Position Description
Deputy Principal – Student Engagement

Tenure:	Full-time, permanent position, Whole year
Reports to:	Principal
Direct Reports:	Director of Performing Arts Director of Shine Director of Sport Head of Middle School Head of Senior School Director of Global Education Chaplain Pathways and Careers Teacher

Functional relationships:

Internal	**External**
Executive Leadership Team	Suppliers and Contractors
Principal's Executive Assistant	Parents
Teaching Staff	Ministry of Education
Ancillary and Admin Staff	Oranga Tamariki
Students	

Terms and Conditions:	Secondary Teacher's Collective Agreement (STCA) or an individual employment agreement which reflects STCA.
Remuneration:	Base salary outlined in the STCA as per remuneration scales. Leadership Units and Allowances to be determined.
Hours of work:	Flexibility required to achieve the desired outcomes for the role. Outlined in the STCA. Requirement to be available for evening and weekend events.

Position purpose

The Deputy Principal – Student Engagement provides a core focus on strategic leadership and management of Woodford House's pastoral care and wellbeing systems, strategic planning and execution, leading and coaching the Directors of key cornerstones and guiding strategy, and vision of those cornerstones. This role is proposed to lead change management, lead culture improvement, stakeholder and community leadership, and leading improvement and innovation.

Key Accountabilities:

1. Strategic Pastoral Care Leadership and Culture
2. Extra-Curricular Leadership
3. People and Team Leadership, and Capacity Building
4. Operations and Systems Management
5. Education Outside of the Classroom, Health, Safety and Wellbeing
6. Continuous Improvement
7. Training and Professional Development

Key Accountabilities

1. **Strategic Pastoral Care Leadership and Culture:**

- Collaborate with the Principal, ELT and middle managers to develop and execute strategic priorities, aligned to the school's vision for learning.
- Develop, implement and lead the pastoral care strategy and direction for Woodford House
- Provide strategic advice to the Executive Leadership Team and Boards in regard to pastoral care leadership across the school.
- Lead the annual planning, development, delivery and evaluation of pastoral care systems, translate the pastoral care strategic plan into annual objectives, initiatives and measures of success, ensuring agreed objectives are met.
- Lead the review and implementation of pastoral care policies and ensure these are adhered to.
- Lead, coach and manage the Head of Middle School and the Head of Senior School to ensure these roles are proactively addressing pastoral care concerns, working within pastoral care systems, and ensuring concerns are being dealt with in the system appropriately.
- Act as Child Protection Officer, lead a crisis response and support processes relating to student wellbeing where required
- Provide assurance for the rigour of the pastoral care processes.
- Lead and implement all attendance policy and plans to ensure compliance with all Ministry of Education reporting and priorities. Ensure the Boards receive the appropriate reports.
- Support the Principal with communication of the pastoral care strategy to the Board
- Collaborate to ensure that the Shine programme is embedded in the school structures.
- Prepare sound business cases on pastoral care initiatives for the Boards and ELT to make appropriate decisions.
- Pastoral care performance reporting to ELT and Boards across faculties
- Take an active role in fostering productive and supportive relationships with all members of the school community, including students, whānau, staff, community members, and external partners.

2. **Extra-Curricular and Co-Curricular Leadership**

- Guide, direct and provide leadership for all extra-curricular and co-curricular programmes.
- Lead, manage and guide, Special Character, Sport, Performing Arts, Shine, and Global Education and Global Exchange programmes.
- Develop a coherent Years 7-13 co-curricular framework that promotes participation, achievement and leadership, bringing these cornerstones together for a cohesive operation.
- Ensure equitable access to co-curricular opportunities.
- Collaboratively and strategically guide the Shine programme to be embedded into the school curriculum
- Strengthen data literacy and the use of evidence to improve extra curricular outcomes.
- Lead inquiry and evidence-based improvement in classroom practice.
- Support the integration of digital tools to enhance operational practices, improve student engagement, and support personalised pathways, ensuring that technology is used effectively to support all students.

3. **People and Team Leadership, and Capacity Building**

- Lead by example with a focus on learning, inspiring staff through continuous professional growth and high standards of excellence.
- Engage in effective communication, relationship building and teamwork with all staff encouraging collaboration and active contribution.
- Foster evidence-based practice by promoting professional learning and building staff capacity to use data effectively in decision-making.
- Lead, coach and enable the growth of middle leaders so that they can provide effective leadership of their teams, encouraging leadership development and self-review to enhance capabilities.

