

JOB DESCRIPTION: DIRECTOR OF RELIGIOUS STUDIES:**SPECIAL CHARACTER – 2MU (One is Fixed Term)**

This Job Description outlines additional requirements to the Classroom Teacher's (tagged) job description and is to be read in conjunction with it.

Dimension	Standards
1. Promote the Special Character of our School	<ul style="list-style-type: none"> ● Facilitate/ arrange facilitation of faith formation of staff and students ● Nurture the liturgical life of the School Community ● Deepen our collective prayer life ● Promote the expression of our Catholicity in our Environment ● Support parish sacramental programmes
To support the Principal	<ul style="list-style-type: none"> ● Advise on policy, professional and administrative matters ● Active involvement on the management team and the Board of Trustees Catholic Character sub-committee ● Liaise with the parish through the Parish Priest / Sr [REDACTED] ● Explore/initiate innovative approaches to express/enhance our Catholicity ● Track RE Professional Development opportunities given to staff ● Maintain professional links with the Diocesan office/ other DRSs
3 To oversee the Religious Education programme across the school	<ul style="list-style-type: none"> ● Provide Professional development for teachers in the RE Curriculum programme ● Provide guidance to staff in implementing the RE Curriculum in their classrooms ● Provide a term by term RE calendar (in term booklet) ● Provide orientation for teachers new to teaching the RE Curriculum ● Assist with appraisal of staff and follow outcomes where necessary ● Manage resources to implement RE programme with overall responsibility for the RE budget
4. Sacrament and Liturgy	<ul style="list-style-type: none"> ● To liaise with the Parish Priest/Sr [REDACTED] regarding combined Parish/ School Masses ● Support Parish Sacramental Programmes ● Provide support to teachers when they are arranging class/team liturgies/masses
5. To seek opportunities to develop and nourish the spirituality of self and others	<ul style="list-style-type: none"> ● Arrange where possible and practicable; retreats/reflection days (1/2 days as part of Teacher Only Days), supervision, spiritual direction, regular staff prayer ● Maintain professional links with the Diocesan Office/other DRS's through attendance at Diocesan Conferences / DRS days
6. To encourage Pastoral Care for one another	<ul style="list-style-type: none"> ● Promote the Catholic expression of gospel values throughout the school community ● Work with the Pastoral Care Team ● Model caring for others

Signed _____ (DRS) _____ Acting Principal



Job Description: Deputy Principal

STAFF MEMBER:

RENUMERATION: Three Permanent Units

EMPLOYMENT CONDITIONS: Primary Teachers' Collective Agreement
TITLE OF UNITS: Deputy Principal, SENCo, Property Manager
Responsible to: Principal

Responsible for:

- SENCo
- Property Manager
- Deputy Principal Roles:
 - Behaviour Support
 - North East Coaching (Team Leaders and Shelly)
 - Data analysis (Mathematics)
 - Pastoral Care
 - Parish-School Relationships
 - Deputising for the Principal in her absence

Primary Objectives:

- § To support and uphold the educational philosophy and special character of the school
- § To act in a professional manner and uphold the values of the school
- § To provide leadership in a number of areas to support the school's Strategic Plan

Key Expectations:

1. Deputy Principal

(i) Leadership

- Attend and contribute to regular Leadership Team meetings
- Contribute to the writing of the strategic goals of the school
- Support the principal and the Board of Trustees to achieve the goals set out in the school's Strategic Plan
- Show initiative in trialing new ideas and innovative approaches
- Facilitate staff meetings as required
- Role model expected professional behaviour
- Adhere to the St Patrick's Catholic School Code of Conduct
- Foster relationships between school and the community
- Communicate effectively both orally and in writing to a range of audiences as needed

(ii) Support the Principal

- Deputise for the principal when she is absent
- Communicate regularly with the principal
- Be a confidential sounding board for the principal as needed

(iii) Teaching and Learning

- Demonstrate a thorough understanding of current approaches to effective teaching and learning

- Identify opportunities for the school to change or improve teaching practice
- Contribute to teachers' professional growth cycles as required
- Support behaviour management programmes by stepping in when incidents are escalated to the Deputy Principal
- Make twice-yearly reports to the Board of Trustees on either Mathematics or Literacy achievement

(iv) Policy

- Implement and adhere to school policies
- Give input to policy reviews
- Attend and contribute to Board of Trustees meetings

