



Beachlands School - Te Kura o Kahawairahi

Everyday Learning & Growing Together

Me mātau Ra

Deputy Principal Job Description 2021 -7 Management Units

Name:		
Registration Number	Certification Category	Certification Expiry
Year Level/s: Oversees Year 5-8.		Teams: Rimu / Kauri
Day to Day accountability to:	Anthony Noble-Campbell Principal	
External Appraiser TBC		
Permanent Units (5)	<ul style="list-style-type: none"> • Leading/Mentoring Teams • Appraisals • Progress & Achievement of all Learners in particular Years 5-8 	
DP's Fixed Term Units (2) To Be Negotiated	<ul style="list-style-type: none"> • PB4L • Schoolwide Curriculum • Collaborative Practice 	
General Fixed Term Units	Internal to all staff to apply	
Mentor	Anthony Noble-Campbell	
Signed		
	Deputy Principal/Tumuaki Tuarua	Principal/Tumuaki
Date:		



Deputy Principal Job Description 2021

PURPOSE

This job description sets out the Deputy & Assistant Principals Professional Standards as prescribed in the Primary Teachers' (Including Deputy & Assistant Principals and other Unit holder) Collective Agreement 1st July 2019- 30th July 2022. It also sets out Deputy Principal's responsibilities in relation to the Professional Standards and the Code of Professional Responsibility as prescribed by the The Teaching Council of Aotearoa New Zealand | Matatū Aotearoa.

The purpose of this document is to assist in determining whether the professional standards and selected personal goals as agreed between the Principal and Deputy Principal have been achieved. These goals are to be consistent with the school's charter, strategic and annual plans.

REPORTING

The Deputy Principal and external appraiser will meet twice a term to discuss progress/evidence made in achieving the appraisal goals, coupled with meeting the professional standards for the teaching profession. The principal will be welcome to be present at, and participate in such meetings.

At the end of the period for which the performance agreement applies, a formal report will be written and presented to the Principal by the Deputy Principal and External Appraiser. This report will confirm or not whether the professional standards for Deputy & Assistant Principals and Teachers have been met, growth and achievements attained, outcomes from inquiries, summaries from surveys as well as signaling possible goals for the next appraisal cycle.

ACCOUNTABILITY

All teachers/ leaders are accountable to the Principal, who in turn is accountable to the Board of Trustees for the performance of all staff.

EXTENT OF AUTHORITY

1. Leaders/teachers operate within legal requirements, the school's charter, policies, strategic and annual plans.
2. Each leader/teacher is responsible for the welfare and education of the children/tamariki and classes assigned by the principal and for specific duties delegated by the principal.

WORKING RELATIONSHIPS

1. Give priority to ensuring the well-being and education progress and achievements of all learners, staff and tamariki.
2. To have effective relationships with, principal, students, staff, parents/caregivers/whanau, education and other agencies, Board of Trustee members, other schools and community members and groups.
3. Work as members of a staff team where support is provided, group decision making is encouraged, effective communication exists, and planning is differentiated to meet the needs of learners (particularly our schools focus learners and targeted groups/cohorts as identified in the school's annual plan) and all assessment expectations are met.
4. Help to promote the interests and image of the school, particularly our schools vision, motto & FERN values.
5. Work in a high trust model where risk taking & innovation is encouraged and where you can be relied on by others.
6. To know and act upon Beachlands School FERN values and the Teaching Code of Responsibility at all times.

STATEMENT OF RESPONSIBILITIES

Each teacher/ leader is expected to take full part in the general life and work of the school. The following are specific responsibilities:

As a Learning Leader at Beachlands School, I will:

1. Meet the Practising Teaching Criteria for Deputy Principals
2. Support the school to practice the Cultural Competencies for Leaders of Maori Learners as set out in Tataiako
3. Have sound curriculum knowledge and lead learning and review based on the Beachlands School review model
4. Model professional behaviour and practices

As a Learning Leader at Beachlands School, I will contribute to:

1. Curriculum planning, target setting & review, strategic planning and review
2. Monitoring student achievement across my teams/across the school
3. School wide professional development and keeping up-to-date with best practices in teaching and learning
4. Building positive relationships with staff, students, parents, caregivers and whanau

As a Learning Leader at Beachlands School, I will commit to:

1. Being a lifelong learner
2. Undertake professional development to enhance my individual expertise in teaching, learning & leadership and in my career development
3. Promoting the development of collaborative practices within my teams and across the school
4. Support the teachers in my teams with student learning, assessment, data analysis and parent communication
5. Implementing and promoting the school's strategic goals & values
6. Asking for support when I feel stuck

Professional Standards for Primary Teachers' (Including Deputy & Assistant Principals and other unit holders) Collective Agreement 1st July 2019 – 30th June 2022

The Professional Standards set out in this schedule provide a baseline for assessing satisfactory performance within each area of practice. They form part of the Deputy Principal's performance agreement, which will reflect the school / board goals, the Deputy Principal's job description and more specific objectives. The performance agreement must also include the New Zealand Teachers Council criteria for registration as a teacher. Schedule 2 Interim Framework of Professional Standards for DP and AP of the NZEI Collective Agreement.

