



Principal's Job Description

2019

This job description has been reviewed and updated each year since 2008. That has ensured alignment with new statutory requirements such as updated Teachers' and Principal's Standards and factors related to Collective Agreements. It has also included different tasks each year in line with the current Strategic Plan.

The document has been discussed each year with the principal's appraiser prior to the finalization of the Employment Agreement which lays out the process of monitoring the principal's performance against statutory requirements, the current Strategic Plan and annual priorities and personal and professional inquiry goals.

The Delegations are directly from School Trustees Association guidelines.

JOB

DESCRIPTION:

Job Title: Principal.

Responsible to: Chairperson, Board of Trustees, Avondale Primary School

Directly Responsible for: The day-to-day running of the school, subject to accurate scheduled reports (Ref: Delegated Authorities).

Functional Relationships with: Students, parents, community, The Board of Trustees, school staff.

Year of Application: 2019

PRIMARY PURPOSES OF THE POSITION

- Provide professional leadership that focuses the school culture on enhancing teaching and learning.
- Create a learning environment in which there is an expectation that all students will experience success and learning.
- Develop and use management systems to support and enhance student learning.
- Strengthen communication and relationships to enhance student learning.
- Work collaboratively to develop an Annual Charter with Strategic and Annual Goals and ensure that action plans are realistic.
- Support all staff and members of the learning community in working toward meeting of school areas of focus as agreed to within the Charter.

COLLECTIVE AGREEMENT

The terms and conditions of the job are covered in the 2019-2021 Primary Principals' Collective Agreement.

DELEGATED AUTHORITIES - PRINCIPAL

The Principal assumes a major leadership role at Avondale Primary School and because of this undertakes an important pastoral and professional responsibility in the Avondale community. The Principal is a knowledgeable educator and capable classroom practitioner with a capacity for demonstrating a clear focus on student learning and achievement. The Principal motivates and inspires professional and support staff, the Board of Trustees and the wider school community around the central purpose of student achievement with a particular interest in meeting the needs of Maori students. The Principal is required to be able to think and plan strategically, providing the Board of Trustees with high quality advice.

The Board of Trustees delegates to the Principal the following powers and responsibilities for the day-to-day running of the school, subject to accurate scheduled reports:

1. Curriculum management.
2. Employment of:
 - non-teaching staff;
 - scale A teaching staff; and
 - staff required for long term relieving and fixed term positions.
3. Engagement of contractors within budget.
4. Managing staff performance.
5. Implementing competency and/or disciplinary procedures in accordance with the relevant Collective Agreement.
6. Undertaking any inquiry into a possible breach of discipline. In the event of the issues under investigation not being resolved informally by discussion, or the principal is of the view that the matter should proceed to the Board, then the Principal may initiate formal disciplinary procedures by forwarding relevant documents to the Board for this purpose.
7. Grant and/ or require the following:
 - discretionary leave not exceeding 5 days.
 - medical certificate for an absence on sick leave in excess of five days.
8. Student welfare.
9. Standing down pupil/s for continual or gross misbehaviour pending a disciplinary sub-committee hearing.
10. Authorising expenditure/payments within budget.
11. Applying for funds, sponsorship or other monies.
12. Signing of declarations on behalf of the Board in relation to information required by the Ministry of Education, overseas students or local authority.
13. Providing mandatory reports to the Teachers' Council.

Principal Professional Standards

The Professional Standards provide a baseline for assessing satisfactory performance within each area of practice. They form part of the principal's performance agreement which will reflect the school / Board goals, the principal's job description and specific focus areas / goals.