(v) Impact Coaching

- Show commitment to Teaching to the North East pedagogy by attending relevant professional learning and completing relevant readings
- Regularly coach teachers using the Impact Coaching framework

(vi) Pastoral Care

- Report to the principal on any pastoral issues that she should be made aware of
- Be the point of contact for people wishing to access pastoral care
- Manage meals offered to families or staff members in need
- Suggest appropriate support for those who need it

(vii) Parish-School Relationship

- Be an active member of St Patrick's parish
- Attend relevant parish meetings
- Support the DRS in any way requested
- Support the principal at parish events (e.g. First Holy Communion)
- Maintain a good relationship with the Parish Priest

2. SENCo

(i) Leadership

- Ensure that the Strategic Plan considers and is inclusive of children with additional needs
- Role model expected best practice for children with additional needs
- Implement and adhere to school policies
- Give input to policy reviews from the perspective of SENCo
- Communicate effectively both orally and in writing to a range of audiences as needed

(ii) Administration

- Keep a SENCo Register
- Ensure that plans are in place to support students with additional learning, behavioural, social and health needs
- Review these plans regularly

(iii) Supporting Students and Teachers

- Provide support to teachers of children with additional needs as requested
- Make suggestions for changes to classroom programmes to support children with additional needs
- Provide Professional Development for teachers in the area of Additional Needs as required
- Support in-class programmes as appropriate
- Model best practice in classrooms as required
- Foster relationships between school and the families of children with additional needs
- Meet with parents/caregivers of children with additional needs as needed

(iv) Liaise with outside agencies

- Liaise with outside agencies (RTLB, Special Education etc.) effectively, as required
- Make referrals to support agencies as appropriate (or assist teachers to make referrals)
- Maintain close relationship with the LSC attached to St Patrick's

(v) Lead and manage Support Staff

- Guide Learning Assistants in their work to support students with additional needs
- Appraise Learning Assistants by observing them in their work and reviewing their tasks twice per year

- Provide Professional Learning opportunities for Learning Assistants as requested
- Support Learning Assistants to design effective programmes of learning
- Manage the Learning Assistant Timetable for two terms each year

3. Property Manager

(i) Support the school's Caretaker

- Meet with the Caretaker once a week
- Keep a written record of jobs required of the Caretaker and when these have been completed
- Report to the principal about the Caretaker's role as required
- Liaise with the Caretaker about the purchase of required resources and tools

(ii) Cleaning

- Be the point of liaison between the staff and the school's cleaners
- Support the school's cleaners to ensure that the school is cleaned to an adequate standard
- Report any Health and Safety concerns to the manager of the cleaning company

(ii) Health and Safety

- Attend and contribute to all Health and Safety Committee Meetings
- Maintain the school's Hazards Register and check it regularly
- Bring any Hazards to the attention of the principal and the Health and Safety Committee
- Ensure that all spaces have up to date evacuation manuals and maps

(iii) Communication

- Ensure that the Property Representative from the Board of Trustees is informed on property matters
- Ensure that the Principal is kept informed on property matters
- Attend Board meetings, as required, and contribute to property discussions

(iv) Policy

- Implement and adhere to school policies
- Give input to policy reviews from the perspective of property management

(v) Projects

- Sit alongside the Principal on any committees or Project Management Teams in the case of large property development projects
- Liaise with any project managers or tradespeople as necessary

(vi) Leadership

- Foster relationships between school and the Community
- Communicate effectively both orally and in writing to a range of audiences as needed
- Liaise with outside providers and agencies (Diocese, electricians, builders etc.) effectively
- Maintain respectful relationship with the school's Caretaker

Administration of Relievers

- Manage day-to-day relief as needed for two terms each year

Review date: December 2023

Signed _____
Deputy Principal

Date _____

Signed _____

Date _____

Principal on behalf of BoT

ST PATRICK'S CATHOLIC SCHOOL

PRINCIPAL'S PERFORMANCE AGREEMENT

NAME:

POSITION: U4 Principal

RESPONSIBLE TO: St Patrick's Catholic School Board of Trustees

BOARD CHAIRPERSON:

EFFECTIVE: as from January 27, 2018

PRIMARY OBJECTIVES:

- To ensure education of the highest quality is delivered to the children.
- To ensure that children maximise their learning opportunities.
- To work with the School Leadership Team, School Staff and School Board of Trustees, providing professional and administrative leadership, consistent with the aims of the School Charter and the policies and procedures of the Board of Trustees.
- To provide professional leadership in an environment which provides effective learning, teaching and personal development.

