



## POSITION DESCRIPTION

### DEPUTY PRINCIPAL (Curriculum + Daily Operations)

TENURE:	Full Time, Permanent
RESPONSIBLE TO:	Principal - Nga Tawa Diocesan School
FUNCTIONAL RELATIONSHIP WITH:	Principal Senior Management Team School Chaplain Head of Departments Principal Nominee Careers Coordinator

#### PURPOSE OF ROLE

The Deputy Principal Curriculum and Director of Operations is responsible for leading the development, delivery, and evaluation of the school curriculum through the promotion of quality teaching and learning. The Deputy Principal is also responsible for the effective day-to-day operation of the school.

#### PERSON SPECIFICATION

The Deputy Principal Curriculum and Director of Operations will be a New Zealand registered teacher and be expected to demonstrate a range of knowledge, experience, and attributes, such as:

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EDUCATION QUALIFICATION	Qualified teacher. Extensive secondary experience of NCEA. Evidence of ongoing and appropriate professional development.
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KNOWLEDGE AND EXPERIENCE	Excellent achievement in classroom teaching within a subject discipline at secondary level.  A sound theoretical and practical knowledge of the theory and practical application of learning, curriculum, and assessment. Recent experience in a senior education position within a secondary school.  An understanding of Te Tiriti o Waitangi and Te Ao Māori, with the ability to incorporate these principles into teaching, leadership, and school culture. An ability to work with international students. An understanding of future focused education  Minimum of five years experience in a management role in a school or a relevant social sector organisation, with a demonstrated ability to lead and professionally develop teaching teams and a capacity to manage and resolve issues using innovation and inspiration.
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An understanding of girls' education and the relative advantages of girls' schools.

Competence and confidence in using information technology to assist learning and administration.

Effective written and oral communication skills appropriate for a range of audiences (students, colleagues, parents).

Time management and administrative skills and an ability to uphold deadlines.

A capacity to manage and resolve issues that may involve students, parents and/or staff.

Extensive secondary teaching experience, preferably including NCEA. Successful middle and/or senior management experience.

Effective leadership in collaborating with other teachers to improve teaching practice.

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#### PERSONAL PROFESSIONAL QUALITIES

Loyalty and ability to provide collegial support to the Principal.

Ability to work as part of the SMT to motivate and mentor colleagues to provide a stimulating positive and rewarding school environment within a continuous improvement context. Ability to empower young people and to delegate genuine responsibility. Loyalty and ability to provide collegial support to the Principal.

Demonstrate a commitment to on-going professional learning.

Demonstrate inspiration and innovation in working to resolve problems.

An open warm and caring manner with empathy in dealing with a diverse range of students and adults.

Have the trust, respect and confidence of teaching staff and be seen as approachable and as someone who can hold 'difficult conversations' if the situation demands it.

Demonstrate practical commitment and support of our Anglican Special Character and model our values of courage, respect and integrity.

Ability to represent the School professionally.

Excellent written and verbal communication skills.

Time management and administrative and technology skills and an ability to uphold deadlines.

Demonstrate a commitment to ongoing professional learning.

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#### KEY ACCOUNTIBILITIES

1. Special Character
2. Strategic Planning
3. Quality Education Delivery
4. Curriculum Reporting and Assessment
5. Management of School Calendar and Events
6. Health and Safety
7. Teaching

8. Colleague Support
9. Corporate
10. Professional Development

*Limits of Authority – Approval of expenditure in accordance with School financial policy.*

## KEY TASKS

### 1. SPECIAL CHARACTER

Key Tasks	Performance Indicators
Contribute to the development of the Anglican Special Character of the school.	<i>Active participation in reflection the Anglican tradition.</i>
Model the school values of respect, integrity, and courage.	<i>Behaviour and attitude are consistent with school values.</i>
In consultation with the School Chaplain contributing to the leadership of Chapel services.	<i>Participation in worship as required.</i>

### 2. STRATEGIC PLANNING

Key Tasks	Performance Indicators
After wide consultation, supported by and considering research, make considered contributions to the Diocesan Boards Strategic and Annual Plan.	<i>Considered wellbeing strategic plan goals and annual targets consistent with research and school need.</i>

### 3. QUALITY EDUCATION DELIVERY

Key Tasks	Performance Indicators
Ensure Board of Trustees policies are implemented to deliver effective teaching and learning.	Policies and procedures related to curriculum are implemented.
Assist HOD's and teachers to review and improve curriculum	Departments set appropriate goals. Departments follow annual/curriculum plan.
Ensure HOD's monitor academic performance in their department to achieve high outcomes in relation to school equity index.	Positive student feedback. Analysis reflection and goal setting based on performance Data analysis.
Support all staff in their endeavour to provide quality teaching and learning. Identifying students with particular learning needs and requirements, and ensuring that these needs/requirements are being reasonably met. These include students who: <ul style="list-style-type: none"> <li>- Have learning difficulties</li> <li>- Are exceptionally talented/gifted</li> <li>- Are Māori or Pasifika and seeking to 'achieve as Māori' in line with Ka Hikitia (the Ka Hikitia – Ka Hāpatia Māori education strategy)</li> <li>- Require Special Assessment Conditions</li> <li>- First language is not English</li> </ul>	Year 10 to achieve Numeracy and Literacy co-requisites – NCEA Levels 1 – 3 outcomes exceed our School Equity Index Band average.  Feedback from staff. Improvements in curriculum delivery and student achievement. Needs and requirements are identified and met.

