

Job Guide/ Description

Member of the Senior Leadership Team

Change and Innovation Leadership

Name:	
Collaborates with:	Teams for which has oversight/leadership
Line Manager:	Tumuaki
Reports	Board and collaborative teams
Weeks and Hours:	Full-time
Time Frame	Period of the Strategic Plan
Remuneration	6 x UNITS

Position Purpose:

The Deputy Principal's role is fundamentally to support the Principal of the school. NZ Secondary Schools are complex by nature, and having a distributed leadership model allows for a smooth operational and strategic function to take place. The role requires leadership capability, upskilling, the ability to pivot and adapt to change to reflect the needs of the Board and its community. The role requires collaboration, a growth mindset and leadership sense-making.

1. The Standards for the Teaching Profession | Ngā Paerewa mō te Umanga Whakaako

This is the foundational document for all registered teachers in New Zealand, and deputy principals are no exception. They are expected to meet and demonstrate these standards at a high level. The standards are grouped into six key areas:

- **Te Tiriti o Waitangi partnership:** Deputy principals must demonstrate a commitment to bicultural practice and partnership, upholding the principles of Te Tiriti o Waitangi.
- **Professional Learning:** Engaging in a continuous process of professional learning and inquiry to improve their practice and the outcomes for students.
- **Professional Relationships:** Building and maintaining positive, collaborative relationships with students, whānau, staff, and the wider community.
- **Learning-focused culture:** Contributing to and creating a school culture that is safe, inclusive, and focused on student learning and wellbeing.
- **Design for Learning:** Planning, designing, and implementing effective curriculum and teaching practices.
- **Teaching:** Using a range of teaching strategies to meet the diverse needs of all learners.

2. Unit Holders who have assumed specified leadership, pastoral or administrative or task-specific responsibilities as aligned with the STCA.

Resource Management

effectively and efficiently use available resources, including financial resources and assets, within delegated authorities, to support learning outcomes for students

Staff and Student Management

- represent and communicate effectively, to a range of audiences, the goals and tasks of the department, faculty or area of responsibility
- participate in and, where appropriate, contribute to the school's performance management system
- provide effective advice and guidance to other members of the staff
- monitor teacher/student relationships and provide advice and support when required
- communicate effectively with students and staff

Professional Leadership

- understand the aims of and display competence in the area of responsibility
- provide professional leadership to staff within the delegated area(s) of responsibility
- make constructive contributions, where applicable, to the management of the school
- demonstrate a high level of awareness of educational developments and changes, particularly in the area(s) of responsibility
- undertake appropriate professional development to enhance individual expertise in areas of management, administration and education
- identify and act on opportunities for improving teaching and learning
- ensure that procedures for making decisions in the area of responsibility are consistent with national guidelines and with the school's policies
- ensure that changing social and cultural factors affecting the school's community are reflected in the policies and programmes of the delegated area(s) of responsibility
- foster positive relationships between the school and all sectors of the community

3. The Educational Leadership Capability Framework

This framework, developed by the Teaching Council of Aotearoa New Zealand, provides a more specific set of expectations for those in leadership roles. It outlines the core capabilities needed for effective leadership in a New Zealand school, and a deputy principal's performance is often evaluated against these. They are expected to demonstrate capabilities in:

Setting the Direction: Helping to develop and drive the school's vision, goals, and strategic direction.

Building a Culture of Learning: Fostering a school-wide culture that is focused on teaching and learning excellence.

Developing People: Mentoring and supporting staff, and building leadership capacity throughout the school.

Leading Change: Managing and leading change effectively to improve school outcomes.

Managing Resources and Systems: Ensuring the effective and efficient management of the school's resources, finances, and operational systems.

Engaging in Professional Learning: Taking responsibility for their own professional growth as a leader.

Cultivating Relationships and Partnerships: Building strong relationships with all stakeholders, including the school community, local iwi, and other educational networks.

This job description provides a guideline of responsibilities and expectations, and must be referred to alongside the following:

1. A commitment to Tauranga Girls' College:

Vision: “empowering learners to make a positive impact”

3 Strategic Pou: Learner Centered Pedagogies, Commitment to Te Tiriti o Waitangi and Diversity, Inclusion and Belonging

Mission Statement: To create a safe, stimulating and exciting learning environment that allows each student to develop their academic, cultural and sporting potential.

Values:

- Manaakitanga
- Mahi Tahi
- Mana Motuhake

2. Tauranga Girls' College policies, procedures and handbooks, including a commitment to:

- Professional conduct, which includes interacting appropriately with staff, students and visitors, and maintaining a professional standard at all times
- Professional development, training, and adoption of new technology
- School Health and Safety Practices
- Participating in appraisal processes
- Undertaking all responsibilities with integrity and confidentiality in and outside of the role
- Employee Assistance Programme
- Partnership to Te Tiriti o Waitangi

The title of the DP role is: Change and Innovation Leadership

Guide to Key Responsibilities and Tasks	Outcomes
Key Tasks Performance Indicators: Building a Culture of Learning/ Understands and displays competence in the area of responsibility	
<ul style="list-style-type: none"> • Leadership capabilities, positive mindset, professional engagement • Aligning the Professional growth cycle and are aligned to the Board's Strategic Pou • Leads and provides sense-making in areas of responsibility, ie new qualification at Year 11 	
Cultivating Relationships and Partnerships/Foster positive relationships between the school and all sectors of the community	
<ul style="list-style-type: none"> • Builds positive community relationships in the area of leading • Supports the Principal with Pasifika engagement and Tapasa • Ensures community presentations/optics for TGC reflect positively, including media/publications • Demonstrates Business innovation and community engagement 	
Developing People/Monitors staff and student relationships and provides effective & timely advice when required	
<ul style="list-style-type: none"> • Leadership with Professional Learning with Senior Leader/PN • Liaise with LoL's to support their leadership in their Learning Area • Ensure Professional Learning opportunities exist and are aligned to the Board's Strategic Pou 	
Leads Change/Demonstrates a high level of awareness of education development and changes in areas of responsibility	
<ul style="list-style-type: none"> • Data lead: Creates data sheets for effective monitoring and change • Engages in professional conversations to address weaknesses in Professional Standards and modelling of values/uara • Engages with others to ensure effective understanding and application of change • Works towards the implementation of the new Year 11 qualification 	

Managing Resources and Systems Alignment with policy and or guidelines	
<ul style="list-style-type: none"> • Provide Pastoral Care relevant to students' learning and social needs • Maintains fiscal responsibility of the relevant budget • Alignment to policy and national guidelines and consistency of application 	
Setting Direction/Staff and Student Management	
<ul style="list-style-type: none"> • Responsible for driving the relevant sections of the strategic plan, evaluation and reporting • Engaging in cycles of improvement, closing gaps • Actively engages with the changing social fabric of the community & school • Communicating clearly with staff about the 'why' and purpose. • Seeking clarity and understanding through external parties 	
Management Functions/Including staff and Students	
<ul style="list-style-type: none"> • Support Pastoral Care and Health and Safety • Be visible in and out of the classrooms and the wider school • Engage in professional conversations of accountability with colleagues • Speak in professional terms with the community, parents, and students • Engage in and with extracurricular pursuits for the school 	

Confirmation:

Employee:	Signature:	Date:
Employer: Tauranga Girls' College	Signature:	Date: