



RIVERDALE SCHOOL PRINCIPAL JOB DESCRIPTION

JOB TITLE: Principal

RESPONSIBLE TO: Board of Trustees

DIRECTLY RESPONSIBLE FOR: The students, school staff (senior managers, teachers, support, ancillary, and property staff)

PRIMARY OBJECTIVES:

- Culture:** Provide professional leadership that focuses the school culture on enhancing learning and teaching
- Pedagogy:** Create a learning environment in which there is an expectation that all students will experience success in learning
- Systems:** Develop and use management systems to support and enhance student learning
- Partnerships and Networks:** Strengthen communication and relationships to enhance student learning

RESPONSIBLE FOR: The effective operation of the school, as per the job description and the Primary Principals Professional Standards

EFFECTIVE RELATIONSHIPS WITH: The Board of Trustees, students, staff, parents, community, education agencies, neighboring schools

Signatures:

_____ (Principal) _____ (Board Chair)

Date:

PRINCIPAL'S PROFESSIONAL STANDARDS AND JOB DESCRIPTION

1. Culture: Provide professional leadership that focuses the school culture on enhancing teaching and learning

Professional Standards	Indicators	Evidence
<p>In conjunction with the Board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students</p>	<ul style="list-style-type: none"> • Demonstrates the ability to take a strategic view of the school, including its strengths and weaknesses, to plan and lead the school's on-going development to achieve excellent outcomes in children's learning • Demonstrates the ability to drive an idea from inception to completion engaging the community, staff and students in achieving the vision • Takes the time to understand and value what we are as a school and demonstrates understanding of what makes the school unique • Works with the Board to develop an inspirational strategic plan ensuring it reflects identified needs and changing circumstances 	<ul style="list-style-type: none"> • Principal, staff and students use the shared language of the vision and values consistently • The Charter/Strategic Plan is developed in consultation with the community and reflects the needs and aspirations of the school; it is kept up to date • The vision and values of the school are understood and referred to by students, staff and parents • Student achievement is the focus of all key decision making • The vision and values are reflected in the school website, newsletter, staff meeting minutes and Board minutes • Clear annual goals are formulated, discussed and agreed with the Board
<p>Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning</p>	<ul style="list-style-type: none"> • Shows the ability to inspire and develop all staff and promote a team approach to decisions that affect teaching and learning • Values and enables the potential of students to contribute and lead in our school and the broader community • Shows an openness and willingness to engage with new and different ideas in balance with the unique culture of the school • A strong partnership is evident between students, teachers and parents in achieving improved learning outcomes for students • Is able to delegate responsibilities to staff 	<ul style="list-style-type: none"> • High levels of involvement from the staff in the development of annual teaching and learning goals. • Staff are encouraged to consider leadership opportunities that arise within the school and community • Delegated tasks are achieved by relevant staff • Regular teacher / parent /student discussion and communication

Professional Standards	Indicators	Evidence
<p>Model respect for other in interactions with adults and students</p>	<ul style="list-style-type: none"> • Is fair and professional with an ability to bring out the best in people • Acts as a role model and sets clear expectations for others • All staff model constructive relationships with students, with each other and with other adults 	<ul style="list-style-type: none"> • The Principal regularly demonstrates to staff and students the importance of treating all others with respect and dignity • Clear expectations are articulated for all staff and students
<p>Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture</p>	<ul style="list-style-type: none"> • Demonstrates a willingness to build on the unique philosophy and culture of the school • Tikanga Māori and Te Reo are incorporated into the day to day life of the school and into classroom programs 	<ul style="list-style-type: none"> • Reflected in newsletters, signage, classrooms and assemblies • Appropriate use is made of Māori language • Promotion of specific Māori language / cultural opportunities within and outside the school to students, teachers and parents e.g. Kapa haka group • Encouragement of staff to actively engage in programmes and events such as Māori language week • Māori Hui/Consultation takes place regularly
<p>Maintain a safe, learning focused environment</p>	<ul style="list-style-type: none"> • Ensures a safe physical environment • Ensures the class environments are conducive to teaching and learning • Maintains an awareness of staff workloads, challenges and stress • Ensures all staff feel comfortable in identifying successes, issues or concerns with themselves or a member of the senior leadership team 	<ul style="list-style-type: none"> • All necessary regular hazard identification checks are undertaken, and remedial action taken where required • Health and Safety legislation enacted • Regular status updates are provided to the Board • Observations, informal conversations and strategic discussions are undertaken with team leaders and the leadership team • Works with outside agencies to support staff and students • Workload balances are discussed at all staff performance reviews • An open-door policy is implemented for all staff and students, and this is expected of the senior leadership team

