TARAWERA HIGH SCHOOL

SENIOR LEARNING PATHWAYS & BEHAVIOUR COORDINATOR (Deputy Principal)

5 Permanent Management Units, 1 Senior Management Allowance
(0.2 Teaching)

Position Description – Professional Standards – Performance Agreement

Primary Objectives:

To support and promote the Vision and Values of Tarawera High School as reflected in the Charter and Strategic Plan through the role of Learning Pathways Coordinator.

To promote and maintain the academic progress and success of all students across the school through the management and support of Curriculum Leaders, Leaders of Learning and teaching staff.

To oversee the delivery of the New Zealand Curriculum (NZC) via teaching and learning programmes across the school through the management and support of Curriculum Leaders, Leaders of Learning and teaching staff.

To develop and foster a staff culture of striving for academic success and raising student achievement by ensuring all Curriculum Leaders and teaching staff have knowledge of, are kept up-to-date with, and implement 'best practice', best evidence synthesis', and relevant educational issues and strategies for improving pedagogy and practice.

To set, monitor and meet the annual plan targets for academic benchmarks, through focused strategic approaches to curriculum delivery and teaching and learning programmes, based on identified learning needs of students.

Key Aims:

- Ongoing development of courses and learning pathways relevant to the Kawerau community.
- Ensuring that all courses are founded on quality delivery of the NZC.
- Fostering high expectations of achievement and excellence amongst all staff, and ensuring that students are encouraged and supported to aspire to achieve their personal best.
- Establishing and maintaining Professional Learning and Development (PLD) and mentoring programmes that support the professional development of staff.

Key Attributes:

- Demonstrates a consultative leadership style and is a contributing team member.
- Works cooperatively and collegially with all relevant working groups, including the Senior Leadership Team (SLT).

Note: SLT team consists of: the Principal, Deputy Principal (Senior Learning Pathways and Learning Behaviour Coordinator), Deputy Principal (Junior Learning Pathways), Assistant Principal (Junior Learning Behaviour Coordinator)

- Uses efficient and effective systems in the day-to-day organisation, is adaptable, and has effective time management.
- Maintains ongoing self-review, goal-setting and PLD relevant to designated roles.
- Demonstrates enthusiasm and passion in carrying out designated roles.
- Has an in-depth knowledge and understanding of the *New Zealand Curriculum,* assessment and pedagogy.
- Demonstrates a working knowledge of change management and can manage the implementation of relevant new ideas and approaches.
- Works "restoratively" with students and teachers.
- Shows respect for, and has sound professional working relationships with staff and students.
- Is personable.
- Is a positive role model for staff and students.
- Openly and honestly upskills staff to ensure information and methodology are shared with others.

Key Requirements

1. **To Lead our Professional Learning Community (Teaching and Learning – Effective Pedagogies)**
   Performance Indicators:
   a. Coordinate mentoring and professional learning and development programmes.
   b. Lead delivery of PLD related to teaching and learning in the senior school.
   c. Ensure all staff are familiar with and implement 'best practice' strategies and approaches for teaching and learning.
   d. Oversee the maintenance of quality teaching and learning programmes across the senior school.
   e. Coordinate the PLG interest groups for ongoing oversight of school-wide PLD.
   f. Represent the portfolio of 'Learning Pathways' and PLD at SLT meetings.
   g. Annually review teaching and learning programmes across the senior school.
   h. Report to the Board about progress with this portfolio as requested.
   i. Coordinate the allocation of STAR funds (Secondary Tertiary Alignment Resource) both internal and external

2. **To Oversee Provisionally Registered Teachers / Overseas Trained Teachers/Subject to Confirmation- PRT / OTT /STC**

   Performance Indicators:

   a. Oversee, review and refine systems, procedures and policies related to mentoring in conjunction with the SLT.
   b. Coordinated delivery of PLD relevant to PRT/OTT/STC/LAT
   c. Ensure detailed record keeping within PGC is carried out annually by these staff.
   d. Ensure the Principal is kept informed of the outcome of any PRT/OTT/STC concerns.

3. **To Lead our Learning Pathways**

   Performance Indicators:

