



**Deputy Principal**  
Learning Support and Pastoral Care



Ako Hōpara



## Deputy Principal - Pastoral Care and Learning Support

**Responsible to:** Principal / Board of Trustees

**Working relationships:** School Leaders, Board of Trustees, Classroom teachers, support staff, students, parents, caregivers and outside providers.

### **Specifications:**

- Non-negotiable requirements for this role include highly competent use of HERO student management system and the google suite, a sense of humour, dedication to colleagues and children alike and lastly, confidentiality beyond reproach.
- Uphold the school's vision, beliefs and values
- Undertake the components of this role description to a high level
- Meet the Interim Professional Standards for Deputy and Assistant Principals and the Practising Teacher Criteria

### **PERSONAL CHARACTERISTICS**

- Team player
- High level of initiative
- Can do attitude
- Relate positively to children, staff and community
- Logical thinker
- Organised
- Willing to undertake new learning
- Proactive
- Pride
- Trustworthy

**Remuneration: PTCA Scale + 5 MU**

### **Primary Objectives**

1. **Culture:** Take a lead role in contributing to professional leadership that focuses the school culture and on enhancing teaching and learning.
2. **Pedagogy:** Take a lead role in creating a learning environment in which there is an expectation that all akonga/learners will experience success in their learning.
3. **Systems:** Create the systems and conditions in which staff and akonga/learners can function effectively and in which learning can occur.
4. **Partnerships and Networks:** Ensure that relationships and practices support teacher and student learning
5. **Other Responsibilities:** To lead aspects of Pastoral Care and Learning Support across the community.

# Deputy Principal Professional Standards



Dimension	Standards
Professional Leadership	<ul style="list-style-type: none"> <li>• demonstrates a thorough understanding of current approaches to effective teaching and learning</li> <li>• provides professional leadership to staff within the delegated areas of responsibility - Learning support and pastoral care</li> <li>• make constructive contributions to the work of the senior leadership team in a manner which supports effective school organisation and improved learning outcomes for students and work outcomes for staff</li> <li>• understands, and applies where appropriate, current practices for effective leadership from both within and beyond education</li> <li>• supports the principal in the leadership and management of the school and deputises when required, identifies and acts on opportunities for improving teaching and learning, reflects on own performance and demonstrates a commitment to own ongoing learning in order to improve performance</li> </ul>
Policy and Programme Management	<ul style="list-style-type: none"> <li>• initiates, plans and manages in association with the principal and other staff, policies and management programmes which meet national requirements, are consistent with the school's charter and strategic planning, and which reflect the school's commitment to effective teaching and learning</li> <li>• understands the implications of New Zealand's changing cultural, social and economic context and ensures that these changes are reflected in the policies and programmes within the delegated areas of responsibility</li> </ul>
Staff Management	<ul style="list-style-type: none"> <li>• participates in the school's performance management systems and makes recommendations to the principal on appropriate professional development opportunities for staff</li> <li>• motivates and encourages staff to improve the quality of teaching and learning</li> <li>• devolves responsibilities and delegates tasks when appropriate</li> </ul>
Relationship Management	<ul style="list-style-type: none"> <li>• fosters relationships between the school and the community and participates in extra curricula activities of the wider school</li> <li>• communicates effectively both orally and in writing to a range of audiences</li> <li>• provides information to the principal on areas of delegated responsibility in order to assist with effective day to day management and strategic planning in the school</li> <li>• understands and operates within the limits of the delegated authorities and adopts a consultative approach with the principal and other staff on issues relating to school policy</li> <li>• establishes and maintains good communication processes with staff, and between staff and members of the senior management team</li> </ul>
Financial and Asset Management	<ul style="list-style-type: none"> <li>• effectively and efficiently uses available financial resources and assets, within delegated management areas of authority, to support improved learning outcomes for students.</li> </ul>

# Specific tasks & Responsibilities



Dimension	Specific Tasks and Responsibilities
<p>1. Culture: What we value</p>	<ul style="list-style-type: none"> <li>• Develop and implement shared goals and vision, as reflected in the charter;</li> <li>• Develop guidelines and expectations which set an expectation that all students will experience success in learning;</li> <li>• Create a culture in which teamwork is expected and valued, and leadership capacity is developed;</li> <li>• Ensure that educational practices are inclusive;</li> <li>• Ensure that the language, identity and culture of students and their families are acknowledged and valued;</li> <li>• Ensure a safe and well-organised environment that allows teachers to focus on their teaching, and students on their learning.</li> </ul>
<p>2. Pedagogy: Teacher knowledge and actions that promote learning</p>	<ul style="list-style-type: none"> <li>• Participate in professional learning and be recognised as a 'leading learner' in the school;</li> <li>• Have direct, hands-on involvement with curriculum design and implementation;</li> <li>• Model pedagogical practices that are effective for all students;</li> <li>• Ensure that teaching and learning programs are informed by ongoing self- review and student achievement data;</li> <li>• Encourage innovative teacher practice linked to each student's learning needs and outcomes.</li> </ul>
<p>3. Systems: Structures and management support</p>	<ul style="list-style-type: none"> <li>• Know about effective management systems, and model consistent use of them;</li> <li>• Prioritise and resource areas targeted for improvement;</li> <li>• Use evidence to monitor progress, plan and manage change;</li> <li>• Provide pastoral care to students and for staff;</li> <li>• Track student progress and achievement through quality assessment, evidence and data analysis.</li> </ul>
<p>4. Partnerships and Networks: Links that support learning</p>	<ul style="list-style-type: none"> <li>• Be knowledgeable and strategic about wider trends and opportunities in education;</li> <li>• Show initiative in developing information or formal partnerships that promote learning opportunities for students;</li> <li>• Demonstrate the interpersonal skills needed for building strong relationships with key stakeholder groups such as trustees, parents, whānau, local organisations and agencies;</li> <li>• Manage conflicts and dilemmas should they arise in the school community;</li> <li>• Continue with ongoing learning, attending conferences and belonging to committees and networks;</li> <li>• Network across schools to share ideas and challenge practices.</li> </ul>
<p>5. Specific Responsibilities:</p>	<ul style="list-style-type: none"> <li>• Supporting students in our school with their learning support needs</li> <li>• Work with teachers in our school and where appropriate across our community in a learning support capacity</li> <li>• leading school-wide engagement and communication with parents and whānau, and ensuring the voice of parents, whānau, and children and young people is understood when the school is making decisions about learning support</li> <li>• working with other LSCs across the cluster or Kāhui Ako and connecting with the range of supports through the Learning Support Delivery Model</li> <li>• working with the school leadership team to ensure all students, including gifted students, receive the appropriate support to enhance their learning and progress.</li> <li>• Develop systems and processes that enable seamless support and transitions for children and young people with learning support needs from early learning services into school, between year levels, into intermediate schools.</li> </ul>