RESPONSIBLE FOR:

The Principal is accountable to the Board of Trustees for the effective operation of the School. This includes the overall professional leadership and day-to-day management of the school, and the implementation of the aims and objectives of the school charter through school policies, procedures and programmes.

FUNCTIONAL RELATIONSHIPS WITH:

Children, Staff, Parents and Caregivers, Board of Trustee Members and the Board, Parish of St Patrick's, The Sisters of St Patrick's of St Joseph, Community Groups, Education Agencies, Education Colleagues, School of Education Staff and Trainees.

DUTIES AND RESPONSIBILITIES:

- The principal is responsible for the overall management and professional leadership of the school, for the implementation of policies and programmes, direction and supervision of all staff including administrative and all other non-teaching personnel.
- The principal directs the day-to-day operations of the school, taking direction from the school's charter, its policies, and the board of trustees.
- The principal is a board member in her own right and at the same time, in the role of the school manager, fulfills a position as a professional advisor to the board and its committees.
- The focus of the principal's work is on the professional standards for principals, (principal's job description), and the principal's performance agreement, (incorporated in the principal's job description), for the relevant year.

DELEGATED AUTHORITIES BY SCHOOL BOARD:

- Implement the operational plans and give priority to the school goals
- Authority to stand down or suspend students
- Financial expenditure within budget limitations
- Employment of staff – teacher and support
- Allocation of salary units
- Suspension of staff
- Management of the banked staffing provisions
- Staff appraisals
- Initial investigations relating to a complaint against a staff member
- Hire, deploy and terminate relieving and auxiliary staff positions; as per Collective Agreement
- Preserve assets
- Act as Protected Disclosures officer

PRINCIPAL'S CODE OF CONDUCT:

In carrying out duties / responsibilities, the Principal will:-

1. Work with the [REDACTED] Board of Trustees within the framework and intent of the Education Act 1989, S75 and S76.
2. Foster and promote the special character of [REDACTED] School.
3. Through leadership initiatives and enterprise, sustain a collaborative, cooperative school culture that brings the school's communities together around the core values that underpin the learning vision.
4. Ensure that the needs of children and their learning are paramount.
5. Demonstrate a commitment to the belief that each student is entitled to an education that challenges them to achieve personal standards of excellence.
6. Demonstrate a commitment to the belief that each student is of equal value and is entitled to an education which respects each student's dignity, rights and individuality.
7. Abide by Statutory obligations.
8. Be loyal to the charter, policies and procedures of the school, so that the principal's activities reflect the spirit and objectives of [REDACTED] School.
9. Respect the integrity of staff, members of the board trustees, parents, and students.
10. Demonstrate a commitment to the continuing personal and professional growth and development of staff and self.
11. Work co-operatively and in a collaborative way with the Board and school staff, while maintaining responsibility for making decisions within the principal's authority.
12. Freely divulge all information on staff or students to any person or organisation with legal rights to the information being requested.
13. Respect confidentiality by keeping information on students, families and staff from people who have no right to it.
14. Not vote in Board of Trustees decisions in relation to the principal's employment.
15. Have an understanding and commitment to the elimination of sexism and racism, both with respect to equal educational opportunities and equal employment opportunities.
16. Abide by and meet the requirements of the Code of Ethics for Registered Teachers.
17. Exercise responsibility.

