



### 3:3.1 Job Description for Teaching Principal

**Name:**

**Position:** Teaching Principal Permanent/Fixed term

**Responsible to:** Board through Chairperson

**St. Michael's Church School is a Christian School in the Anglican tradition reflecting the intentions of the St. Michael's Church School Statute.**

**Primary Objectives:**

- To fulfil the role of Chief Executive
- To agree to, participate in, uphold and support the special character of the School as outlined in the School Statute, Code of Ethics, Code of Conduct and School Values.
- To implement and work to achieve the goals and targets of the NZ Curriculum and the Christian Education programmes of St. Michael's.
- To abide by and implement the school's policies and procedures.
- To foster School/Parents/Parish community partnerships.

**Key Tasks:**

AREAS OF PRACTICE	PROFESSIONAL STANDARDS	ACHIEVEMENT INDICTORS
	<b>CULTURE</b>	
Provide professional leadership that focuses the school culture on enhanced learning and teaching	<ol style="list-style-type: none"> <li>1. With the Board, develop and then implement a school vision with shared goals and values focused on enhanced engagement and achievement (academically, socially and culturally) for all students.</li> <li>2. Promote a culture whereby staff members assume appropriate leadership roles and work collaboratively to improve teaching and learning.</li> <li>3. Model respect for others in interactions with adults and children.</li> <li>4. Promote the bicultural heritage of New Zealand by ensuring that it is evident in the school culture</li> <li>5. Maintain a safe, learning focussed environment.</li> <li>6. Promote an inclusive environment in which the diversity, multicultural nature and prior experiences are acknowledged and respected.</li> </ol>	<ol style="list-style-type: none"> <li>1. The school vision statements are regularly reconsidered and strategic plans revised.</li> <li>2. Staff have responsibilities in line with their special gifts. New teaching programs are developed with teams.</li> <li>3. Respect for others is acknowledged</li> <li>4. Bicultural areas of the NZ curriculum are not neglected. Activities such as Kapa Haka are encouraged and resourced.</li> <li>5. All members of the school community feel safe. Potential physical dangers are promptly rectified.</li> <li>6. The multicultural nature of the school community is celebrated.</li> </ol>

	<p>7. Manage conflict and other challenging situations effectively and actively work to achieve solutions.</p> <p>8. Demonstrate leadership in professional practice, through applying critical inquiry and problem solving.</p>	<p>7. Conflict is dealt with and if possible all parties consider the matter is dealt with appropriately.</p> <p>8. Leadership in this area is acknowledged and appreciated.</p>
	<b>PEDAGOGY</b>	
Create a learning environment in which there is an expectation that all students will experience success in learning	<p>1. Promote, participate in and support ongoing professional learning linked to student progress</p> <p>2. Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum</p> <p>3. Ensure staff members engage in professional learning to establish and sustain effective teacher/learner relationships with all students</p> <p>4. Ensure that the review and design of school programmes is informed by school based and external evidence</p> <p>5. Foster a professional learning community within which staff members are encouraged to be reflective practitioners engaging with research, and feedback on their professional practice.</p> <p>6. Ensure the use of best practices for assessment, and analyse and act upon evidence on student learning to maximise learning for all students.</p> <p>7. Focus in particular on success in learning for Maori and Pacifica students, students with special education needs, and students at risk of not succeeding at school.</p>	<p>1. Professional development is encouraged and participation in professional development is modelled by the Principal.</p> <p>2. Effective teaching and learning methods are researched and shared with staff.</p> <p>3. All staff have access to appropriate professional development, either individually or in groups</p> <p>4. All staff participate in a regular review of School performance and are aware, by reading or seminar attendance, of relevant research.</p> <p>5. Procedures are in place for staff to reflect on their teaching practice and receive feedback on their performance.</p> <p>6. Assessment procedures are best practice and the results are used to optimise learning.</p> <p>7. Resources are made available for all students with special needs. Students are monitored to ensure barriers to success do not exist.</p>
	<b>SYSTEMS</b>	
Develop and use management systems to support and enhance student learning	<p>1. Exhibit leadership that results in the effective day-to-day operation of the school.</p> <p>2. Operate effective systems within board policy and in accordance with</p>	<p>1. School runs smoothly.</p> <p>2. Board policy, legislative requirements and Ministry of</p>