Professional Standards	Indicators	Evidence
<p>Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected</p>	<ul style="list-style-type: none"> • Shows a passion for all students as learners including students with special education needs, the gifted and talented, and students with different cultural backgrounds • Proactively builds positive, friendly and professional relationships with students • Provides opportunities for individual success and excellence • Enhances the multicultural dimensions of the school. 	<ul style="list-style-type: none"> • Professional learning is undertaken with the staff, identifying and celebrating diversity • Staff diversity is identified, and staff are encouraged to relate this back to students • Staff are encouraged to actively engage and promote programmes to support multicultural dimensions of the school
<p>Manage conflict and other challenging situations effectively and actively work to achieve solutions</p>	<ul style="list-style-type: none"> • Issues are identified in a timely and consistent manner and appropriate actions are promptly undertaken • Negotiates and facilitates in order to achieve a solution and/or a mutually acceptable resolution wherever possible • Encourages staff and the community to share concerns before they become big issues • Maintains a 'no surprises' approach with the Board 	<ul style="list-style-type: none"> • Issues are being addressed in a timely and consistent manner at all times, following the school policy and procedures • Each situation is handled on a case by case basis • Appropriate documentation is kept • The Principal is available to meet with staff and community to deal with challenging situations in a timely manner • Conflicts reach an appropriate resolution • Significant issues are highlighted to the Board
<p>Demonstrate leadership through participating in professional learning</p>	<ul style="list-style-type: none"> • Actively seeks professional development that supports personal leadership growth • Understands own strengths and weaknesses to inform professional development • Professional development is integrated into the leadership role 	<ul style="list-style-type: none"> • Personal learning is shared/verbalised with staff as part of leading professional learning within the school • The Principal participates in staff professional learning where possible, showing it is valued • Regular self-review is undertaken and linked to personal professional development plan

2. Pedagogy: Create a learning environment in which there is an expectation that all students will experience success in learning

Professional Standards	Indicators	Evidence
<p>Promote, participate in and support ongoing professional learning linked to student progress</p>	<ul style="list-style-type: none"> • Keeps abreast of current thinking and research via professional reading, professional learning groups and personal learning • Drives innovative learning practices within the school 	<ul style="list-style-type: none"> • A professional learning programme is in place for staff • Regularly reviews of student achievement in key areas are carried out to refine future professional learning programs for staff • Attendance at a professional learning group • Professional reading and research is ongoing • Attendance at relevant conferences linked to professional development plans • Innovative learning practices are incorporated in professional development plans and teaching programmes
<p>Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents</p>	<ul style="list-style-type: none"> • Demonstrates the ability to lead learning, with a clear focus on excellent outcomes for students, through effective, up to date and evidence-based teaching and learning principles and pedagogy • Takes a pragmatic approach to new initiatives • Staff work on clearly established teaching and learning goals that will lead to improved learning outcomes for students • All staff are actively involved in professional development based on effective teaching and learning 	<ul style="list-style-type: none"> • All staff undertake professional learning around curriculum development and use • Group review is undertaken of student data and strategies for improvement are shared • Curriculum development is undertaken as required • Teachers' planning meetings are undertaken • Opportunities and forums exist for staff to share experience and expertise • Observations of practice and sharing of learning take place regularly
<p>Ensure staff members engage in professional learning to establish and sustain effective teacher/learner relationships with all students, with a particular focus on Māori</p>	<ul style="list-style-type: none"> • Demonstrates the skills and experience to mentor and guide others by actively participating and interacting with students • Demonstrates the ability to ensure effective relationships with Māori and Pacific students 	<ul style="list-style-type: none"> • An annual professional development plan that is linked to student achievement needs, staff professional growth is maintained • Evidence of teachers attending relevant professional development • Māori and Pacific student achievement is analysed by

