



## ASSOCIATE PRINCIPAL JOB DESCRIPTION

**PART A:**

**PURPOSE:** To be an effective Associate Principal for Browns Bay School by demonstrating the following:

LEADERSHIP COMPONENTS	KEY ROLES	PROFESSIONAL STANDARDS (DP / AP'S)
<p style="text-align: center; color: blue; font-size: 1.2em;"><b>Culture</b></p> <p style="color: red; font-weight: bold;">Provide professional leadership that focuses the school culture on enhancing teaching and learning</p>	<ul style="list-style-type: none"> <li>❖ to develop and implement shared goals and vision, as reflected in the Charter</li> <li>❖ develop targets which set an expectation that all students will experience success in learning</li> <li>❖ create a culture in which teamwork is expected and valued, and in which teachers are enabled to take on appropriate leadership roles</li> <li>❖ build distributed leadership networks that secure commitment and responsibility for continued improvement through all levels of the school to build capacity for sustainability</li> <li>❖ challenge and modify values and traditions which are not in students best interests</li> <li>❖ lead and create opportunities to celebrate progress and success</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Reflects on own performance assessment and demonstrates a commitment to own on-going learning in order to improve performance</i></li> <li>○ <i>Provides professional leadership to staff within the delegated areas of responsibility</i></li> <li>○ <i>Makes constructive contributions to the work of the senior leadership team in a manner which supports effective school organisation and improved learning outcomes for students</i></li> <li>○ <i>Understands, and applies where appropriate, current practices for effective leadership and management from both within and beyond education</i></li> <li>○ <i>Supports the principal in the leadership and management of the school and deputises when required</i></li> <li>○ <i>Understands and operates within the limits of the delegated authorities and adopts a consultative approach with the principal and other staff on issues relating to school policy</i></li> <li>○ <i>Provide information to the principal on areas of delegated responsibility in order to assist with effective day to day leadership, management and strategic planning in the school</i></li> </ul>

<p style="text-align: center;"><b>Pedagogy</b></p> <p style="text-align: center;"><b>Create a learning environment in which there is an expectation that all students will experience success in learning</b></p>	<ul style="list-style-type: none"> <li>❖ participate in professional learning and be recognized as a “leading learning” in the school</li> <li>❖ to be regarded and consulted as a professional leader with significant knowledge about teaching and learning.</li> <li>❖ have direct, hands-on involvement with curriculum design and implementation</li> <li>❖ understand what teachers do and build a professional learning community that supports, challenges, and inquires into its own professional practice</li> <li>❖ enable teachers to explore the links between their teaching practice and the learning of each student</li> <li>❖ encourage innovative teacher practice linked to each student’s learning needs and outcomes</li> <li>❖ demonstrate understanding of, and support all teachers to use, assessment for improving student learning</li> <li>❖ ensure that teaching and learning programmes are informed by ongoing self-review and evaluation processes using student achievement data (teaching as inquiry in evidence)</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Initiates, plans and manages, in association with the principal and other staff, policies and programmes which meet national requirements, are consistent with the school’s charter and strategic planning, and which reflect the school’s commitment to effective teaching and learning</i></li> <li>○ <i>Demonstrates a thorough understanding of current approaches to effective teaching and learning</i></li> <li>○ <i>Identifies and acts on opportunities for improving teaching and learning</i></li> <li>○ <i>Motivates and encourages staff to improve the quality of teaching and learning</i></li> </ul>
<p style="text-align: center;"><b>Systems</b></p> <p style="text-align: center;"><b>Develop and use management systems to support and enhance student learning</b></p>	<ul style="list-style-type: none"> <li>❖ know about effective management practice and systems, and model consistent use of them</li> <li>❖ prioritise and resource selected areas targeted for improvement</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Contributes to and participates in the school’s performance management systems and makes recommendations to the principal on appropriate professional development opportunities for staff</i></li> <li>○ <i>Communicates effectively both orally and in writing to a range of audiences</i></li> </ul>

