TWIZEL
AREA SCHOOL

Job Description for Deputy Principal - Curriculum and Pedagogical Leadership

4 permanent units

Deputy Principal Leadership Commitment for TAS

- Be personally invested in being an effective school leader and team member
- A strong commitment to Te Tiriti o Waitangi principles and culturally responsive practice
- Can competently lead complex projects, execute strategic change, and apply rigorous evaluative processes for school and professional improvement
- Exceptional interpersonal skills and professionalism, demonstrate the ability to build high-trust relationships, foster staff agency and accountability. Maintain confidentiality and professional integrity.
- Can navigate and positively manage challenging conversations to address the conflicts and dilemmas that arise in a school community positively,
- Model the school's values and professional standards.
- Strong administrative capability and excellent time management

Key Responsibilities

1. **Curriculum and Systems leadership**
2. **Teaching and Learning - Developing Teaching Capability (focussing on teaching, learning and assessment) and growth teachers and support staff**

Key aspects of DP Curriculum and Pedagogical Leadership Position

- Provide professional leadership to implement the curriculum, build staff capability and support student learning.
- Provide professional leadership to implement teaching and learning practices, build staff capacity, and support student learning and improved learning outcomes for students
- Implement a rich and robust curriculum and local curriculum opportunities across Yrs 1-13
- Support the effective operation of Twizel Area School. Work as an effective and professional member of the staff team, leading growth and improved performance outcomes for ākonga, staff and whānau
- Actively contribute to strategic leadership and change management
- Uphold self as a professional in all aspects of the teaching profession.

Key Relationships

Internal: Principal, Senior Leadership Team, Teachers, Teacher Aides, Guidance and Wellbeing Staff (Deans), Learning Area Leaders, Administration staff and caretaker, cleaners.

External: Parents, caregivers, and whānau, Board of Trustees, Ministry of Education Learning Support Staff and Advisors, external PLD providers, RTLB, Iwi and Māori partners, Health and Social Service providers and community organisations.

Role description	Responsibilities and Performance Indicators Note there may be a sharing of pedagogy duties /double up of a specific role, dependent on school needs and successful candidate expertise	Variations
Provide professional leadership to implement the curriculum, build staff capability and support student learning. Provide professional leadership to implement teaching and learning practices, build staff capacity, and support student learning and improved learning outcomes for students Implement a rich and robust curriculum and local curriculum opportunities across Yrs 1-13 Support the effective operation of Twizel Area School. Work as an effective and professional member of the staff team, leading growth and improved performance outcomes for ākonga, staff and whānau	<u>Curriculum</u> Curriculum framework and delivery, including all curriculum subjects and implementation of Te Mātaiaho. Leading learning of new curriculum and supporting transition to teaching and learning practice TAS curriculum frameworks, long-term plans, Year 1-13 alignment and delivery. Knowledge of the Year 1-13 or Yrs 1-10 curriculum documents, Year 1-13 alignment of phases and learning progressions. Align curriculum changes with teaching and learning across years 1-10 and 11-13 Oversight of Curriculum, achievement, tracking on SMS with AP - Day to Day Management who has SMS responsibility Achievement review, working with SLT to analyze data, to address school needs, growth, and opportunities and action plan forward Report to the Principal, staff, and Board across Years 1-13 <u>Lead Curriculum Team</u> ● Ability to lead teams within curriculum development, coach, mentor, and enable middle leadership. Tracking of the delivery of the curriculum ● Enable teachers and students to focus on teaching, learning Planning, Assessment for learning, Tracking of progress/ moderation, and quality assurance ● Assessment for learning practices relevant to Te Mātaiaho and the phase of learning– progress tracking and moderation across Years 1-13. Tracking NZQA achievement with Senior School DP and Principal Nominee ● Local curriculum – alignment and development with SLT <u>Leading School Culture and Growth Culture with SLT</u> ● Develop a culture focussed on continual improvement Staff/ school well-being/ growth ● Creating a culture where team work is expected and valued ● Coaching and mentoring staff, support the curriculum implementation and change in practice, includes teachers and support staff ● Leading reflective practice ● Support planning and practice across years 1-13, including	Some flexibility in how roles are allocated between DPs. This could be considered on the basis of experience/ expertise. Options Yr 1-13 Curriculum DP leads full curriculum development OR shares / codevelops curriculum and pathways with Specialist Senior School DP Yrs 11-13 <u>Day-to-day administration</u> Term of organizing relief Leadership of school activity - extra curricula

Actively contribute to strategic leadership and change management Uphold self as a professional in all aspects of the teaching profession	modelling practice and planning as an expert teacher ● Supporting teacher, student and whānau partnership in learning ● Lead culturally responsive practice to shape strengths-based curriculum, pedagogy and whanau engagement <u>Teaching and learning</u> ● Intervention practices - eg Structured Literacy intervention, Maths intervention where teaching and learning is developed to target student acceleration ● Working with LSC and Pastoral as required to address student needs <u>Leadership Team member</u> ● Coaching and mentoring staff across years 1-13, including modelling practice and planning as an expert teacher. ● Coach teachers through professional discussions, observation and developing critical reflection, support plans, and interventions. ● Facilitating the growth cycle and professional learning groups of all staff, teachers, and support staff across the school. Leading Wednesday Wisdom PLD for staff ● Will need to participate in PLD, teach the practice and model this to staff, mentor staff, and develop school documentation, focus on sustainable practice over time - pedagogical growth and development of initiatives - embedded practice ● Actively contribute to strategic leadership and change management ● Support induction of staff ● Coach and supporting student leadership under the guidance of Pastoral/ Pedagogy DP ● Support Staff and student Wellbeing	

Declaration:

Approved by:	*Signature of the person with the authority to approve the job description*
Date approved:	*Date upon which the job description was approved*
Reviewed:	*Date when the job description was last reviewed*
Appointee:	*Signature of the appointee*
Date appointed:	*Date upon which the appointee has been offered the position*