Area of practice	Professional Standards
	Key for Assessment. 1: Needs developing. 2: Satisfactory. 3: High standard
CULTURE Provide professional leadership that focuses the school culture on enhancing teaching and learning	<input type="checkbox"/> In conjunction with the board develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students
	<input type="checkbox"/> Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning
	<input type="checkbox"/> Models respect for others in interactions with adults and students
	<input type="checkbox"/> Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture
	<input type="checkbox"/> Maintain a safe, learning-focused environment
	<input type="checkbox"/> Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected
	<input type="checkbox"/> Manage conflict and other challenging situations effectively and actively work to achieve solutions.
	<input type="checkbox"/> Demonstrates leadership through participating in professional learning

Area of practice	Professional Standards
PEDAGOGY Create a learning environment in which there is an expectation that all students will experience success and learning	Key for Assessment. 1: Needs developing. 2: Satisfactory. 3: High standard <input type="checkbox"/> Promote, participate in and support ongoing professional learning linked to student progress
	<input type="checkbox"/> Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents
	<input type="checkbox"/> Ensure staff members engage in professional learning to establish and sustain effective teacher / learner relationships with all students, with a particular focus on Maori students
	<input type="checkbox"/> Ensure that the review and design of school programmes is evidence-based
	<input type="checkbox"/> Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice
	<input type="checkbox"/> Analyse and act upon school-wide evidence on student learning to maximise learning for all students with a particular focus on Maori and Pasifika students

Area of practice	Professional Standards
	Key for Assessment. 1: Needs developing. 2: Satisfactory. 3: High standard
SYSTEMS Develop and use management systems to support and enhance student learning success and learning	<input type="checkbox"/> Exhibit leadership that results in the effective day-to-day operation of the school
	<input type="checkbox"/> Operate within board policy and in accordance with legislative requirements
	<input type="checkbox"/> Provide the Board with timely and accurate information and advice on student learning and school operation
	<input type="checkbox"/> Effectively manage and administer finance, property and health and safety systems
	<input type="checkbox"/> Effectively manage personnel with a focus on maximising the effectiveness of all staff members
	<input type="checkbox"/> Use school / external evidence to inform planning for future action, monitor progress and manage change
	<input type="checkbox"/> Prioritise resource allocation based on the school's annual and strategic objectives

Area of practice	Professional Standards
	Key for Assessment. 1: Needs developing. 2: Satisfactory. 3: High standard
PARTNERSHIPS and NETWORKS Strengthen communication and relationships to enhance student learning	<input type="checkbox"/> Work with the Board to facilitate strategic decision-making
	<input type="checkbox"/> Actively fosters relationships with the school's community and local iwi
	<input type="checkbox"/> Actively fosters professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider education community
	<input type="checkbox"/> Interact regularly with parents and the school community on student progress and other school-related matters
	<input type="checkbox"/> Actively foster relationships with other schools and participate in appropriate school networks

Practising Teacher Criteria

Practising Teacher Criteria	Key Indicators
Establish and maintain effective professional relationships focused on the learning and well-being of ākonga.	<p><i>Engage in ethical, respectful, positive and collaborative professional relationships with:</i></p> <ul style="list-style-type: none"> • ākonga • teaching colleagues, support staff and other professionals • whānau and other carers of ākonga • agencies, groups and individuals in the community.
Demonstrate commitment to promoting the well-being of all ākonga.	<p>Take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe</p> <p>Acknowledge and respect the languages, heritages and cultures of all ākonga</p> <p>Comply with relevant regulatory and statutory requirements</p>
Demonstrate commitment to bicultural partnership in Aotearoa New Zealand.	Demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi.
Demonstrate commitment to ongoing professional learning and development of personal professional practice.	Identify professional learning goals in consultation with colleagues

Practising Teacher Criteria	Key Indicators
	Participate responsively in professional learning opportunities within the learning community.
	Initiate learning opportunities to advance personal professional knowledge and skills.
Show leadership that contributes to effective teaching and learning.	Actively contribute to the professional learning community.
	Undertake areas of responsibility effectively.
Conceptualise, plan and implement an appropriate learning programme.	Articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them into their practice
	Through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents
Promote a collaborative, inclusive and supportive learning environment.	Demonstrate effective management of the learning setting that incorporates successful strategies to engage and motivate ākonga
	Foster trust, respect and cooperation with and among ākonga
Demonstrate in practice their knowledge and understanding of how ākonga learn.	Enable ākonga to make connections between their prior experiences and learning and their current learning activities.

