Deputy Principal Job Description

Position Title	**Deputy Principal**
Reports to	**Principal**
Working Relationships	**Internal:** Principal, Deputy Principals, Leadership team, Board, teaching staff, support staff, learners, admin team and whaanau **External:** Parents and whaanau, Ministry of Education, service providers, contractors, SKIDS, visitors and wider school community
Purpose of the role	The Deputy Principal and Special Education Needs Coordinator (SENCO) leads teaching and learning in Years 0–3 and coordinates learning support across Tamaoho School. Working alongside the Principal and senior leadership team, you will strengthen teaching practice, develop leadership in others and improve progress, achievement, wellbeing and belonging for all learners, with a particular focus on equitable outcomes for Maaori and Pasifika learners.

Key Responsibilities	Indicators/Tasks
Lead teaching and learning in Years 0–3	☐ Lead the Years 0–3 team in planning, delivering and reviewing Te Mātaiaho | The New Zealand Curriculum. Support consistent teaching, assessment and moderation across the team. ☐ Lead the implementation of structured literacy and support consistent, evidence-informed approaches across the curriculum ☐ Model the Tamaoho Explicit Teaching Model and coach kaiako to use it confidently and consistently. ☐ Use assessment evidence to monitor learner progress, identify who needs additional support or extension, and guide next steps for teaching and learning. ☐ Oversee cohort entry and transitions to school. Work with kaiako and whaanau to make school visits, starting-school meetings and the first weeks of learning a positive experience for tamariki.
Develop teaching and leadership capability	☐ Lead professional learning aligned with school priorities. Model the Tamaoho Explicit Teaching Model and coach kaiako to use it confidently and consistently. ☐ Observe kaiako in practice and provide specific, constructive feedback. Use evidence from observations to inform Professional Growth Cycle conversations and agree on next steps for teaching practice.

	☐ Lead coaching conversations that help kaiako reflect on their practice, agree on a specific goal and review how changes in teaching are supporting learner progress. ☐ Build data literacy across the team. Help kaiako interpret assessment evidence, identify learners who need additional support or extension, and evaluate the impact of changes in teaching. ☐ Give kaiako opportunities to lead and mentor them in those roles. ☐ Lead constructive conversations when practice or expectations need to change. ☐ Be open to and act on feedback on your own practice
SENCO-Coordinate learning support across the school	☐ Work alongside the Learning Support Coordinator (LSC), kaiako, support staff, whaanau and external agencies to identify learners' strengths and needs, coordinate support and review its impact. ☐ Maintain and review the learning support register and referral pathways. ☐ Oversee termly reviews of individual education and behaviour plans, and work with the LSC to keep relevant HERO records up to date. ☐ Support the LSC in leading learning support staff through professional growth conversations, observations and team meetings. ☐ Work with kaiako to plan appropriate support and enrichment for diverse learners. ☐
Lead strategic priorities and school operations	☐ Work with the Principal and leadership team to implement and monitor the school's strategic plan. ☐ Lead agreed portfolios and oversee their day-to-day operations and delegated resources. ☐ Lead schoolwide initiatives in collaboration with staff. ☐ Use evidence to identify problems, agree on practical responses, follow through on decisions and review their impact on teaching, learning and wellbeing. ☐ Contribute to a collaborative leadership team that shares responsibility for school improvement, communicates decisions clearly and supports staff through change.
Strengthen school culture and partnerships	☐ Give effect to Te Tiriti o Waitangi through culturally responsive practice and strong relationships with Ngaati Tamaoho, whaanau and community partners. ☐ Coordinate and take part in hui, fono and schoolwide events that strengthen partnerships with whaanau and connect them with their children's learning. ☐ Support learning environments where learners see their languages, cultures and identities reflected and valued.

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	☐ Be visible and approachable in learning spaces and across the school. Model our Tamaohotanga values of **Aroha, Pono and Tika**, and respond to concerns with empathy, calm and clarity. ☐ Share clear updates on learner progress and next steps, and involve whaanau in decisions about their children's learning and support. ☐ Seek feedback from whaanau about how the school can better support learning and belonging. Use their feedback to guide decisions and share what changed as a result.

Employee Signature	
Date:	
Principal Signature	