- Lead and participate in all aspects of the school's performance management systems, including professional development and appraisal.
- Lead, coach and hold middle managers accountable for agreed outcomes.
- Lead culture, change and people conversations constructively and sensitively
- Direct and lead the middle managers, ensuring ongoing communication and professional development to create a high performing team.
- Build a strong and positive culture of accountability
- Implement change processes within the team as per improvements in practices and innovation.

4. Operations and Systems Management

- Support the Principal and ELT in managing the school's operational functions, including budgeting, resource allocation, event management and facilities management.
- Collaborate with Head of School Operations in the day-to-day operations, to ensure efficiencies and communication across curriculum, co-curriculum and extra curriculum programmes are aligned.
- Monitor and ensure the effective allocation of resources and assets, within delegated areas of authority, to support initiatives.
- Collaborate with relevant departments to support the streamlining of operational processes to improve overall school efficiency.
- Support the implementation of systems to maintain smooth and effective operations of the school.

5. Education Outside of the Classroom, Health, Safety and Wellbeing

- Lead the strong culture of ensuring that all EOTC is compliant with regulations, safety, risk frameworks as expected by Ministry of Education and Worksafe to keep everyone safe during education outside of the classroom activities.
- Take all reasonable care to avoid damage, to themselves or any other person or school property through any action, inaction or instruction given while representing Woodford House or using the school property.
- Support and collaborate with ELT on Health, Safety and Wellbeing initiatives and frameworks
- Work within the Woodford House Health and Safety Policies and procedures, and lead by example
- Ensure hazards are identified, eliminated, isolated or minimized where possible.

6. Continuous Improvement

- Lead the culture of embedding cultural responsiveness and Te Tiriti o Waitangi into all aspects of school life where possible, and appropriate. Be a role model and influence others to ensure Woodford House is meeting it's obligations to students and whānau.
- Evaluate and drive, operational and process improvement including new systems and AI initiatives using collaborative approaches across faculties.
- Regularly review systems and processes in areas of responsibility to ensure best practice, efficiency, appropriate use of technology, and fit for purpose.

7. Training and Professional Development

- The Deputy Principal Student Engagement is expected to set professional goals and participate in the Woodford House performance appraisal system.
- The Deputy Principal Student Engagement is expected to maintain a personal professional development/learning portfolio appropriate to the role.
- Appraisal discussions with the Principal will help identify strengths, highlight issues requiring resolution and confirm professional goals.
- Performance will be reviewed with respect to the effectiveness with which the key roles detailed in this position description are being performed.
- Deputise for the Principal when required

Experience and Qualifications

- Registered teacher with current and valid New Zealand teacher certification
- A track record of experience in secondary school leadership, particularly in managing and developing middle leadership teams and driving school-wide strategic initiatives.
- Relevant postgraduate qualifications (eg Masters' in Education, Leadership or a related field) are desirable.
- Proven experience in contributing to or leading the development and implementation of school improvement plans and strategic initiatives.
- Proven experience in leading curriculum design, teaching practice, and student achievement initiatives.
- An understanding of New Zealand educational policies, including the Education and Training Act 2020, Health and Safety and Ministry of Education regulations and requirement.
- Evidence of continuous professional development, particularly in leadership, management and educational innovation.
- Demonstrated experience in people and team leadership, including managing staff, growing the capacity of others, and empowering leadership across teams.
- Proven ability to use evidence and analysis to evaluate the impact of initiatives and inform decision-making.

Person Specification

- Proven ability to motivate and build leadership capacity within the school, with a focus on fostering a collaborative and supportive environment for all staff, students, and whānau.
- Strong understanding of the New Zealand Curriculum, student wellbeing frameworks, and inclusive teaching practices that foster deep learning and support diverse student needs.
- Expertise in staff development, including professional learning, mentoring, and promoting reflective practice within a school-wide context.
- A deep commitment to promoting equity, diversity, and inclusion, ensuring that all students and staff feel a sense of belonging.
- Excellent communication, interpersonal, and relationship-building skills, with proven ability to engage with a broad range of stakeholders, including students, staff, whanau and community partners, to foster a collaborative educational environment.
- Strong leadership, with the ability to build relational trust, foster respect, promote a shared vision, drive change, and navigate challenging situations with integrity and resilience.
- Visionary and results-focused, with a commitment to continuous improvement and innovative leadership practices.
- Collaborative, empathetic, and able to create a supportive, inclusive environment for students, staff, and whānau.
- Strong personal integrity, professionalism, and ethical decision-making.
- Strategic thinking and problem-solving skills to address complex educational challenges.
- Passionate about student success and fostering a culture of learning that supports personal growth, wellbeing, and achievement.
- Digital competence and proven familiarity with educational technologies