Western Heights High School

Te Kura Tuarua o Kaitao Rotohokahoka

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Taumata Rau - Heights Through Opportunity

Western Heights High School

Deputy Principal Job Description

Position: Deputy Principal: Learning Support, PB4L, Enrolment

Responsible to: Principal

Remuneration: 7 X Permanent Units

Functional Relationships: Principal, Head of Faculties , Te Maru, Matakoa, Te Ara Hou, Curriculum Leaders, Deans and Pastoral Team, Guidance, Teachers, Support Staff, LSC, Nurse, Careers Team and other key staff, external agencies and MOE.

Overall Objective: To further the ideals of the school pepeha/vision and values through leadership of the Learning support areas of the school, PB4L and Enrolment.

Prime Responsibilities:

- Promote and develop the principles, values and ideals of the school
- Focus on improving student learning and achievement
- Provide professional leadership in furthering the school wide development priorities
- Provide leadership and organisational expertise with assigned special activities and school projects
- Actively support the Principal to operate the school
- Be an active, participating and contributing member of the Senior Leadership Team
- Commit to a process of continual improvement (Taumata Rau)
- Commit to innovative thinking, being future focused and actively seeking ways to improve the school
- Be involved with the appointment, management and development of staff
- Provide senior leadership for delegated areas of individual responsibilities
- Actively support the Principal and when necessary to carry out the Principal's delegations. Carry out all other delegated tasks and duties as directed by the Principal including

compliance with relevant statutes and regulations. Implementing and supporting leadership decisions. Regularly liaising with the Principal/DPs.

This Deputy Principal is a member of the Senior Leadership Team which is made up of: Principal, and Deputy Principals (x5)

The areas of specific leadership focus and individual responsibilities will be assigned based on the strengths and skills of individual Deputy Principals and through a process of discussion and negotiation.

Areas of Leadership	Expected Outcomes
Professional leadership	1. Understands, and applies where appropriate, current practices for effective leadership and management 2. Provides professional leadership within the delegated areas of responsibility 3. Makes constructive contributions to the work of the Senior Leadership Team in a manner which supports effective school organisation and improved learning outcomes for students 4. Supports the Principal in the leadership and management of the school 5. Reflects on own performance evaluation and demonstrates a commitment to own on-going learning in order to improve performance 6. Contributes to the running of the school as determined by the Principal

Student learning and achievement	1. Demonstrates a thorough understanding of current approaches to effective teaching and learning 2. Identifies and acts on opportunities for improving teaching and learning 3. Operates as a teacher with delivery of NZC. (The number of learning groups will be determined by the Principal) 4. Remains up to date with achievement evaluation and assessment techniques 5. Champions the improvement of student learning and achievement 6. Applies effective data collection, analysis, interpretation and reporting for student achievement data
Student pastoral care and attendance	1. Demonstrates a thorough understanding of current approaches to effective functioning of pastoral care and attendance provision 2. Identifies and acts on opportunities for improving pastoral care, attendance and student hauora 3. Remains up to date with changes in policy and approaches in supporting the provision of pastoral care, Attendance, behaviour management and adolescent health 5. Champions the improvement of student outcomes in their areas of responsibility 6. Applies effective data collection, analysis, interpretation and reporting for student data that relates to their area of responsibilities
Policy and programme management	1. Initiates, plans and manages in association with the Principal and other staff, policies and programmes which meet national requirements, that are consistent with the school's strategic planning 2. 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 individual responsibility

Staff management	1. Participates in the school's performance management systems (Professional Growth Cycle and Appraisal for support staff) and makes recommendations to the Principal on appropriate professional development opportunities for staff 2. Motivates and encourages staff to improve the quality of teaching, learning and pastoral care 3. Devolves responsibilities and delegates tasks where appropriate 4. Supports staff to develop new skills and take on new responsibilities including leadership opportunities
Relationships, connections and communication	1. Develops and maintains positive and productive relationships with staff, students and their whanau 2. Fosters relationships between the school and the community (Whanau, Iwi, feeder schools, industry and other stakeholders) 3. Communicates effectively both orally and in writing to a range of audiences 4. Provides information to the Principal on areas of delegated individual responsibility in order to assist with effective day to day management and strategic planning in the school 5. 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 6. Establishes and maintains good communication processes with staff, and between staff and members of the Senior Leadership Team 7. Supports the school in matters of conflict with or between stakeholders as per the WHHS concerns and complaints policy.
Resource and asset management	1. Demonstrates effective and efficient use of available financial resources and assets, within delegated areas of authority, to support improved student learning, achievement and pastoral care.

School wide involvement	1. Demonstrates the ideals and behaviours that exemplify the vision and principles of the school and what is expected of the teaching professional 2. Promotes high expectations, standards and an attitude of excellence 3. Demonstrates active involvement in school wide activities and events (prize givings, assemblies, house activities)
Share of relief duties:	1. All deputy principals are responsible for organising daily relief for a one term in five rotation. This will be remunerated at a rate of 2 fixed term MU above their normal remuneration.

Areas of Individual Responsibility:

Responsibility	**Performance Indicators and Growth Areas**
Learning Support:	
Leadership of learning support units within the school (Te Maru - Special Ed), Matakoa (supported learning), Te Ara Hou, and LSC.	1. Leadership of TIC's and LSC in delivering an innovative, robust curriculum to meet the requirements of Te Mātaiaho NZC, preparation for the Foundation Award, NZCE and NZACE. 2. Learning support TIC's and LSC - Chair meetings 3. Provides professional development, support and guidance as required. 4. Conducts Professional Growth Cycle for TIC's and LSC/SENCO and Community Liason. 5. Oversight and Leading of Teacher Aides allocation and hours of work. 6. Working to secure funding for learners and programmes (ORS, IWS, HHN, ACC) 7. Working with stakeholders to secure transport for learners when required. 8. Supports SENCO with special assessment functions and processes within the school.

Academic Monitoring and Leadership	
Leadership of academic monitoring for achievement within Learning support functions of the school	1. Oversight of academic monitoring of the learning support functions of the school. 2. Oversight of referrals, IEP's, IBP's and safety plans and the regular tracking of the progress towards the individuals goals. 3. Leadership of systems/initiatives to secure achievement. 4. Regular reporting of Achievement data to stakeholders, including Board of Trustees via the Principal.
PB4L	
Leadership of PB4L across the school	1. Leadership of PB4L across the school: a. Collection and reporting of data b. PLD for staff c. Teaching and learning for students d. Reward system 2. Leadership of strategies to reduce Major & Crisis behaviours with PB4L & Pastoral teams
Enrolment	
Leadership of the enrolment functions of the school	1. Work with the WHHS Enrolment Officer and communications team to have a robust process in securing enrolments for WHHS including the enrolment zone process. 2. Work with the Enrolment Officer on promotion activities and open days and evenings. 3. Lead the information gathering from contributing schools so that the school is well informed about future enrolments 4. Head of the enrolment committee.
Pastoral Care Component	
Leadership of Learning support behaviour management/ discipline	1. Working with support agencies and networks to support the pastoral care for students within the supported learning units within the school 2. Oversight of serious pastoral incidents within the learning support units of the school 3. Administration of stand downs and suspensions with the Principal (within the Learning Support areas of the school). 4. Oversight and leadership of the AE provision for WHHS. Working with community liaison to promote successful reintegration and transitions.

Any other duties as required by the principal.

All areas of individual responsibility will be reported monthly to the Principal by way of a report emailed to the Principal's PA by the 1st of the month.