



3:3.1a Job Description for Deputy Principal

Name:

Position: Deputy Principal

Permanent/Fixed term

Responsible to: The Principal

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:

- Provide support and assistance for the Principal.
- To deputize for the Principal in his/her absence.
- 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 INDICATORS
Support the Principal in providing professional leadership that focuses the school culture on enhanced learning and teaching	<p style="text-align: center;">CULTURE</p> <ol style="list-style-type: none"> 1. With the Principal, 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. 2. Promote a culture whereby staff members assume appropriate leadership roles and work collaboratively to improve teaching and learning. 3. Model respect for others in interactions with adults and children. 4. Promote the bicultural heritage of New Zealand by ensuring that it is evident in the school culture 5. Maintain a safe, learning focused environment. 6. Promote an inclusive environment in which the diversity, multicultural nature and prior experiences are acknowledged and respected. 	<ol style="list-style-type: none"> 1. The school vision statements are regularly reconsidered and strategic plans revised. 2. Staff have responsibilities in line with their special gifts. New teaching programs are developed with teams. 3. Respect for others is acknowledged 4. Bicultural areas of the NZ curriculum are addressed. Activities such as Kapa Haka are encouraged and resourced. 5. All members of the school community feel safe. Potential emotional/physical dangers are promptly addressed. 6. The multicultural nature of the school community is celebrated.

	<p>7. Assist the Principal in Managing 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 appropriately, to the satisfaction of all parties if possible</p> <p>8. Leadership in this area is acknowledged and appreciated.</p>
	PEDAGOGY	
Support the Principal to 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 supportive leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum</p> <p>3. Encourage staff members to engage in professional learning to establish and sustain effective teacher/learner relationships with all students</p> <p>4. Work to achieve 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. Promote 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 and Deputy.</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>
	SYSTEMS	
Use management systems to support and enhance student learning	<p>1. Exhibit leadership that results in the effective day-today operation of the school.</p>	<p>1. School runs smoothly.</p>

	<ol style="list-style-type: none"> 2. With the Principal coordinate Staff meetings, Duty rosters and Timetables etc for effective running of school. 3. With the Principal effectively manage property, health and safety systems. 4. Assist the Principal to effectively manage personnel with a focus on maximising the effectiveness of all staff members. 5. With the Principal use school/external evidence to inform planning for future action, monitor progress and manage change. 	<ol style="list-style-type: none"> 2. Legislative requirements and Ministry of Education regulations are adhered to. 3. Required maintenance is reported and carried out. Health and Safety Committee and Hazard Registers are in place and staff are trained in strategies for managing health and safety 4. Staff report high levels of satisfaction and a supportive environment. 5. School performance is regularly reviewed. Professional development and appropriate reading are used as a basis for change. Appropriate change occurs.
	PARTNERSHIPS AND NETWORKS	
<p>With the Principal strengthen communications and relationships to enhance student learning.</p>	<ol style="list-style-type: none"> 1. Work with the Principal to facilitate strategic decision making. 2. Actively foster positive relationships with the school's community, especially the parish. Deputize for the Principal in being available for consultations with parents, meetings with Vicar and Wardens and Trustees when appropriate. Liaise with all groups, including P.T.F.A.. 3. Actively foster professional relationships with, and between, colleagues and with government agencies and others with expertise in the wider education community. 4. Support regular interaction with parents and the school community on student progress and other school-related matters 5. Actively foster positive relationships with other schools and participate in appropriate school networks. 	<ol style="list-style-type: none"> 1. A strategic plan is formulated and regularly updated. 2. Good communication processes are established and maintained between staff, Parents, the Principal and the Board. Staff feel listened to and supported, their concerns are addressed and their ideas are considered. 3. Professional relationships are developed. 4. Student progress is reported to parents. School community is kept informed of events and matters related to the School. 5. Relationships, both formal and informal, are maintained with other schools, especially with other Deputy Principals.

	TEACHING	
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>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>
To be signed at initial employment and at Annual Attestation review	<p>Signed:</p> <p style="text-align: right;">(Deputy Principal)</p> <p>Date:</p>	<p>All professional standards have been assessed. Evidence has been provided to ensure compliance against the relevant professional standards.</p> <p>Signed:</p> <p style="text-align: right;">(Attestor)</p> <p>Date:</p>