TWIZEL
AREA SCHOOL

Job Description for Deputy Principal - Pastoral 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. **Pastoral - Leading School Culture + Wellbeing**
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 deliver a robust pastoral care system, support staff wellbeing, and support the effective operation of Twizel Area School.
- Foster cultural connection and TAS culture.
- Raise TAS engagement+ attendance
- Provide professional leadership to implement teaching and learning practices, build staff capacity, and support student learning and improved learning outcomes for students
- 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 deliver a robust pastoral care system, support staff wellbeing, and support the effective operation of Twizel Area School. Foster cultural connection and TAS culture. Raise TAS engagement+ attendance Provide professional leadership to implement teaching and learning practices, build staff capacity,and support student learning and improved learning outcomes for students Support the effective operation of Twizel Area School. Work as an effective and	<u>Pastoral</u> Knowledge and expertise of the pastoral best practice and systems, processes and strategies to support students, staff and whanau. Year 1-13 alignment of systems and processes for pastoral, student management with focus on high engagement in teaching and learning. Oversight of Attendance, pastoral on SMS with AP - Day to Day Management who has SMS responsibility Leading Cultural Growth - working with SLT to lead cultural growth and change Leading Wellbeing - Staff and school wellbeing and growth Promoting staff and school wellbeing growth - Staff across years 1-13 and support staff - (full school) Induction of whanau, students and staff alongside AP Day-to Day Manager <u>Leading Pastoral Team and overseeing pastoral system</u> ● Supporting pastoral needs - High-risk whanau- wrap-around ● Supporting students' pastoral care needs ● Coaching staff to implement consistent behaviour management and learning systems ● Facilitating wraparound services for whānau in need ● Attendance (and SMS analysis) ● Working with LSC as required ● Related administration - communication with agencies as applicable <u>Learning Lead</u> ● Lead pedagogical practice, model practices, ● Mentor and develop school documentations - focus on embedding of practice and development of school culture and environment ● Lead culturally responsive practice to shape strengths-based curriculum, pedagogy and whanau engagement ● Leadership outcomes are focused on improving outcomes for every student <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	Could take on events coordination role and Responsibilities. <u>Day-to-day administration</u> Term of organizing relief Opportunities (e.g. Duke of Edinburgh, William Pike) Leadership of school activity - extra curricula

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.	● Support planning and practice across years 1-13, including modelling practice and planning as an expert teacher ● Supporting teacher, student and whānau partnership in learning <u>Leading Student leadership</u> ● Develop a student leadership framework and pathway for TAS with Student Leadership Team, ● Facilitate opportunities to enable the growth of student leadership, and pathway of leadership across years 1-13. ● Lead SLT and other staff in coaching and mentoring student leadership ● Review systems, and practices and refine with focus on student agency <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	

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*