   a. Coordinate school-wide timetabling in collaboration with the Junior Learning Pathways Coordinator.
   b. Liaise with the external provider of SMS – KAMAR to ensure updates and curriculum data are accurately recorded.
   c. Ensure curriculum development reflects 'best practice' and principles and approaches relevant to Modern Learning Environments.
   d. Prepare and compile the QMS for the school in conjunction with the SLT.
   e. Through consultation and discussion, ensure all staff are familiar with the new learning pathways.
   f. Develop and maintain a Senior Learning Pathways student handbook and NZQA staff handbook
   g. Oversee internal and external moderation processes and practices within the school.
   h. Liaise with the Principal's Nominee to ensure all NZQA regulations are adhered to.
   i. Liaise with the Principal's Nominee to ensure effective management of internal and external examinations.
   j. Coordinate and chair Curriculum Meetings.
   k. Work with the Careers/Gateway/Trades Coordinator to ensure a positive transition between secondary/ tertiary and industry opportunities.
   l. Work with the literacy/numeracy leaders to coordinate the ongoing development of the literacy/numeracy teaching and learning strategies throughout the school.
   m. Develop and maintain strategies and structures for the support of students at risk of not achieving, along with Senior AA/ Kaitiaki.
   n. Liaise with the LSC and have oversight of the identification and support of learners with special needs. Assist the LSC with the dissemination of relevant student information, including the use of IEPs.
   o. Ensure effective delivery of teaching and learning programmes that meet the needs of students, including the learning needs of students with a range of abilities, eg, Te Kura
   p. Prepare the Analysis of Variance, disseminate relevant student data and use this to set academic targets for staff and students annually.
   q. Undertake self-evaluation and review.
   r. Prepare an annual review of the Learning Pathways via a Report to the Principal and Board each February, which reports on the previous year and projections for the year ahead.
   s. Source, allocate and secure the procurement and return of staff laptops. Arrange for them to be imaged and set up, ready for staff use.

4. **To lead our Learning Behaviours/ Pastoral Care within the Years 11-13 area of the School**

   Performance indicators:

   a. Coordinate and oversee all aspects of learning behaviours/ pastoral care in Years 11-13
   b. Lead the team of senior staff, including Kaitiaki, Whānau Teachers, and additional agencies to support the pastoral needs of students (and at times staff and whānau).
   c. Consult with staff, students and whānau to develop procedures to support the learning behaviours of students (and at times staff and whānau).
   d. Ensure all staff are familiar with the school-wide principles related to quality pastoral care.
   e. Work to ensure these principles are embedded in practice.
   f. Coordinate a Learning Behaviours Team to assist with the process of "continual self-review" that exists in the school.
   g. Represent the portfolio of "Learning Behaviours" at SLT meetings.
   h. Work with the Learning Support Coordinator, Ministry of Education, including Special Education, and all appropriate agencies to ensure support for our students.
   i. Annually review current systems related to learning behaviours and bring suggested improvements to the notice of SLT.
   j. Oversee systems, data collection and practices related to attendance and truancy with a focus on having the highest student attendance possible.
   k. Liaise and oversee the Attendance Programme in the Senior School, referrals to the Attendance Services
   l. When requested, report to the Board of Trustees about progress with this portfolio.

5. **To Oversee All Reporting, Examinations, Subject Selection, etc.**

   Performance Indicators:

   a. Establish an annual timeline of Senior reporting in consultation with SLT.

b. Publish examination timetables.
c. Annual publication of course selection material for all senior year levels.
d. Oversee and organise senior assemblies relating to student subject choices and careers information.
e. Be available at year start for subject selection and enrolment before the school start date.

6. To Contribute to the Day-to-Day Running of the School

Performance Indicators:

a. Contribute to day-to-day school organisation in conjunction with the SLT.
b. Contribute to the long-term planning and organisation of the school in conjunction with the SLT.
c. Attend and contribute to SLT meetings.
d. Support the relief coordinator at times when it may be needed.
e. To oversee all EOTC documentation and necessary signatories prior to trips occurring
f. Be responsible for all OSH documentation and requirements, including but not limited to school evacuations and the school's health and safety management.
g. To lead the organisation of the annual senior prize-giving and delegate areas of responsibility to other staff

7. To Help Maintain Discipline in the School

Performance Indicators:

a. Adhere to the protocols established by the BOT and SLT.
b. Work to ensure an environment conducive to learning for students and staff.
c. Encourage students to show M.A.N.A.
d. Support staff with classroom management and general student management.
e. Support staff in discipline measures by following set procedures.
f. Support and use systems of positive behaviour for learning (PB4L) and restorative practices.
g. Use a range of appropriate and fair strategies in managing student behaviour.
h. Keep the Principal informed of serious breaches of discipline.
i. Communicate with guidance staff as appropriate.
j. Support with follow-up and monitoring of Senior students from Stand-Down or Suspension, or when requested.
k. Assist with SLT review and refinement of systems and procedures related to discipline.

8. To Ensure all Staff are Informed of School Matters

Performance Indicators:

a. Communicate to ensure all staff are informed of what is happening within the school.
b. Keep the SLT informed and up-to-date with changes and new initiatives.

9. Be Involved in the Co-Curricular Life of the School

Performance Indicators:

a. Take on a co-curricular responsibility, eg. Coaching/ managing a team or group, magazine, production etc
b. Be responsible for the School lunches programme.

