

- TOMARATA SCHOOL -



Job Description - Principal

Position Title	Principal
Reports to	Board of Trustees
Direct Reports	Teaching Staff, Support staff
Working Relationships	The Board of Trustees, students, staff, parents, community, education agencies, neighbouring schools, local early childhood centres

Responsible to the Board of Trustees, the Principal is the professional and administrative leader of the school and the board's chief policy adviser. The Principal also shares, with other trustees, collective responsibility for effective governance. Consistent with *s76 of the Education Act 1989*, the Board delegates to the Principal all of the day to day responsibilities of managing and operating the school. The role is to lead and manage the school in achieving its vision consistent with the general intentions of public policy, the school charter and strategic plan.

With a focus on exemplary performance and consistent with the:

- Board's general policy and governance direction;

- applicable statutory and regulatory provisions;
- conventions and accountabilities of public service and public expenditure;
- expectations of the *Professional Standard for Primary Principals* www.educationalleaders.govt.nz;

The scope of the Principal's duties and responsibilities can be broadly summarised thus:

Dimension 1 – Effective Governance

Reporting to, advising and assisting the board in their respective governance roles - inclusive of related oversight, regulatory and policy responsibilities. In this dimension the Principal is expected to:

- foster and maintain constructive relationships with the Board
- provide technically sound and evidence-based advice to assist the Board in developing its planning and policy, evaluating organisational performance, and meeting the full range of its regulatory responsibilities
- advance the agreed policy and planning objectives of the Board in a timely and effective manner
- report regularly to the Board on organisational and educational performance

Dimension 2 – Professional and Administrative Leadership

Day to day professional, financial and administrative leadership of the school. In this dimension the Principal is expected to:

- ensure that Board policy and planning priorities are coherently reflected in the organisational culture, planning and life of the school
- lead the development, implementation and evaluation of the school's curriculum and teaching programmes

- budget effectively and ensure that the school's resources are applied purposefully and equitably to student learning needs
- ensure that the school's administrative and financial control systems are efficient and fit for purpose
- ensure that the school's operations are compliant with statute and regulation
- constructively liaise with relevant government agencies and ensure that required administrative, accountability and reporting obligations are completed in a credible and timely fashion
- ensure effective management, maintenance and care of the school's property portfolio, equipment and assets

Dimension 3 – Staff Development & Performance

Day to day management of all employees. In this dimension the principal is expected to:

- recruit manage and develop a highly competent and motivated school workforce
- model exemplary professional conduct and behaviour
- foster harmony within the workforce and between the board and that workforce
- manage and supervise employees in ways which consistently build competence, motivation and loyalty
- manage employees and their working conditions in a manner consistent with applicable statute and regulation
- ensure that the performance of employees is regularly and fairly appraised
- ensure that employees receive appropriate development training and support on a regular basis
- ensure that the conduct of teaching staff is consistent with applicable codes of conduct and professional standards
- act promptly and fairly in circumstances where employee misconduct or underperformance is alleged or at issue.

Dimension 4 – Student Care & Progress

Oversight of the care, learning, progress and achievement of students. In this dimension the Principal is expected to:

- ensure that all students have the benefit of learning, recreational and pastoral care experiences which are appropriate, purposeful, motivational and ensure their reasonable physical and emotional safety
- ensure that students uniformly experience highly competent teaching and are exposed to the full range and intentions of the New Zealand Curriculum
- ensure that teachers are assessment-capable and that student progress is regularly monitored and reported against credible and reliable benchmarks
- ensure that programmes are adapted as appropriate to the specific needs of individual students and that specialist agencies and resourcing are utilised to assist such students
- ensure that student and teacher performance are regularly and reliably evaluated for effect and programme approaches adapted and evolved to improve effectiveness as necessary
- ensure that student behavioural challenges are dealt with promptly, appropriately and fairly.

Dimension 5 – Community Relationships

Management of community relationships including day to day liaison with parents and caregivers, associated communications and reporting. In this dimension the Principal is expected to:

- actively foster productive and purposeful relationships with the school's parents, caregivers and community
- communicate regularly with the community in ways that build engagement and confidence in the school and its educational effectiveness
- encourage active community participation in the life of the school

- ensure that parents and caregivers are listened to and treated respectfully
- ensure that parents and caregivers receive regular and purposeful reports on the progress of their children
- ensure that parents and caregivers are given regular and reasonable opportunity to discuss the progress of their children with teachers
- respond in a timely fashion to expressions of concern and/or reasonable requests from caregivers for information or discussion
- in the event of significant student behavioural challenges ensure that best efforts are made to engage caregivers in devising responses and keeping them informed of related decision-making processes and consequences.

Approved by	
Date approved	
Reviewed	26 October 2022
Appointee	
Date appointed	