Professional standards Requirements of the collective agreement	Standards for the teaching profession Requirements of the Education Council	Tātaiako <i>Lens through which to interpret the professional standards and standards for the teaching profession</i>
<p>Catholic Culture:</p> <ul style="list-style-type: none"> • Provide professional direction and leadership in Catholic Special Character and the school's charism. • Promote, participate in and support professional development in Catholic Special Character and spiritual leadership. • Develop a school culture of faith sharing and Christian community by providing opportunities for daily prayer and meaningful liturgical celebrations. • Promote and apply the Catholic understanding of reconciliation. <p>Culture: Provide professional leadership that focuses the school culture on enhancing learning and teaching.</p> <p>In conjunction with the Board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students.</p> <p>Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning.</p> <p>Model respect for others in interactions with adults and students.</p> <p>Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture.</p> <p>Maintain a safe, learning-focused environment.</p> <p>Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected.</p> <p>Manage conflict and other challenging situations effectively and actively work to achieve solutions.</p>	<ul style="list-style-type: none"> • Focuses the school on the vision and shared goals, for student learning and achievement. • Uses relevant documents to help focus & guide work of staff. • Works to ensure staff work collaboratively to improve teaching and learning. • Develops leadership capacity across school. • Models respect for others in interactions with all. • Demonstrates evidence of a bicultural school culture. • Demonstrates leadership by engaging in relevant Professional Learning. • Works to ensure staff have a shared understanding of procedures to manage conflict situations. • Addresses & appropriately manages challenging situations in a timely manner. 	<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>
		<p>Performance Indicators</p> <ul style="list-style-type: none"> • Focuses the school on the vision and shared goals, for student learning and achievement. • Uses relevant documents to help focus & guide work of staff. • Works to ensure staff work collaboratively to improve teaching and learning. • Develops leadership capacity across school. • Models respect for others in interactions with all. • Demonstrates evidence of a bicultural school culture. • Demonstrates leadership by engaging in relevant Professional Learning. • Works to ensure staff have a shared understanding of procedures to manage conflict situations. • Addresses & appropriately manages challenging situations in a timely manner.

<p>Professional standards <i>Requirements of the collective agreement</i></p>	<p>Standards for the teaching profession <i>Requirements of the Education Council</i></p>	<p>Tātaiako <i>Lens through which to interpret the professional standards and standards for the teaching profession</i></p>
<p>Demonstrate leadership through participating in professional learning.</p>		
<p>Progress Report: (What? So What?)</p>		
<p>Progress Report, Next Steps: (What now?)</p>		

Professional standards Requirements of the collective agreement	Standards for the teaching profession Requirements of the Education Council	Tātaiako Lens through which to interpret the professional standards and standards for the teaching profession
<p>Catholic Pedagogy:</p> <ul style="list-style-type: none"> Ensure programmes and activities reflect Catholic Special Character Ensure the school provides a structured and systematic course in Religious Education in accordance with the National Religious Education Curriculum Statement. Ensure staff actively work to gaining appropriate levels of Certification in Catholic Special Character and Religious Education. <p>Pedagogy: Create a learning environment in which there is an expectation that all students will experience success in learning</p>		
<p>Promote, participate in and support ongoing professional learning linked to student progress.</p> <p>Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents.</p> <p>Ensure staff members engage in professional learning to establish and sustain effective teacher / learner relationships with all students, with a particular focus on Māori students.</p> <p>Ensure that the review and design of school programmes is informed by school-based and other evidence.</p> <p>Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice.</p> <p>Analyse and act upon school-wide evidence on student learning to maximise learning for all students with</p>	<ul style="list-style-type: none"> Promotes, participates and sponsors professional learning linked to student progress & achievement. Ensures alignment between relevant documents and classroom practices and learning outcomes. Uses regular 'perception checks' to inform practices are in place. Works to ensure teachers actively challenge assumptions about teaching & learning. Ensures that the review & design of teaching and learning is undertaken regularly and evidence informed. Develops & promotes dialogic school culture that develops shared understandings about teaching and learning. Implementation of NAG 2a: Ensures effective assessment practice of moderation, where teachers share expectations and understandings of standards in professional dialogue, in order to improve consistency of their decisions about student learning, progress and achievement. Develops a school curriculum that is based on the needs of the community. 	<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>
<p>Performance Indicators</p>		
<ul style="list-style-type: none"> Promotes, participates and sponsors professional learning linked to student progress & achievement. Ensures alignment between relevant documents and classroom practices and learning outcomes. Uses regular 'perception checks' to inform practices are in place. Works to ensure teachers actively challenge assumptions about teaching & learning. Ensures that the review & design of teaching and learning is undertaken regularly and evidence informed. Develops & promotes dialogic school culture that develops shared understandings about teaching and learning. Ensures effective assessment practice of moderation, where teachers share expectations and understandings of standards in professional dialogue, in order to improve consistency of their decisions about student learning, progress and achievement. Develops a school curriculum that is based on the needs of the community. 		