Prepare documentation for and oversee departmental review.	<i>Completed review cycle.</i>
Prepare documentation for and oversee the practice of staff performance, appraisal and attestation.	<i>Completed appraisal cycle.</i>
Keep Principal informed on all matters relating to staff performance Principal feedback aligned to the professional standards.	<i>Feedback from Principal</i>
Liaise with SMS providers and IT tools and support staff to ensure their effective functioning including: Helix, Tearus, Limewize and Turnitin.	<i>System operates effectively and staff are enabled to use system.</i>
Ensure the school's Effective Teaching Profile Culturally responsive pedagogical approach is outworked, linked to professional standards and Tātaiko.	<i>Appraisal Documents.</i>
Support the Within School Lead (WSL) in implementing initiatives and professional development provided by Takitini Hauora Kahui Ako	<i>Initiatives and professional development implemented.</i>

#### 4. CURRICULUM REPORTING AND ASSESSMENT

<b>Key Tasks</b>	<b>Performance Indicators</b>
Participate in national, regional, and local public professional meetings pertaining to overall curriculum development.	<i>Attend appropriate meetings Report back.</i>
Advise the Principal of developments in curriculum. Disseminate curriculum information to staff (e.g. at staff meetings, HODs meetings). Receive and evaluate curriculum feedback and suggestions from HODs and NZQA Principal's nominee.	<i>Reports produced. Evaluations produced.</i>
Ensure that policies and procedures related to curriculum are implemented.	<i>Feedback for the Principals Board Report. Minutes of HOD meetings.</i>
Revise and evaluate curriculum for the purpose of development.	<i>Maintain an innovative curriculum for the best student outcomes.</i>
Chairing HOD meetings.	<i>Feedback from HOD's and meeting minutes.</i>
Participate and co-ordinate professional development appropriate for overall curriculum development and implementation of Annual Plan.	<i>Appropriate professional development occurs</i>
Overseeing the production of option booklets and other curriculum documents.	<i>Up to date option booklet. Feedback from parents and students.</i>
Ensure students are counselled appropriately regarding course selection with a view to possible careers.	<i>Student and parent feedback.</i>
Manage assessment and reporting to ensure co-ordination of examination timetables and the presentation and preparation of school reports.	<i>Internal examinations are held according to agreed timetable School reports are produced and delivered to families according to the stated timetable.</i>

Co-ordination of curriculum activities in relation to assessments and reporting and NZQA requirements. Liaise with Principal's Nominee to ensure school assessment and reporting procedures and policies are compliant.	<i>Checklist of NZQA procedures are produced. Positive Managing National Assessment report.</i>
Gather, evaluate and manage assessment data (internal and external). Disseminate to HODs and report to Principal.	<i>Effective use of data by classroom teachers to inform teaching and learning.</i>
Structure the academic progress of students in conjunction with Mentors, Deans and HODs.	<i>Reports are timely and accurate</i>
Mentor Head Scholar to promote student scholarship	<i>Students receive appropriate academic guidance.</i>
In conjunction with Deans and Mentors provide reports for the Principal in response to student/parents' curriculum concerns.	<i>Report provided.</i>
Provide advice to the timetabler to ensure the full school timetable is fully and successfully functioning throughout the year.	<i>Functional timetable. Staff feedback.</i>
Oversee the operation of offsite delivery initiatives utilised by the school (e.g. STAR, correspondence, University courses, work experience programmes). Liaise with TiC of STAR to ensure MOE compliance and a balanced delivery in accordance with School policies.	<i>Checklists – reports and documentation produced as required (currently produced by HOD Coordinator).</i>

## 5. MANAGEMENT OF SCHOOL CALENDAR AND EVENTS

### Key Tasks

Liaise with stake holders and manage annual calendar of curriculum and co curricular events.

Management of School events in conjunction with other senior staff e.g. Powhiri, Graduation dinner, Prizegiving, award assemblies, Yr 11-12 student/parent functions etc.