Practising Teacher Criteria	Key Indicators
	<p>Provide opportunities and support for ākonga to engage with, practise and apply new learning to different contexts</p> <p>Encourage ākonga to take responsibility for their own learning and behaviour</p> <p>Assist ākonga to think critically about information and ideas and to reflect on their learning</p>
<p>Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga</p>	<p>Demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural contexts of learning in Aotearoa NZ.</p> <p>Select teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse ākonga.</p> <p>Modify teaching approaches to address the needs of individuals and groups of ākonga.</p>
<p>Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga</p>	<p>Demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural contexts of learning in Aotearoa NZ.</p>

<i>Practising Teacher Criteria</i>	<i>Key Indicators</i>
	Select teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse ākonga.
	Modify teaching approaches to address the needs of individuals and groups of ākonga.
Work effectively within the bicultural context of Aotearoa New Zealand.	Practise and develop the relevant use of te reo Māori me ngā tikanga-a-iwi in context.
	Specifically and effectively address the educational aspirations of ākonga Māori, displaying high expectations for their learning.
Analyse and appropriately use assessment information, which has been gathered formally and informally.	Analyse assessment information to identify progress and ongoing learning needs of ākonga.
	Use assessment information to give regular and ongoing feedback to guide and support further learning.
	Analyse assessment information to reflect on and evaluate the effectiveness of the teaching.
Analyse and appropriately use assessment information, which has been gathered formally and informally.	Communicate assessment and achievement information to relevant members of the learning community.

<i>Practising Teacher Criteria</i>	<i>Key Indicators</i>
	Foster involvement of whānau in the collection and use of information about the learning of ākonga.
Use critical inquiry and problem-solving effectively in their professional practice.	<p>Systematically and critically engage with evidence and professional literature to reflect on and refine practice.</p> <p>Respond professionally to feedback from members of the learning community.</p> <p>Critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākonga.</p>

LEADERSHIP PROFILE

As the school's principal and Chief Executive to the Board of Trustees I aspire to be a leader who:

PROFESSIONAL KNOWLEDGE	Professional knowledge	<input type="checkbox"/> Demonstrates an excellent knowledge and understanding of current issues in curriculum, learning and teaching and assessment
	Manage self	<input type="checkbox"/> Is a highly motivated and reflective practitioner who demonstrates a commitment to my own on-going learning in order to improve my performance.
THINKING ABILITIES	Provide visionary and strategic leadership	<input type="checkbox"/> Ensures that the school Vision is valued and enhanced by all stakeholders and that they are consulted regularly in the development, implementation and updating of the Charter in the interest of improving student achievement.
	Lead direction and culture	<input type="checkbox"/> Focuses the school on continued improvement and raising student achievement. <input type="checkbox"/> Establishes expectations that the school culture will be inclusive and built upon respectful learning conversations.
	Initiate and manage change	<input type="checkbox"/> Identifies the need for change and is bold enough to initiate this effectively through consultation, communication and support.
PEOPLE ABILITIES	Manage relationships	<input type="checkbox"/> Demonstrates excellent motivational, interpersonal and communication skills. <input type="checkbox"/> Understands the needs of diverse cultures and demonstrates a proven commitment to the principles of Te Tiriti o Waitangi/The Treaty of Waitangi
	Manage and lead people	<input type="checkbox"/> Demonstrates a distributive leadership style and the skills to effectively manage staff performance. <input type="checkbox"/> Coaches and supports staff.
TASK ABILITIES	Manage activities and quality	<input type="checkbox"/> Develops and implements effective quality assurance and reporting systems. <input type="checkbox"/> Completes all tasks efficiently and in a timely manner. <input type="checkbox"/> Can access resources, information or assistance to plan, initiate, implement or report on any task.
	Manage resources	<input type="checkbox"/> Demonstrates highly developed organisational and time management skills <input type="checkbox"/> Demonstrates the skills to effectively manage school finances, property and assets