



Role Description: Deputy Principal

Position Title	Deputy Principal
Responsible To	Principal
Responsible For	Heads of Department / Deans / Support Staff
Functional Relationships with:	Board of Trustees, Principal, Senior Leadership Team, All Staff All school staff, parent community and external stakeholders.
Functional Delegations (Limits to Authority):	According to annual delegations and specific portfolios
Terms and Conditions:	The conditions of employment (including remuneration) are as stated in the Secondary School Teachers' Collective Agreement. 6MU and 1 SMA

Primary Accountability Areas of the Position:

1. Strategic Leadership
2. Lead teams
3. Operational Leadership
4. Curriculum Leadership
5. Pastoral Leadership

The Performance Areas below are examples for the whole team and roles are negotiable to suit the strengths and development of the senior leadership. These may include but are not limited to the areas below.

Key Performance Areas	Expected outcomes and performance indicators
General To effectively contribute to school wide strategy at senior leadership meetings	All SLT members have a common understanding of school wide developments/initiatives Staff perception is that all SLT are "on the same page" Valued, well thought out and researched views are shared at SLT meetings



Strategic Leadership

1. To lead staff professional learning

A PLD plan is produced
A well-planned school wide professional learning programme is implemented as per the PLD plan

All teachers access appropriate professional learning opportunities

The professional learning programme is aligned to the school's strategic plan

A well-functioning team manages the PLD plan

The PLD budget is adhered to, monitored and reported on as required

2. Develop programmes to accelerate the achievement of Maori

A plan to address achievement of Maori students is developed.

Maori students achievement levels are similar to non-Maori

All teachers engage with the philosophy and practices of CRP

The curriculum acknowledges cultural diversity through contexts and resources used

Achievements of Maori students are well acknowledged and celebrated.

High achieving students receive an appropriate programme to challenge and extend them.

3. To lead pastoral care/ student wellbeing processes at the school.

A pastoral care team is established

The pastoral care team establish a plan to deliver on the board's strategic intent for student wellbeing.

The plan is consistent with related school policies

Student agency is a key component of the plan

The pastoral care team is well-led

The pastoral care team meet regularly and monitor progress against their plan.

The board is kept well informed on progress via regular reports



4. To carry out the principal nominee's role

A manual for staff that details NCEA quality assurance processes is produced and made available for staff

A manual that describes NCEA requirements for students is produced and distributed to students

Manuals are reviewed and updated on an annual basis

HODs/subject leaders are well informed on NZQA requirements and NCEA developments.

Assessments for moderation are submitted as required

HODs/subject leaders follow moderation processes and respond to moderation reports

A positive working relationship is established with the school's relationship manager

MNA reports are positive

Any recommendations made in the MNA report are actioned

5. To lead curriculum development at the school

A curriculum team is established

The curriculum team establish a plan to deliver on the board's strategic intent for curriculum design

The curriculum is culturally responsive

The plan is consistent with related school policies

The curriculum team is well-led

The curriculum team meet regularly and monitor progress against their plan.

The board is kept well informed on progress via regular reports



<p>6. To lead school wide data analysis processes</p>	<p>A data analysis team is established</p> <p>The data analysis team develop a plan that details the collection of schoolwide data</p> <p>HODs receive advice and assistance on how to analyse data for their departments</p> <p>The principal and board receive regular updates on data that informs of progress on annual plan targets</p> <p>Assistance is provided to the principal in the preparation of the annual analysis of variance.</p>
<p>7. To lead appraisal processes at the school</p>	<p>Appraisal processes are established for all teaching and non-teaching staff</p> <p>The school's appraisal programme complies with school policy and union guidelines</p> <p>All staff receive an annual appraisal on their performance</p> <p>Staff are kept well-informed on the appraisal process and their responsibilities.</p>
<p>8. To lead e-learning/BYOD at the school</p>	<p>An e-learning team is established</p> <p>The e-learning team establish a plan to deliver on the board's strategic intent for e-learning and BYOD</p> <p>The team is well-led</p> <p>The e-learning team meet regularly and monitor progress against their plan.</p> <p>The board is kept well informed on progress and future recommendations via regular reports</p> <p>A reporting team is established</p> <p>The reporting team establish a plan to deliver on the board's strategic intent for reporting on student achievement</p>
<p>9. To lead student reporting processes at the school</p>	<p>The plan is consistent with related school policies</p> <p>The reporting team is well-led</p> <p>The reporting team meet regularly and monitor progress against their plan.</p> <p>The board is kept well informed on progress via regular reports</p>



Operational Leadership

1. To oversee student enrolments and induction of new students

A programme for enrolment of new students to the school is produced and updated annually

Enrolment processes are implemented within expected timeframes.

A comprehensive induction programme for all students new to the school is developed.

2. To oversee provisionally registered teachers

Provisionally registered teachers receive an appropriate advice and guidance programme in line with the school's policy

PRT's are well monitored in their teaching practice

Regular scheduled meetings are held with each PRT

Regular liaison occurs with the PRT's HOD

3. To oversee the induction of new staff to the school

All new staff receive a comprehensive induction to the school irrespective of when they arrive

4. Day relief

A pool of day relievers is managed

Teachers are aware of day relief procedural requirements and follow them

Classes are covered when teachers are absent

5. EOTC

EOTC requirements are complied with as described in MOE guidelines

Teachers are well-informed of requirements and responsibilities with EOTC activities

6. Term/year calendar

An accurate updated term/year calendar is produced and maintained

Staff have ready access to the calendar

7. Attendance

Student attendance is well monitored, and interventions coordinated.

Staff follow student attendance recording requirements

Student attendance data is produced and reported



8. Prizegivings	Prizegivings are well-organised Prizes are allocated as per school policy/requirements
9. Health and Safety – emergency evacuations etc.	A health and safety committee is established The H&S committee is well led All H&S requirements are complied with. The board is kept informed on H&S matters on a monthly basis
10. Exam timetables	Exam timetables are produced as required in a timely fashion.
11. Correspondence school	Correspondence students are aware of their course requirements Regular liaison occurs with the Correspondence School
12. Staff handbook	A staff handbook is produced in a timely fashion The staff handbook is accurate and updated regularly Staff have easy access to the handbook
13. Photos	School photos are well organised
14. Staff duty	A staff duty roster is produced in a timely manner Staff are aware of their duty responsibilities Staff carry out their duty requirements