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students		teachers and regular progress summaries are shared with the Board
Ensure that the review and design of school programmes is informed by school-based and other evidence.	<ul style="list-style-type: none"> • Decisions are data and evidence driven • Professional development is linked to student achievement • Innovative practices reviewed and considered for inclusion in school programmes 	<ul style="list-style-type: none"> • There is a robust review cycle in place with a process that is also responsive to needs as they arise. • The review schedule is adhered to • Recommendations from reviews are actioned • The Board is informed of the processes and recommendations
Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice.	<ul style="list-style-type: none"> • Demonstrates the skills and experience to mentor and guide others by actively participating and interacting with staff • Staff are provided with individual feedback, coaching, encouragement and support • Supports and oversees staff as they observe and mentor each other with regard to best practice in teaching and learning 	<ul style="list-style-type: none"> • Staff work based on clearly established teaching and learning goals that will lead to improved learning outcomes • The attestation and appraisal cycle identifies staff professional development needs • Individual teacher development goals and action plans are in place using a teaching as inquiry methodology • Evidence is collected and collated by all staff that shows they are meeting the Practising Teacher Criteria and Professional Standards
Analyse and act upon school wide evidence on student learning to maximise learning for all students with a particular focus on Māori and Pasifika students.	<ul style="list-style-type: none"> • Shows a passion for education, and demonstrates a thorough understanding of teaching and learning for diverse students • There is clear focus in classrooms, teams and professional discussions on ongoing student achievement improvement 	<ul style="list-style-type: none"> • Curriculum meetings are undertaken as required and minutes maintained • The Board receives regular reports on student achievement

3. Systems: Develop and use management systems to support and enhance student learning

Professional Standards	Indicators	Evidence
Exhibit leadership that results in the effective day-to-day operation of the school	<ul style="list-style-type: none"> • Is a strong, confident, committed and passionate leader with an honest and clear communication style • Demonstrates professionalism at all times. • Implements best practice systems for leadership and management. • Quality day to day management systems are in place to ensure a highly effective school operation. 	<ul style="list-style-type: none"> • Quality systems and documentation are in place (staff handbook, policies and procedures). • All staff have clear job descriptions to ensure their roles and responsibilities are carried out • Where appropriate, action is taken to ensure compliance with policies and procedures
Operate within board policy and in accordance with legislative requirements	<ul style="list-style-type: none"> • Current legislation is adhered to and deadlines are met • Understands and operates within Board policy 	<ul style="list-style-type: none"> • School policy documents are customized and appropriate for the school <ul style="list-style-type: none"> • School policies and procedures are reviewed in accordance with the school review cycle • New legislation and MOE Bulletin are reviewed, noted with the Leadership and Board and followed.
Provide the Board with timely and accurate information and advice on student learning and school operation	<ul style="list-style-type: none"> • The Board is informed of all areas of the schools' operation and student learning 	<ul style="list-style-type: none"> • Regular and scheduled reports are provided to the Board • Reports focus on student learning trends within and across calendar years <ul style="list-style-type: none"> • The Board understands the teaching and learning strategies that underpin student achievement
Effectively manage and administer finance, property and health and safety systems	<ul style="list-style-type: none"> • Highly effective management systems are in place for finance, property and for health and safety • Ensures school buildings and facilities meet Health & Safety regulations 	<ul style="list-style-type: none"> • The Principal meets regularly with relevant Board committee members. <ul style="list-style-type: none"> • The Principal works within the financial budget and follows the school's policies and procedures • Large expenditure and funding issues are discussed and agreed with the Board • The Principal assists the Board in the compilation of the annual budget • All policies and procedures are complied with by staff