Professional Leadership

- Demonstrates a thorough understanding of current approaches to effective teaching and learning
- Provides professional leadership to staff within the delegated areas of responsibility
- Makes constructive contributions to the work of the senior management team in a manner which supports effective school organisation and improved learning outcomes for students
- Understands, and applies where appropriate, current practices for effective management from both within and beyond education
- Supports the principal in the leadership and management of the school and deputises when required
- Identifies and acts on opportunities for improving teaching and learning
- Reflects on own performance assessment and demonstrates a commitment to own on-going learning in order to improve performance

Policy and Programme Management

- Initiates, plans and manages in association with the principal and other staff, policies and programmes which meet national requirements, are consistent with the school's charter and strategic planning, and which reflect the school's commitment to effective teaching and learning
- Understands the implications of New Zealand's changing cultural, social and economic context and ensures that these changes are reflected in the policies and programmes within the delegated areas of responsibility

Staff Management
<ul style="list-style-type: none"> • Participates in the school’s performance management systems and makes recommendations to the principal on appropriate professional development opportunities for staff • Motivates and encourages staff to improve the quality of teaching and learning • Devolves responsibility and delegates tasks when appropriate
Relationship Management
<ul style="list-style-type: none"> • Fosters relationships between the school and the community • Communicates effectively both orally and in writing to a range of audiences • Provides information to the principal on areas of delegated responsibility in order to assist with effective day to day management and strategic planning in the school • Understands and operates within the limits of the delegated authorities and adopts a consultative approach with the principal and other staff on issues relating to school policy • Establishes and maintains good communication processes with staff, and between staff and members of the senior management team
Financial and Asset Management
<ul style="list-style-type: none"> • Effectively and efficiently uses available financial resources and assets, within delegated areas of authority, to support improved learning outcomes for students.



The Teaching Council of Aotearoa New Zealand | Matatū Aotearoa

Standards for the Teaching Profession

Nga- Paerewa mo- te umanga whakaakoranga

Standard	Elaboration of the Standard
Te Tiriti o Waitangi partnership	
Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.	<ul style="list-style-type: none"> • Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand. • Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. • Practise and develop the use of te reo and tikanga Māori. •
Professional learning	
Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.	<ul style="list-style-type: none"> • Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources. • Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures. • Engage in professional learning and adaptively apply this learning in practice. • Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters.

	<ul style="list-style-type: none"> ● Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning focused collegial discussions. ●
Professional relationships	
Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.	<ul style="list-style-type: none"> ● Engage in reciprocal, collaborative learning-focused relationships with: <ul style="list-style-type: none"> ○ learners, families and whānau ○ teaching colleagues, support staff and other professionals ○ agencies, groups and individuals in the community ● Communicate effectively with others. ● Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility. ● Communicate clear and accurate assessment for learning and achievement information.
Learning-focused culture	
Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.	<ul style="list-style-type: none"> ● Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. ● Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks. ● Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. ● Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety. ● Create an environment where learners can be confident in their identities, languages, cultures and abilities. ● Develop an environment where the diversity and uniqueness of all learners are accepted and valued. ● Meet relevant regulatory, statutory and professional requirements.
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.	<ul style="list-style-type: none"> ● Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. ● Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required. ● Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand. ● Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. ● Design learning that is informed by national policies and priorities.
Teaching	
Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.	<ul style="list-style-type: none"> ● Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all. ● Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.

- Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners.
- Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.
- Teach in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning.
- Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.



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The Code of Professional Responsibility

Nga-Tikanga Matatika mo-nga- Haepapa Ngaioletanga

1. COMMITMENT TO THE TEACHING PROFESSION

I will maintain public trust and confidence in the teaching profession by:

1. demonstrating a commitment to providing high-quality and effective teaching
2. engaging in professional, respectful and collaborative relationships with colleagues
3. demonstrating a high standard of professional behaviour and integrity
4. demonstrating a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in the learning environment
5. contributing to a professional culture that supports and upholds this Code.

2. COMMITMENT TO LEARNERS

I will work in the best interests of learners by:

1. promoting the wellbeing of learners and protecting them from harm
2. engaging in ethical and professional relationships with learners that respect professional boundaries
3. respecting the diversity of the heritage, language, identity and culture of all learners
4. affirming Māori learners as tangata whenua and supporting their educational aspirations
5. promoting inclusive practices to support the needs and abilities of all learners
6. being fair and effectively managing my assumptions and personal beliefs.

3. COMMITMENT TO FAMILIES AND WHĀNAU

I will respect the vital role my learners' families and whānau play in supporting their children's learning by:

1. engaging in relationships with families and whānau that are professional and respectful
2. engaging families and whānau in their children's learning
3. respecting the diversity of the heritage, language, identity and culture of families and whānau.

4. COMMITMENT TO SOCIETY

I will respect my trusted role in society and the influence I have in shaping futures by:

1. promoting and protecting the principles of human rights, sustainability and social justice
2. demonstrating a commitment to a Tiriti o Waitangi based Aotearoa New Zealand
3. fostering learners to be active participants in community life and engaged in issues important to the wellbeing of society.