10. To promote the school

Performance Indicators:

a. Foster a positive public impression of the school.
b. Encourage students to take pride in their school and act as positive ambassadors for the school in the public arena.
c. Encourage the community to use and take advantage of school facilities.

11. To Maintain and Develop Personal/Professional Skills

Performance Indicators:

a. Personal professional learning needs are identified and met.
b. Attends appropriate conferences and refresher courses pertinent to the position.

This ***Position Description*** *and* ***Performance Agreement,*** together with *the* ***Professional Standards*** **and** ***Standards of the Teaching Profession,*** are acknowledged as the working contract for the position of Senior Learning Pathways & Behaviour Coordinator (DP) at Tarawera High School. It is accepted that they are the basis for the annual appraisal.

Signed: _____ ____ / _____ / 2026 _____ ____ / _____ / 2026

Principal – Marissa Peters Senior Learning Pathways & Behaviour Coordinator (Deputy Principal)

Professional Standards and Performance Indicators for Senior Learning Pathways & Behaviour Coordinator (DP).

Note: Senior Learning Pathways & Behaviour Coordinator with teaching responsibilities will also need to meet the requirements of Standards for the teaching professional and Professional Standards

Criteria	Key Indicators
Te Tiriti o Waitangi Partnership 1. Demonstrate commitment to tangatawhenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.	● Understand and recognise of the unique status of tangata whenua in Aotearoa New Zealand. ● Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. ● Practise and develop the use of te reo and tikanga Māori.
Professional Learning 2. Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners	● Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources. ● Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures. ● Engage in professional learning and adaptively apply this learning in practice. ● Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters. ● Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning focused collegial discussions.
Professional Relationships 3. Establish and maintain professional relationships and behaviours focused on the learning and well-being of each learner.	● Engage in reciprocal, collaborative learning-focused relationships with: learners', family and whanau/ teaching colleagues, support staff and other professionals/ agencies, groups and individuals in the community. ● Communicate effectively with others. ● Actively contribute and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility. ● Communicate clear and accurate assessment for learning and achievement information.
Learning-focused culture 4. Develop a culture which is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.	● Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. ● Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks. ● Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. ● Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety. ● Create an environment where learners can be confident in their identities, languages, cultures and abilities. ● Develop an environment where the diversity and uniqueness of all learners is accepted and valued. ● Meet relevant regulatory, statutory and professional requirements.
Design for Learning 5. Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.	● Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. ● Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required. ● Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand. ● Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.

	● Informed by national policies and priorities
Teaching 6. Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.	● Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all. ● Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. ● Us an increasing repertoire of teaching strategies, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners. ● Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning. ● Teach in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning. ● Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning

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Professional Standards and Performance Indicators for Senior Learning Pathways & Behaviour Coordinator

Note: Deputy Principals with teaching responsibilities will also need to meet the requirements of the Experienced

Classroom Teacher Professional Standards for Secondary School Teachers.

Dimension: Professional Leadership

Standards / Indicators
1. Demonstrates a thorough understanding of current approaches to effective teaching and learning and requirements to provide a quality education. 2. Makes constructive contributions to the work of the Senior Leadership Team in a manner which supports effective school organisation. 3. Provides professional leadership to staff within the delegated areas of responsibility. 4. Contributes to the effective day to day management of the school. 5. Reflects on his/her own performance and demonstrates a commitment to on-going learning in order to enhance performance.

Dimension: Policy, Programme and Strategic Management

Standards / Indicators
1. Initiates, develops, reviews and manages school policies and programmes in association with the Principal, Board of Trustees and other staff. 2. Ensures policies and programmes reflect the special character of the school. 3. In the area(s) of delegated authority adopts a consultative approach with the Principal and other staff on issues relating to school policy. 4. Brings to discussion with the Principal aspects that could impact (positively or negatively) on the school. 5. Ensures the school's appraisal system is effective and that issues are brought to the attention of the Principal. 6. Contributes to the school's Charter and Strategic plan to bring about school improvement. 7. Works with the Principal to set annual targets for the strategic goals. 8. Monitors and reports to the Principal regularly on progress towards strategic goals including an annual report containing an 'analysis of variance'. 9. Works with the Principal to articulate the vision and direction for the school.

Dimension: Relationship Management

Standards / Indicators
1. Fosters positive relationships between the school and the community. 2. Provides opportunities for community involvement in the life of the school. 3. Helps ensure families/whānau have opportunities to be involved in their children's learning. 4. Maintains a positive relationship with staff. 5. Establishes and maintains good communication processes with staff, and between staff and members of the Senior Leadership Team. 6. Motivates and encourages staff to action the school ethos of Grow, Strive, Achieve, Serve. 7. Encourages and provides opportunities for staff to reflect on and discuss with each other aspects that will lead to school improvement. 8. Proactively manages potential conflict situations so that they do not escalate into major issues. 9. Maintains composure and objectivity in difficult and emotionally charged situations.

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