	<p>legislative requirements.</p> <p>3. Provide the Board with timely and accurate information and advice on student learning and school operations.</p> <p>4. Effectively manage finance, property, health and safety systems.</p> <p>5. Effectively manage personnel with a focus on maximising the effectiveness of all staff members.</p> <p>6. Use school/external evidence to inform planning for future action, monitor progress and manage change.</p> <p>7. Align resource allocation with the school's annual and strategic objectives.</p>	<p>Education regulations are adhered to by Principal and staff.</p> <p>3. Board is satisfied that they have all the information required to perform their governance function</p> <p>4. Income and expenditure are monitored and excessive or inappropriate expenditure does not occur. Required maintenance is carried out. Health and Safety Committee and Hazard Registers are in place and staff are trained in strategies for managing health and safety</p> <p>5. Staff report high levels of satisfaction and a supportive environment. The strengths and talents of staff are utilised to the greatest effect and responsibilities are delegated. Feedback and appraisal systems are in place and operational.</p> <p>6. School performance is regularly reviewed. Professional development and appropriate reading are used as a basis for change. Appropriate change occurs.</p> <p>7. Appropriate capital expenditure occurs. Appropriate staffing exists to ensure student learning is optimised. Resource allocation is aligned to objectives.</p>
	<b>PARTNERSHIPS AND NETWORKS</b>	
<p>Strengthen communications and relationships to enhance student learning.</p>	<p>1. Work with the Board to facilitate strategic decision making.</p> <p>2. Actively foster positive relationships with the school's community, especially the parish.</p> <p>3. Actively foster professional relationships with, and between, colleagues and with government agencies and others with expertise in the wider education community.</p> <p>4. Ensure regular interaction with parents and the school community on student progress and other school-related matters</p> <p>5. Actively foster positive relationships</p>	<p>1. A strategic plan is formulated and regularly updated.</p> <p>2. Is available for consultations with parents. Meets with Vicar and Wardens and Trustees when appropriate. Acts as point of liaison with all groups, including P.T.F.A..</p> <p>3. Professional relationships are developed.</p> <p>4. Student progress is reported to parents. School community is kept informed of events and matters related to the School.</p> <p>5. Relationships, both formal and</p>

	<p>with other schools and participate in appropriate school networks.</p> <p>6. Actively market the School.</p>	<p>informal, are maintained with other schools, especially with other Principals.</p> <p>6. Resources, including staffing are sought to market the School. Roll numbers increase.</p>
	<b>TEACHING</b>	
<p>Demonstrate a broad range of highly effective teaching techniques to enhance learning and motivation, and encourage pupils to take personal responsibility for their conduct and learning.</p>	<p>1. Recognise and cater for individual pupils' needs and abilities.</p> <p>2. Engage pupils actively in their learning.</p> <p>3. Use technology appropriately to enhance learning.</p> <p>4. Provide opportunities for the effective use of resources to promote meaningful learning.</p> <p>5. Effectively manage challenging learning environments.</p>	<p>1. Uses a variety of groupings to meet pupils' needs and demonstrates techniques for teaching pupils from a range of cultural backgrounds.</p> <p>2. Involves pupils in the formulation of learning intentions. Promotes child-centred learning and higher order thinking. Fosters an environment which encourages pupils to set goals, take risks and self-evaluate in order to take increasing control of their own learning. Provides meaningful feedback that encourages pupils to improve their performance. .</p> <p>3. Incorporates technology as an integral part of the classroom programme and assists other teachers to do the same.</p> <p>4. Makes appropriate use of a wide variety of available resources.</p> <p>5. Consistently applies clear behavioural expectations and consequences. Ensures pupils are given opportunities to express their thoughts and opinions in a respectful environment. Teaches and models effective strategies for solving problems.</p>
<p><b>To be signed at initial employment and at Annual Attestation review</b></p>	<p><b>Signed:</b></p> <p style="text-align: right;"><b>(Principal)</b></p> <p><b>Date:</b></p>	<p><b>All professional standards have been assessed. Evidence has been provided to ensure compliance against the relevant professional standards.</b></p> <p><b>Signed:</b></p> <p style="text-align: right;"><b>(Attestor)</b></p> <p><b>Date:</b></p>