	<ul style="list-style-type: none"> <li>❖ use evidence to monitor progress, plan, and manage change. Assist in keeping the Board informed through reporting processes</li> <li>❖ implement or delegate the running of systems to appropriate school staff</li> <li>❖ establish contingency strategies for when unforeseen circumstances arise</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Effectively and efficiently uses available financial resources and assets, within delegated areas of authority, to support improved learning outcomes for students</i></li> <li>○ <i>Devolves responsibilities and delegates tasks when appropriate</i></li> </ul>
<p><b>Partnerships and Networking</b></p> <p><b>Strengthen communication and relationships to enhance student learning</b></p>	<ul style="list-style-type: none"> <li>❖ is knowledgeable and strategic about wider trends and opportunities in education</li> <li>❖ is enterprising and resourceful in developing informal or formal partnerships that promote learning opportunities for students</li> <li>❖ demonstrates the interpersonal skills needed for building strong relationships with key stakeholder groups such as trustees, parents, whanau and local organizations</li> <li>❖ can manage the conflicts and dilemmas that sometimes arise in the school community</li> <li>❖ is able to connect with peers in other schools to build effective professional learning communities</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Establishes and maintains good communication processes with staff, and between staff and members of the senior management team</i></li> <li>○ <i>Understands the implications of New Zealand’s changing cultural, social and economic context and ensures that these changes are reflected in the policies and programmes within the delegated areas of responsibility</i></li> <li>○ <i>Foster relationships between the school and the community</i></li> </ul>

## PART B:

### SPECIFIC ROLES AND RESPONSIBILITIES

<u>ROLES</u>	<u>POSSIBLE INDICATORS</u>
<ul style="list-style-type: none"><li>• <b>SENCO</b><ul style="list-style-type: none"><li>○ <b>Reading Recovery</b></li><li>○ <b>Special Needs</b></li><li>○ <b>RTLB</b></li><li>○ <b>ORRS</b></li></ul></li></ul>	<ul style="list-style-type: none"><li>○ Identify children at risk through analysis of data, consultation with SLT, from assessment reports and teacher concern</li><li>○ Working with classroom teachers, other professionals and parents to identify student's needs early and respond in a timely manner with the right support;</li><li>○ Identify Tier 1 and 2 students who require an Individual Education Plan and coordinate meetings of all involved, twice annually (or more if required)</li><li>○ Occasionally working with individual students to provide direct support where appropriate;</li><li>○ Ensuring a BBS Learning Support Register of students' needs is kept up-to-date, and used regularly by authorised staff. Information sharing and privacy protocols must be followed;</li><li>○ Contributing to learning support system improvements, ensuring smooth transitions for at risk learners from early learning into school, between year levels, and into Intermediate</li><li>○ Attend Team Meetings where necessary to oversee and coordinate LS needs</li><li>○ Manage Group Interventions programmes in conjunction with AP / DP<ul style="list-style-type: none"><li>▪ Budget each year</li><li>▪ Select students for the intervention</li><li>▪ Manage groups and TA's</li><li>▪ Monitor student success in the Interventions.</li></ul></li><li>○ Manage the Reading Recovery intervention programme<ul style="list-style-type: none"><li>▪ Support the teacher in the select of students for the intervention</li><li>▪ Monitor student success in Reading Recovery</li></ul></li></ul>
<ul style="list-style-type: none"><li>• <b>GATE</b></li></ul>	<ul style="list-style-type: none"><li>○ Develop and Manage the Gifted and Talented programme.<ul style="list-style-type: none"><li>▪ Select students from a GATE talent pool. (This talent pool is developed in consultation with teachers, management, psychologists and parents.)</li><li>▪ Each term GATE will offer a new module with new students selected. The selection can depend on the topic, needs and interests of the student.</li></ul></li></ul>
<ul style="list-style-type: none"><li>• <b>Parent concerns</b></li></ul>	<ul style="list-style-type: none"><li>○ Meetings/discussions with parents as the need arises</li><li>○ Monitor relationships between staff and parents/community and assist where possible</li></ul>
<ul style="list-style-type: none"><li>• <b>Relievers</b></li></ul>	<ul style="list-style-type: none"><li>○ Organise relievers for staff i.e. illness, professional development, leave application etc</li></ul>