<p>Professional standards Requirements of the collective agreement</p> <p>a particular focus on Māori and Pasifika students.</p>	<p>Standards for the teaching profession Requirements of the Education Council</p>	<p>Tātaiako Lens through which to interpret the professional standards and standards for the teaching profession</p>
<p>Progress Report: (What? So What?)</p>		<p>Progress Report, Next Steps: (What now?)</p>

<p>Professional standards <i>Requirements of the collective agreement</i></p>	<p>Standards for the teaching profession <i>Requirements of the Education Council</i></p>	<p>Tātaiako <i>Lens through which to interpret the professional standards and standards for the teaching profession</i></p>
<p>Catholic Systems:</p> <ul style="list-style-type: none"> • Ensure Catholic Special Character is reflected in the school vision, shared goals, strategic direction, policies and procedures. • Apply principles of Catholic social teaching on fairness and equity in relation to all financial and asset management. • Report to the Board of Trustees and parents on matters relating to Catholic Special Character. • Assist the Board of Trustees in the annual review of Catholic Special Character. • Ensure the Performance Management process includes a Catholic Special Character dimension with appropriate standards and professional development goals. <p>Systems: Develop and use management systems to support and enhance student learning</p> <p>Exhibit leadership that results in the effective day-to-day operation of the school.</p> <p>Operate within board policy and in accordance with legislative requirements.</p> <p>Provide the board with timely and accurate information and advice on student learning and school operation.</p> <p>Effectively manage and administer finance, property and health and safety systems.</p> <p>Effectively manage personnel with a focus on maximising the effectiveness of all staff members.</p> <p>Use school/external evidence to inform planning for future action, monitor progress and manage change.</p> <p>Prioritise resource allocation on the basis of the school's annual and strategic objectives.</p>	<p>• Effectively fulfils the role of Chief Executive to the School Board.</p> <p>• Demonstrates effective management and administration of finances, property and health and safety systems.</p> <p>• Maintains appropriate human resource management practices to improve the effectiveness of all staff.</p> <p>• Makes decisions on resource allocation on the basis of the school's strategic and annual goals.</p> <p>• Ensures relevant staff understand the systems associated with their work.</p> <p>• Adheres to relevant legislation / regulations as they impact on school operations.</p> <p>• Implements requirements of, and effective practice for, NAG 2.</p> <p>• With teaching staff and the school board, become clear about:</p> <ol style="list-style-type: none"> 1. the links between the NZC and the Curriculum Level Standards 2. what information teachers can tell, cannot tell, from analysed assessment information <p>• Review and where necessary, establish, refine and implement</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>
<p>Performance Indicators</p> <ul style="list-style-type: none"> • Effectively fulfils the role of Chief Executive to the School Board. • Demonstrates effective management and administration of finances, property and health and safety systems. • Maintains appropriate human resource management practices to improve the effectiveness of all staff. • Made decisions on resource allocation on the basis of the school's strategic and annual goals. • Ensured relevant staff understand the systems associated with their work. • Adheres to relevant legislation / regulations as they impact on school operations. • Implements requirements of, and effective practice for, NAG 2. • With teaching staff and the school board, demonstrated: <ul style="list-style-type: none"> ▪ the links between the NZC and the Curriculum Level Standards ▪ what information teachers can tell, cannot tell, from analysed assessment information • Reviewed and where necessary, establish, refine and implement 		

<p>Professional standards Requirements of the collective agreement</p>	<p>Standards for the teaching profession Requirements of the Education Council</p>	<p>Tātaiako Lens through which to interpret the professional standards and standards for the teaching profession</p>
<p>effective school-wide assessment practices.</p> <ul style="list-style-type: none"> • Maintain, in consultation with staff, board and parents the school's reporting format. • Provide at least 2 written reports to parents, in plain language, on their child's progress and achievement in relation to the National Standards. • Review, establish and implement effective processes and tools, including the 'Self-Review Tool', to reflect on and establish plans in relation to the use of standards. • In collaboration with school leadership team, benchmark achievement information for self-review, planning and reporting. • Set targets for student achievement in relation to the NZ Curriculum Standards for the school's charter. 	<p>effective school-wide assessment practices.</p> <ul style="list-style-type: none"> • Maintained, in consultation with staff, board and parents the school's reporting format. • Provided at least 2 written reports to parents, in plain language, on their child's progress and achievement in relation to the NZ Curriculum Level Standards. • Reviewed, establish and implement effective processes and tools, including the 'Self-Review Tool', to reflect on and establish plans in relation to the use of NZC standards. • In collaboration with school leadership team, benchmark achievement information for self-review, planning and reporting. • Set targets for student achievement in relation to the NZ Curriculum Level Standards for the current years School Charter. 	
<p>Progress Report: (What? So What?)</p>		<p>Progress Report, Next Steps: (What now?)</p>