Professional Standards	Indicators	Evidence
		<p>and students</p> <ul style="list-style-type: none"> • Regular meetings take place relating to health and safety with office staff and caretaker to confirm that all necessary checks and actions have been carried out • The hazard register is kept up to date • Finances are regularly reviewed at Board meetings
Effectively manage personnel with a focus on maximizing the effectiveness of all staff members	<ul style="list-style-type: none"> • Performance management systems are in place that ensure a highly effective and motivated staff 	<ul style="list-style-type: none"> • The annual appraisal cycle is adhered to for all staff (both teaching and non-teaching)
Use school/external evidence to inform planning for future action monitor progress and manage change	<ul style="list-style-type: none"> • Is proactive in identifying, monitoring and informing Board and staff of future changes, then instigates and coordinates agreed and/or required actions 	<ul style="list-style-type: none"> • Board minutes are maintained • Staff minutes are maintained • In association with the Board, the Annual plan is completed, and the Charter updated as required • Student achievement data records are maintained • Progress against the annual plan is monitored and action taken to ensure goals are achieved each year
Prioritise resource allocation on the basis of the school's annual and strategic objectives	<ul style="list-style-type: none"> • The School budget is based on charter goals and the annual and strategic plans 	<ul style="list-style-type: none"> • Strategic budget planning is undertaken prior to presentation to Board, based on charter priorities • The Principal works with the Board to forecast/recast the budget as required

4. Partnerships and Networks: Strengthen communication and relationships to enhance student learning

Professional Standards	Indicators	Evidence
<p>Work with the Board to facilitate strategic decision making</p>	<ul style="list-style-type: none"> • Proactively builds positive, respectful and professional relationships with the Board • Principal plays a proactive role on the Board as the educational leader • Supports the Board to focus on future thinking/strategic planning 	<ul style="list-style-type: none"> • Actions are reflected in feedback from Board members and minutes. • The Principal attends Board and relevant subcommittee meetings • The Principal has regular meetings with Board chair • There is a regular strategic review at Board meetings
<p>Actively foster relationships with the school's community and local iwi</p>	<ul style="list-style-type: none"> • Proactively builds positive, respectful, friendly and professional relationships with students and parents • Positively builds trust between home and school to positively influence student learning and engagement 	<ul style="list-style-type: none"> • Regular communication takes place via newsletters and other media • Regular school events are organised for parents and the local community • Consultation with students, teachers, parents and the wider community is undertaken as required • Māori community meetings and consultation takes place as required
<p>Actively foster professional relationships, with, and between colleagues, and with government agencies and others with expertise in the wider education community</p>	<ul style="list-style-type: none"> • Passionately and confidently represents the school with other educators and government agencies 	<ul style="list-style-type: none"> • The Principal meets with members of local principals' cluster • The Principal maintains relationships with government agencies • The Principal attends meetings with government agencies as needed • The Principal maintains relationships with wider educational community and agencies

Professional Standards	Indicators	Evidence
Interact regularly with parents and the school community on student progress and other school-related matters	<ul style="list-style-type: none"> • Passionately and confidently represents the school in the local community and with prospective parents • Is seen to be a 'visible' principal by the school community • Parent community is well informed about student achievement and school related matters • Demonstrates approachable, caring and respectful demeanor which encourages interaction with children and parents 	<ul style="list-style-type: none"> • The Principal undertakes front of school duty, such as assemblies • The Principal engages in informal conversations after/at social functions and at school events • A regular newsletter is sent out and the website kept up to date • Three-way conferences are utilised where appropriate • Regular informal discussion and interaction with parents and students observed including attendance at external sports days, meeting and greeting parents and students at the start and conclusion of the school day etc
Actively foster relationships with other schools and participate in appropriate school networks	<ul style="list-style-type: none"> • Passionately and confidently represents the school in the local community with schools in the local area • Attend variety of relevant principal and community networking opportunities and meetings 	<ul style="list-style-type: none"> • The Principal regularly attends principals' cluster meetings • The Principal regularly attends a principals' professional development group • The Principal attends other relevant networking opportunities

