



Ruahine School

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The Best I Can Do, The Best I Can Be Tū māia au ki te mahi, tū rangatira au ki te ao!

JOB DESCRIPTION DEPUTY PRINCIPAL 2023

Name:

Position: Deputy Principal, Kupe Team Leader (Year 3-8) & SENCO

Tenure: Permanent

Responsible to: Principal

Management Unit/s: 3 permanent management units

Classroom Release Time: 0.2 - 1 day per week (plus CRT)

DEPUTY PRINCIPAL & KUPE TEAM LEADER EXPECTATIONS

The Deputy Principal will consistently and effectively meet and maintain:

- A **current practising certificate** issued by The Teaching Council of Aotearoa New Zealand.
- The **Code** of Professional Responsibility and **Standards** for the Teaching Profession.
- The Professional Standards within Schedule 2 **Interim Framework of Professional Standards** for Deputy Principals and Assistant Principals
- All criteria expected of a Scale A teacher at Ruahine School
- Consistently demonstrate, implement and model **effective pedagogy and teaching and learning, assessment, behaviour management and culturally responsive practices** inline with the Ruahine School Curriculum
- A commitment to build, and knowledge of, **culturally responsive relationships and practice**, including tikanga Māori and te reo Māori.
- Consistently **model and promote our school vision and values** in your leadership
- Keep **honest and open communication with the Principal** in matters relating to teacher and student development and welfare.
- Build **trusting relationships** with staff, students and whānau through active listening, caring for others, and demonstrating personal integrity

DEPUTY PRINCIPAL & KUPE TEAM LEADER RESPONSIBILITIES

- Support the Principal in the effective **leadership and management** of the school; **deputise when required**.
- Work collaboratively and professionally with the Principal, Assistant Principal, Board of Trustees, staff, community and educational colleagues (including Kāhui Ako) in the spirit of our School Charter, Policies, Vision, Mission and Values to **support effective school organisation, teaching and learning programmes, positive behaviour management processes and strategies, and improved outcomes for students**.
- Effectively **manage student and staff challenging situations**
- Actively **grow teacher collaboration and capability** through Professional Learning Communities (PLCs), Practice Analysis Conversations (PACs), Teacher Inquiry (TAI) and Professional Growth Cycles (PGCs); lead professional learning as appropriate.
- Develop **high quality teaching and learning programmes collaboratively across the Kupe Team** (and other areas of the school as required).
- Ensure **learning environments** across the Kupe Team (and other areas of the school where required) are safe and conducive to learning and support teachers with behaviour management inline with our Ruahine School behaviour management procedure.

- Ensure the Kupe Team **operates collaboratively, professionally and effectively with a high trust model**
- Ensure effective **learning focussed relationships** across the Kupe Team (and other areas of the school as required) with students, parents and whānau
- Work collegially with teachers, high schools and Kāhui Ako to support the **transition of Year 8's to high school**
- Develop and monitor the Kupe Team **annual assessments and reporting** in liaison with teachers and leadership team; organise and distribute annual assessment tests (e.g., PATs)
- Organise and facilitate the **student leadership programme and William Pike Challenge**
- Actively **grow own leadership capability** through Leadership Inquiry, professional learning and Professional Growth Cycles (PGCs).
- Provide **collegial support and guidance** to staff in order to meet all administrative and teaching and learning requirements.
- **Delegate** opportunities and tasks as appropriate
- **Manage financial, and other resources** in areas of responsibility to improve and enrich learning outcomes for students
- **Maintainance of school-wide timetables and duties with oversight of school events**
- Assist the Principal in managing the **school-wide behaviour management system**
- Attend Board of Trustee meetings as required

SPECIAL EDUCATION NEEDS COORDINATOR RESPONSIBILITIES

- **Support classroom teachers and teacher aides** to create an inclusive teaching environment that meets the diversity of student needs and enhances the safety and well-being of all students (e.g. teaching methods, assessment, materials and equipment, ILPs)
- **Effectively communicate**, liaise and partner with students, whānau, staff and outside agencies with regard to students with special education needs
- Lead the development of, and monitor, **plans to support students** with special needs (e.g. IEPs, safety plans, behaviour plans) in liaison with whānau, teachers, students and other agencies
- Be familiar with and **effectively use available resources** to support students (e.g. in liaison with the principal, make applications to appropriate fundings sources/agencies; ensure safety plans are adhered to)
- Keep **accurate, up-to-date records** for students with special education needs inline with established Ruahine School systems (e.g. maintain a SENCO register, priority learner tracking, individual student files)
- **Attend and run meetings as required** (e.g., IEPs, RTLB liaison, whānau meetings, staff meetings, SENCO network)
- Initiate **student support programmes** in response to identified student needs
- Monitor and support the **transition** of students with special educational needs as necessary
- In liaison with the principal, **provide teacher aide support** for students with special education needs within the resourcing available
- Maintain a working knowledge of **current issues and best practice** in special education
- Provide **professional learning and development** support for teacher aides and teachers of students with identified needs
- Manage the **SENCO budget**

Deputy Principal/Tumuaki Tuarua: _____

Signed: _____

Date: _____

Principal/Tumuaki: Kate Greer

Signed: _____

Date: _____