### Performance Indicators

*Calendar and events produced and managed.*

*Efficient day to day routines established in the school.*

*Events take place as planned.*

## 6. HEALTH AND SAFETY

<b>Key Tasks</b>	<b>Performance Indicators</b>
In conjunction with Principal and Bursar develop school-wide systems that are consistent with the Health and Safety at Work Act 2016.	<i>Health and Safety Procedures including emergency evacuation drills are implemented.</i>
In conjunction with the Director of Sport and the Director of Wellbeing, develop a procedure for best practices in education outside the classroom and trips.	<i>Best Practice - EOTC procedures are implemented</i>

## 7. TEACHING

<b>Key Tasks</b>	<b>Performance Indicators</b>
Carry a teaching load up to 1 class as required.	<i>Feedback from students and HOD.</i>
Requirements for classroom responsibilities, lesson preparation and implementation, curriculum planning and assessment and reporting will be the same as for all teachers.	<i>HOD appraisal and feedback.</i>

## 8. COLLEAGUE SUPPORT

<b>Key Tasks</b>	<b>Performance Indicators</b>
Meetings attended/prepared for as required.	<i>Feedback from staff Effective input is given Attend meetings.</i>
Support is offered/given to colleagues.	<i>Feedback from staff.</i>
An appropriate contribution is made to the wider life of the school.	<i>Feedback from staff, students and parents.</i>
Foster group cohesion and pride within the school.	<i>Ensure that procedures and practices contribute to establishment and maintenance of a positive school climate. Feedback from staff and students.</i>
Serve as liaison, when necessary, between individual staff and the senior management team.	<i>Feedback from staff.</i>
Maintain, where possible, an 'open door' policy to all academic staff.	<i>Feedback from staff.</i>
In negotiation with Principal and Director of Wellbeing participate in weekend on-call duties for boarding.	<i>Cover for two weekends per term.</i>

## 9. CORPORATE RESPONSIBILITY

### Key Tasks

### Performance Indicators

Deputise for the Principal as and when required.

*Feedback from Staff.*

Contribute to the day-to-day management of the school according to the objectives, goals and policies of the school's Strategic and Annual Plan as well as those established by the Principal.

*Feedback from Principal.*

Assist in the preparation of reports, papers, and research for the Board of Trustees, Diocesan Trust Board, Ministry of Education, and Principal – including forms and returns and other routine matters as well as policy documents.

*March 1 and other quarterly returns completed in an accurate and timely manner.*

*Other returns and research carried out in an accurate and timely manner.*

*Reports accepted by the Ministry.*

Accept, in conjunction with the other senior managers, responsibility for the division of further routine matters related to the efficient operation of the school.

*Working as part of the Senior Management Team.*

*Feedback from Senior Management Team.*

Represent the school at public functions as negotiated with the Principal.

*Representation at functions*

*Feedback from staff.*

Take part in the corporate life of the school which includes handling concerns of parents/guardians on the progress and development of students, participating in school activities and attending functions where our school is represented.

*Available to discuss matters with parents/caregivers. Participate in school activities/functions.*

*Feedback from staff.*

Participate in the prefect selection process as required.

*Participate effectively in process.*

Positively support the school policies, both inside and outside the classroom.

*Feedback from staff.*

Undertake duties that are part of the overall running of the school.

*Specific responsibilities undertaken*

*Feedback from staff.*

Speak to prospective students and promote the school effectively.

*Participate in contributing schools marketing and open days.*

*Feedback from staff.*

Participate in activities related to the co- and extra-curricular programme provided for students.

*Attendance at activities.*

*Feedback from staff.*

Provide a thoroughly professional image and example to School personnel and members of the school community.

*Feedback from staff.*

Attend Board meetings if required.	<i>Meetings attended.</i>
Foster good working relationships with all agencies associated with the school, as well as community and parents.	<i>Feedback from community. Enrolment of exchange students.</i>
Use available opportunities to present Nga Tawa to members of the community in the best possible light.	<i>Feedback from the community.</i>
Contribute to the Nga Tawa News and Script and other promotional material.	<i>Completed as requested.</i>
Follow all reasonable health and safety rules and instructions. Participate in health and safety discussions. Take reasonable care that their actions (or inactions) don't cause risk of harm to themselves or others. Report any potential risks, incidents and near misses so they can be investigated to eliminate or minimise harm and risk to themselves or others.	<i>Health Safety procedures are adhered to.</i>
Perform such other duties and assume other responsibilities as the Principal may assign.	<i>Feedback from Principal.</i>

## 10. PROFESSIONAL/PERSONAL DEVELOPMENT

<b>Key Tasks</b>	<b>Performance Indicators</b>
Attend professional conferences to maintain personal awareness of developments related to general education and educational management matters.	<i>Attendance at seminars as required. Report on conferences attended. Feedback from Principal.</i>
Attend courses as requested.	<i>Report back on courses attended. Recommendations to senior management.</i>
Keep informed of developments in own subject area.	<i>Attendance at subject-related courses. Feedback from HODs.</i>
Attend departmental meetings.	<i>Feedback from HODs.</i>

Signed: .....  
Deputy Principal

Date: .....

Signed: .....  
Principal

Date: .....