Professional standards <i>Requirements of the collective agreement</i>	Standards for the teaching profession <i>Requirements of the Education Council</i>	Tātaiako <i>Lens through which to interpret the professional standards and standards for the teaching profession</i>
<p>Catholic Partnerships and Networks:</p> <ul style="list-style-type: none"> Encourage relationships within the community which reflect Gospel values and the school's charism. Recognise and respect the sacred dignity of each person as made in the image of God. Actively foster the relationship between the school, the Parish and the diocese. Provide a warm, welcoming environment for parents, students and community. <p>Partnerships and networks: Strengthen communication and relationships to enhance student learning</p> <p>Work with the Board to facilitate strategic decision making.</p> <p>Actively foster relationships with the school's community and local iwi.</p> <p>Actively foster professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider education community.</p> <p>Interact regularly with parents and the school community on student progress and other school-related matters.</p> <p>Actively foster relationships with other schools and participate in appropriate school networks.</p>	<ul style="list-style-type: none"> Develops and manages positive professional relationships with the BoT. Acknowledges parents as first educators and promotes home-school learning partnerships. Undertakes annual consultation with the Māori Community on Māori student achievement. Ensures evidence-based, shared decision-making to support strategic direction. Actively fosters and promotes working relationships / partnerships with the school's communities. Actively fosters professional relationships with government agencies and others with expertise in the wider educational community. 	<p>Performance Indicators</p> <ul style="list-style-type: none"> Developed and managed positive professional relationships with the BoT. Acknowledged parents as first educators and promotes home-school learning partnerships. Undertook consultation with the Māori Community on Māori student achievement in the current year. Ensured evidence-based, shared decision-making to support strategic direction. Actively fostered and promoted working relationships / partnerships with the school's communities. Actively fostered professional relationships with government agencies and others with expertise in the wider educational community. Actively engaged in CoL – Kāhui Ako <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>
<p>Progress Report: (What? So What?)</p>		
<p>Progress Report, Next Steps: (What now?)</p>		

Appendix 1: Career structure criteria

Meets the requirements of Part 4 of the Primary Principals' Collective Agreement.	
Key Components	Student Outcomes: Assessment and evaluation data is used to maximise student learning for all students and trend data shows continuing growth in student learning.
Criteria	School Management: School policies are in place and are regularly reviewed. Resources are aligned to strategic goals. Community and Networks: Trust is built between home and school to positively influence student learning and engagement.
Service	Developing principal (acquiring/acquired)
Professional learning and development plans	Experienced principal (applying)
Career and personal development	Leading principal (sharing)
<p>Beginning principal (acquiring/acquired)</p> <p>< 3 years</p> <p>Professional learning and development plan developed in conjunction with the Board and First Time Principals mentors (or similar).</p> <p>Successful completion of the First Time Principals' Programme or equivalent (as long as such is available)</p> <p>Seeks appropriate professional learning and development opportunities to improve expertise.</p>	<p>A minimum of 3 years' continuous service as a primary or area school principal.</p> <p>Participation in a professional learning and development plan that may include:</p> <ul style="list-style-type: none"> • Mentoring • Professional supervision • Study • Learning and development project aligned with school goals. <p>Engages in learning for career/personal growth demonstrated through, for example:</p> <ul style="list-style-type: none"> • Knowledge of research • Successful practice <p>Seeks appropriate professional learning and development opportunities to improve expertise.</p>
<p>Provide effective professional leadership within the school.</p>	<p>A minimum of 6 years' continuous service as a primary or area school principal and meets the requirements of a Developing Principal.</p> <p>Participation in a professional learning and development plan that demonstrates professional growth in:</p> <ul style="list-style-type: none"> • Leadership • Personal learning project in own school. <p>Ongoing commitment to own personal growth demonstrated through, for example:</p> <ul style="list-style-type: none"> • Further tertiary study/ qualifications; or • Sabbatical project; or • Other relevant professional development.
<p>Professional leadership within the school.</p>	<p>A minimum of 9 years' continuous service as a primary or area school principal and meets the requirements of a Developing and Experienced Principal.</p> <p>Contribution to or leadership of:</p> <ul style="list-style-type: none"> • A learning or professional community • A wider educational sector and principal network. <p>Ongoing commitment to own personal growth demonstrated through, for example:</p> <ul style="list-style-type: none"> • Participation in a Professional Learning Group of other leading principals; or • Further tertiary study/ qualifications; • Sabbatical project; or • Other relevant professional development.
<p>Provide effective professional leadership within the school.</p>	<p>Demonstrated ability to adapt systems to school context, demonstrated through, for example:</p> <ul style="list-style-type: none"> • School development and activities reflect strategic direction and priorities • School development focused on responsiveness to students needs <p>Demonstrated ability to improve teaching and learning with others.</p> <p>Demonstrated development of leadership in others. Linked to analysis of self-review and appraisal information.</p>
<p>Provide effective professional leadership within the school.</p>	<p>Demonstrated ability to, for example:</p> <ul style="list-style-type: none"> • Develop leadership in others • Improve teaching and learning with and through others • Act as a coach/ mentor to colleagues • Provide leadership across local networks. <p>Improvement and innovation are supported by cycles of inquiry at every level.</p>

