



Cheviot Area School

Tumuaki/Principal Position Description

PURPOSE

The Principal is responsible for the day to day management of the school, the implementation of the Board's policies and plans, curriculum management and education, student wellbeing, and the direction and supervision of all teaching and non-teaching staff. In managing these areas of responsibility, the Principal will be guided by the Board of Trustees, its charter, policies and plans, the National Education Guidelines and the New Zealand Curriculum Framework.

ACCOUNTABILITY

The Principal is accountable to the Board of Trustees, through their Presiding Member. They operate within legal requirements and the school's strategic plan, policies and budgets.

WORKING RELATIONSHIPS

The Principal:

- Gives priority to ensuring the wellbeing and educational achievements of the school's students
- Gives priority to ensuring the wellbeing and professional learning of staff
- Builds and grows positive relationships with whānau and the community
- Promotes the interests and image of the school within the community and wider partnerships
- Works supportively as a member of the Board of Trustees

KEY TASKS

Professional Leadership and Curriculum Management

The Principal is the leader of teaching staff, and will assist teachers to develop teaching programmes in line with the national education guidelines.

The Principal will:

- Oversee the planning, implementation and evaluation of teaching programmes in line with the national education guidelines, the national curriculum standards, the school's charter, policies and plans.
- Establish and support high expectations for student achievement, with systems in place to identify students' individual learning needs and provide quality programmes to meet needs.
- Assume the role of an effective educational facilitator through providing teaching assistance to staff and role modelling professionalism to students, whānau and staff.
- Provide a safe and positive learning environment for students, promoting, developing and monitoring student welfare and wellbeing.
- Demonstrate progressive educational practice by keeping up to date with curriculum and administrative developments.
- Provide regular, accurate and effective reporting to the Board on student achievement and progress, and other areas of teaching and learning.

Personnel Management

The Principal will be responsible for staff performance and development.

The Principal will:

- Provide guidance and motivational leadership to all staff.
- In conjunction with the Board, ensure the school is appropriately staffed.
- Allocate duties to staff, playing to the strengths of the team.
- Develop a performance management system for staff that provides regular feedback, encouragement and appraisal against relevant professional standards.
- In consultation with staff, identify development needs and professional development areas of interest to coordinate and evaluate staff development programmes.
- Make recommendations to the Education Council regarding registration of teachers.
- Ensure appropriate reporting to the board around personnel management, assisting the board in its good employer obligations.

Relationships and Communications

The Principal will assist the Board to achieve a climate of trust and cooperation between the school and its community.

The Principal will:

- Foster good working relationships with the children, whānau, staff, local iwi, Board of Trustees, and the wider community.
- Keep parents and the community well informed of the school's activities, programmes and achievement, exploring and actioning opportunities to involve the wider community in the life of the school.

- Establish and prioritise systems and practices for effective two-way communication between the school, and parents, whānau and the community.
- Generate opportunities for whānau and parents to share their ideas and opinions through robust consultation.
- Address any whānau or community concerns effectively, efficiently, and with compassion.
- Promote the school positively within the wider community.

Financial and Administrative Duties

The Principal will be responsible for management of the school's finances in accordance with Board policy.

The Principal will:

- Assist the Board and staff to develop sound financial plans and budgets which reflect the current and future needs of the school.
- Administer and monitor the school's funds according to the approved annual budget and financial policies.
- Supervise the school's administrative systems so that they operate efficiently and accurately.
- Ensure appropriate reporting to the board around policy development, budgeting, planning and resources, assisting the board to meet its annual audit and reporting requirements.

Property and Resources

With the full support of the Board, the Principal will ensure a safe and secure school environment.

The Principal will:

- Ensure the school environment is kept safe and clean.
- Provide for the acquisition, orderly management and upkeep of the school's equipment and resources.
- Provide advice to the Board on maintenance, development and enhancement of school property and facilities.

Contribution and Support to the Board

The Principal will provide professional and administrative advice and information to the Board and contribute to the effective operation of the Board.

The Principal will:

- Provide effective executive advice to the Board to help ensure it meets its statutory and legal obligations.
- Ensure thorough reporting to the Board on their areas of responsibility, including highlighting potential issues or risk to the Board.
- Inform the Board of the school's participation in Ministry initiatives and educational opportunities.
- Assist the Board in its development of strategic and financial plans, and in policy development and review.
- Support and implement Board initiatives.

PROFESSIONAL STANDARDS FOR PRIMARY PRINCIPALS

The Key Tasks outlined above have been developed to assist in meeting the Professional Standards for Primary Principals, as outlined below:

1. Culture

- In conjunction with the board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students.
- Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning.
- Model respect for others in interactions with adults and students
- Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture.
- Maintain a safe, learning-focused environment.
- Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected.
- Manage conflict and other challenging situations effectively and actively work to achieve solutions.
- Demonstrate leadership through participating in professional learning.

2. Pedagogy

- Promote, participate in, and support ongoing professional learning linked to student progress.
- Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents.
- Ensure staff members engage in professional learning to establish and sustain effective teacher / learner relationships with all students, with a particular focus on Māori students.
- Ensure that the review and design of school programmes is informed by school-based and other evidence.
- Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice.
- Analyse and act upon school-wide evidence on student learning to maximise learning for all students with a particular focus on Māori and Pasifika students.

3. Systems

- Exhibit leadership that results in the effective day-to-day operation of the school.
- Operate within board policy and in accordance with legislative requirements.
- Provide the board with timely and accurate information and advice on student learning and school operation.
- Effectively manage and administer finance, property and health and safety systems.
- Effectively manage personnel with a focus on maximising the effectiveness of all staff members.
- Use school / external evidence to inform planning for future action, monitor progress and manage change.
- Prioritise resource allocation on the basis of the school's annual and strategic objectives.

4. Partnerships and Networking

- Work with the board to facilitate strategic decision making.
- Actively foster relationships with the school's community and local iwi.
- Actively foster professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider education community.
- Interact regularly with parents and the school community on student progress and other school-related matters.
- Actively foster relationships with other schools and participate in appropriate school networks.