret the professional standards and standards for the teaching profession</i>	Performance Indicators / Outcomes
<p>Represent and communicate effectively, to a range of audiences, the goals and tasks of the department, faculty or area of responsibility.</p> <p>Participate in and where appropriate contribute to the school's performance management system.</p> <p>Provide effective advice and guidance to other members of the staff.</p> <p>Monitor teacher/student relationships and provide advice and support when required.</p> <p>Communicate effectively with students and staff.</p>	<p>Te Tiriti o Waitangi partnership Demonstrate commitment to tangata whenuatanga and Tiriti o Waitangi partnership in Aotearoa New Zealand.</p> <p>Professional learning Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p> <p>Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p> <p>Learning-focused culture Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p> <p>Design for learning Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.</p> <p>Teaching Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<p>Whanaungatanga Actively engages in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community</p> <p>Manaakitanga Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture</p> <p>Tangata Whenuatanga Affirms Māori learners as Māori, provides contexts for learning where the identity, language and culture (Cultural locatedness) of Māori learners and their whānau is affirmed</p> <p>Ako Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture</p> <p>Wānanga Participates with learners and communities in robust dialogue for the benefit of Māori learners' achievement</p>	<ul style="list-style-type: none"> ○ Communicates regularly with the principal and leadership team. ○ Maintains effective communication between staff and leadership team. ○ Works in a consultative way with principal and staff on issues relating to school policy. ○ Supports the principal in caring for staff and pupil welfare throughout the school. ○ Promotes the school behaviour management programme. ○ Attends school functions. ○ Supports the principal to liaise between school and support services. ○ Works in a consultative and caring way with parents/ caregivers. ○ Ensures the community is informed of school wide events. ○ Ensures curriculum delivery takes place in accordance with the national Curriculum Guidelines and School Charter.

Resource Management			
Unit Holders <i>The following are indicative standards to apply to unit holders who have assumed specified leadership, pastoral, administrative or task-specific responsibilities as required by the job description or describing the responsibilities and tasks to unit(s).</i>	Standards for the Teaching Profession <i>Requirements of the Teaching Council</i>	Tātaiako <i>Lens through which to interpret the professional standards and standards for the teaching profession</i>	Performance Indicators / Outcomes
Effectively and efficiently use available resources, including financial resources and assets, within delegated authorities, to support learning outcomes for students.	<p>Te Tiriti o Waitangi partnership Demonstrate commitment to tangata whenuatanga and Tiriti o Waitangi partnership in Aotearoa New Zealand.</p> <p>Professional learning Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p> <p>Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p> <p>Learning-focused culture Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p> <p>Design for learning Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.</p> <p>Teaching Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<p>Whanaungatanga Actively engages in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community</p> <p>Manaakitanga Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture</p> <p>Tangata Whenuatanga Affirms Māori learners as Māori, provides contexts for learning where the identity, language and culture (cultural locatedness) of Māori learners and their whānau is affirmed</p> <p>Ako Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture</p> <p>Wānanga Participates with learners and communities in robust dialogue for the benefit of Māori learners' achievement</p>	<ul style="list-style-type: none"> ○ Supports and assists the principal in the maintenance of the school budget, in particular, learning resources takes responsibility, with the principal, for the day-to-day management of the school. ○ Works with the principal to ensure that the preparation and implementation of policies and programmes are appropriate. ○ Ensures reporting to parents is in accordance with school procedures. ○ Take responsibility for the roles listed and agreed as outlined in the Senior Leadership Team Structure that is reviewed each year.

DEPUTY PRINCIPAL'S PERFORMANCE AGREEMENT GOALS 2021

GOAL 1: (What?)	ACTIONS / EVIDENCE: (So what?...What now?)	KEY OUTCOMES: (What?)
	•	•
Professional Development Plan:		
Progress Report: (What? So What?) Term 1:		Progress Report-Next Steps: (What now?)
Term 2,3 and 4 review:		

GOAL 2: (What?)	ACTIONS / EVIDENCE: (So what?...What now?)	KEY OUTCOMES: (What?)
	•	•
Professional Development Plan:		
Progress Report: (What? So What?) Term 1:		Progress Report-Next Steps: (What now?)
Term 2,3 and 4 review:		

TERMS OF THE AGREEMENT

The term of the agreement shall be for **3 May 2021 to 25 January 2022** at which time the agreement will be either *rolled over* or amended to take account of new objectives as agreed between ?? (Deputy Principal), and Marama Allen (Principal).

Signed: _____

Signed: _____

PRINCIPAL

DEPUTY PRINCIPAL

Date: _____

Date: _____