PERFORMANCE AGREEMENT GOAL 1:

Objectives	Indicators/Tasks	Evidence	Outcomes
<p><i>While working towards the objective, choose the standards/criteria likely to be shown:</i></p> <p>Standards for the teaching profession</p> <ul style="list-style-type: none"> <input type="checkbox"/> Te Tiriti o Waitangi partnership <input type="checkbox"/> Professional learning <input type="checkbox"/> Professional relationships <input type="checkbox"/> Learning-focused culture <input type="checkbox"/> Design for learning <input type="checkbox"/> Teaching <p>Career structure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Professional learning and development plans <input type="checkbox"/> Career and personal development <input type="checkbox"/> Leadership development <p>Professional standards</p> <ul style="list-style-type: none"> <input type="checkbox"/> Culture <input type="checkbox"/> Pedagogy <input type="checkbox"/> Systems <input type="checkbox"/> Partnerships and networks 			

Progress Report: (What? So What?)

Progress Report, Next Steps: (What now?)



Job Description: Deputy Principal

STAFF MEMBER:

RENUMERATION: Three Permanent Units

EMPLOYMENT CONDITIONS: Primary Teachers' Collective Agreement

TITLE OF UNITS: Deputy Principal, SENCo, Digital Learning Lead

Responsible to: Principal

Responsible for:

- SENCo
- Digital Learning Lead
- Curriculum Lead
- Deputy Principal Roles:
 - Behaviour Support
 - Relationship Based Learning Coaching (Team Leaders and Shelly)
 - Pastoral Care
 - Deputising for the Principal in her absence

Primary Objectives:

- § To support and uphold the educational philosophy and special character of the school
- § To act in a professional manner and uphold the values of the school
- § To provide leadership in a number of areas to support the school's Strategic Plan

Key Expectations:

1. Deputy Principal

(i) Leadership

- Attend and contribute to regular Leadership Team meetings
- Contribute to the writing of the strategic goals of the school
- Support the principal and the School Board to achieve the goals set out in the school's Strategic Plan
- Show initiative in trialing new ideas and innovative approaches
- Facilitate staff meetings as required
- Role model expected professional behaviour
- Adhere to the St Patrick's Catholic School Code of Conduct
- Foster relationships between school and the community
- Communicate effectively both orally and in writing to a range of audiences as needed

(ii) Support the Principal

- Deputise for the principal when she is absent
- Communicate regularly with the principal
- Be a confidential sounding board for the principal as needed

(iii) Teaching and Learning

- Demonstrate a thorough understanding of current approaches to effective teaching and learning
- Identify opportunities for the school to change or improve teaching practice
- Contribute to teachers' professional growth cycles as required

- Support behaviour management programmes by stepping in when incidents are escalated to the Deputy Principal
 - Make twice-yearly reports to the School Board on either Mathematics or Literacy achievement
- (iv) Policy
- Implement and adhere to school policies
 - Give input to policy reviews
 - Attend and contribute to School Board meetings
- (v) Impact Coaching
- Show commitment to Teaching to the North East pedagogy by attending relevant professional learning and completing relevant readings
 - Regularly coach teachers using the Impact Coaching framework
- (vi) Pastoral Care
- Report to the principal on any pastoral issues that she should be made aware of
 - Be the point of contact for people wishing to access pastoral care
 - Manage meals offered to families or staff members in need
 - Suggest appropriate support for those who need it
- (vii) Attendance
- Liaise with Attendance Service as appropriate
 - Be point-of-contact for teachers with attendance concerns
 - Report to the Board Termly about attendance data
 - Identify regular non-attenders and create a plan to support them to attend regularly

2. SENCo

(i) Leadership

- Ensure that the Strategic Plan considers and is inclusive of children with additional needs
- Role model expected best practice for children with additional needs
- Implement and adhere to school policies
- Give input to policy reviews from the perspective of SENCo
- Communicate effectively both orally and in writing to a range of audiences as needed

(ii) Administration

- Keep a SENCo Register
- Ensure that plans are in place to support students with additional learning, behavioural, social and health needs
- Review these plans regularly

(iii) Supporting Students and Teachers

- Provide support to teachers of children with additional needs as requested
- Make suggestions for changes to classroom programmes to support children with additional needs
- Provide Professional Development for teachers in the area of Additional Needs as required
- Support in-class programmes as appropriate
- Model best practice in classrooms as required
- Foster relationships between school and the families of children with additional needs
- Meet with parents/caregivers of children with additional needs as needed

(iv) Liaise with outside agencies

- Liaise with outside agencies (RTLB, Special Education etc.) effectively, as required
- Make referrals to support agencies as appropriate (or assist teachers to make referrals)
- Maintain close relationship with the LSC attached to St Patrick's

(v) Lead and Manage Support Staff

- Guide Learning Assistants in their work to support students with additional needs
- Support Learning Assistants to design effective programmes of learning
- Appraise Learning Assistants by observing them in their work and reviewing their tasks twice per year
- Provide Professional Learning opportunities for Learning Assistants as requested
- Manage the Learning Assistant Timetable for two terms each year

3. Digital Learning Lead

(i) Leadership

- Demonstrate a thorough understanding of current digital pedagogies and effective practice in own classroom
- Undertake own Professional Learning in the area of digital learning as required
- Support the principal in achieving the goals of the school's charter

(ii) Policy

- Adhere to school policies
- Contribute to policy reviews from the perspective of eLearning as needed

(iii) Relationships

- Provide information to the principal on areas of responsibility as requested
- Establish and maintain good communication with staff
- Liaise with outside providers as required (e.g. Cyclone, Tela)

(iv) Support Digital Learning

- Facilitate Professional Learning and Development as needed
- Manage the BYOD programme
- Source and liaise with outside providers of PLD
- Provide support to teachers in the area of digital learning as requested
- Lead the Student Digital Leaders
- Maintain and uphold the school's Cyber Safety procedures
- Assist teachers in trouble shooting with hardware issues
- Manage the Tela laptop scheme
- Liaise with contracted IT Support person as needed
- Support learning-from-home initiatives as requested
- Through the Linewize programme, monitor student activity while online and deal with inappropriate use as it arises

Curriculum Lead

(i) Leadership

- Demonstrate a thorough understanding of current digital pedagogies and effective practice in own classroom
- Undertake own Professional Learning in the area of digital learning as required
- Support the principal in achieving the goals of the school's charter

(ii) Support

- Keep up to date with the Curriculum Refresh as it rolls out
- Facilitate Professional Learning and Development for other staff as needed
- Source and liaise with outside providers of PLD
- Provide support to teachers with curriculum as requested
- Provide guidance to teachers about the Common Practice Model

(iii) Relationships

- Provide information to the principal on areas of responsibility as requested
- Establish and maintain good communication with staff
- Liaise with outside providers as required

(iv) Core Curriculum Areas (Literacy and Mathematics)

- Oversee Literacy and Mathematics budgets
- Analyse mid-year and yearly data and present to the Board
- Facilitate teachers analysis of classroom data to inform future teaching and priorities
- Align Common Practice Model with Relationships based Learning

Administration of Relievers

- Manage day-to-day relief as needed for two terms each year

Review date: December 2023

Signed _____
Deputy Principal

Date _____

Signed _____
Principal on behalf of BoT

Date _____