


Position Title:	<p style="text-align: center;">Principal Twizel Area School</p> 
Terms of Contract:	<p>Permanent – 1 FFTE</p>
Date:	
Responsible to:	<p>Commissioner and then to Board of Trustees, through the Board Chairperson</p>
Purpose / Primary Objectives:	<p>The Principal is responsible for educational leadership and overall management of the School to achieve its vision and mission in a manner consistent with:</p> <ul style="list-style-type: none"> • The School Charter and Strategic Plan. • Board Policies. • All Statutory and Regulatory requirements. • Treaty of Waitangi. • Education Act. • All delegated responsibilities. • To promote the mission, vision and values of Twizel Area School and continually enhance the school culture. • To support the Board of Trustees, Deputy Principal and Assistant Principal in implementing policies, strategic and operational goals of Twizel Area School. • To provide appropriate professional leadership that promotes excellent pedagogy to support effective student learning and agency. • To exercise leadership and management knowledge and skills throughout the school community. • To be a culturally responsive practitioner with an ongoing commitment to inclusion and diversity. • To promote inquiry, evaluation, review and accountability to embed a culture of continuous improvement. • To model collaboration and relationship building to facilitate the smooth running of the school and foster strong home/school partnerships. <p>The Principal is a full member of the Board of Trustees in his/her own right sharing with other Trustees the collective responsibility for the governance of the School. At the same time, the Principal fulfils positions as the main adviser to the Board and as professional leader of the School.</p> <p>The Principal’s management responsibilities include implementing Board approved policies and decisions and developing the supporting procedures to ensure that these policies are effectively implemented.</p>

<p>Key relationships:</p> <p>The Principal will maintain relationships, as required with</p>	<p>Within Twizel Area School:</p> <ul style="list-style-type: none"> • Board of Trustees • Deputy Principal • Assistant Principal • Executive Officer • Teaching Staff • Support Staff • Students 	<p>External</p> <ul style="list-style-type: none"> • Parents and whānau • Wider school community • Mana whenua • Schools within Aotearoa/ internationally • Representatives from the Ministry of Education and outside agencies • Educational groups and services • Education Review Office • NZ School Trustees Association • Unions • Other groups and individuals who make contact with the school
<p>Delegations:</p>	<p>The Board delegates to the Principal all of the day-to-day responsibilities for the management of the School, under the Twizel Area School delegations schedule. The Principal has the full authority of the Board, and in law, to manage the day-to-day administration of the School as he/she thinks fit, consistent with the Board’s general policy directions.</p>	
<p>DIMENSION</p>	<p>KEY RESPONSIBILITIES</p>	<p>PERFORMANCE INDICATORS</p>
<p>Pedagogy</p>	<ul style="list-style-type: none"> • Promote, participate in and support ongoing professional learning linked to student progress. • Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents. • Ensure staff member engage in professional learning to establish and sustain effective teacher and learner relationships with all students. • Promote and support the gaining of worthwhile qualifications and successful transitions to tertiary education or employment for all students. 	<ul style="list-style-type: none"> • Puts the interest and wellbeing of students at the centre of everything that is done. • Provides a curriculum which will engage, excite and motivate all students. • Professional development is aligned to the schools strategic aims and annual objectives. • Demonstrates continuing improvement in student achievement. • Provide a safe environment which is inclusive and culturally welcoming. • The curriculum is being delivered in accordance with school curriculum policies and New Zealand Curriculum requirements. • Interacts regularly with parents, caregivers, whānau and the school community on student progress.

	<ul style="list-style-type: none"> • Ensure that the review and design of school programmes is informed by school-based and external evidence. • Foster a professional learning community within which staff members are encouraged to be reflective practitioners engaging with research, and feedback on their professional practice. • Ensure the use of best practices for assessment, and analyse and act upon evidence on student learning to maximise learning for all students. • Focus in particular on success in learning for Māori and Pasifika students, students with special education needs and students at risk of not succeeding at school. 	<ul style="list-style-type: none"> • The curriculum is adapted, as appropriate, to incorporate the needs of the students. • Grows and develops the school’s journey in regards to Māori and Pasifika students. • Diverse student needs are met through quality teaching and learning programmes. 	
Partnerships and Networks	<ul style="list-style-type: none"> • Work with the Board to facilitate strategic decision making. • Manage a culture where the various viewpoints that are represented within the school community are respected. • Actively foster positive relationships with the schools community and Manawhenua ki Mohua. • Actively foster professional relationships with and between colleagues and with government agencies and others with expertise in the wider education community. • Ensure regular interaction with parents and the school community on student progress and other school related matters. • Actively foster positive relationships with other schools and participate in appropriate school networks. 	<ul style="list-style-type: none"> • School staffing reflects identified priorities. • Staff are encouraged and supported in meeting their professional development requirements. • There is evidence of improved performance as a result of professional development. • Staff are presented with equal opportunities and treated equitably. • The School is a safe and healthy environment for students and staff. • The School and community are kept well informed about the School. • Liaise with the Board Chair and other Board members at all times over matters of mutual interest or concern. 	

<p>Culture</p>	<ul style="list-style-type: none"> • With the Board, develop then implement the school vision and values focused on enhanced engagement and achievement for all students. • Develop and maintain effective relationships with the Board, staff, students and the wider community. • Translate the vision and values into clear expectation of excellence in both behaviours to others and commitment to learning. • Promote a culture whereby staff members assume appropriate leadership roles and work collaboratively to improve teaching and learning. • Model respect for others in interactions with adults and students • Promote the bicultural heritage of New Zealand by ensuring that it is evident in the school culture. • Maintain a safe, learning-focused environment • Promote an inclusive environment in which the diversity, multicultural nature and prior experiences of students are acknowledged and respected. • Manage conflict and other challenging situations effectively and actively work to achieve solutions. • Develop a culture of honest communication and respect. • Demonstrate leadership in professional practice, through applying critical inquiry and problem solving. 	<ul style="list-style-type: none"> • The aims and objectives of the School Charter are implemented. • Acts as a role model and sets clear expectations for others. • Encourages vision and innovation in classroom practice and school organisation. • Encourages and enables staff to pursue professional development opportunities. • Encourages effective teaching based on current educational research and improved student learning results. • Establishes and implements processes for regular school self-review. • Implements best practice for both leadership and management. • Effectively delegates responsibilities to staff. • Actively seeks opportunities to improve own knowledge and skills. • Maintains active membership of professional organisations. • The Board is kept advised of developments within education and is able to act on these when required. • Concerns/complaints raised within the School or by the Community are followed-up promptly and in accordance with School policies and guidelines. • Effective communication systems operate within the school for all staff. • Staff are communicated with on a day-to-day basis and on long term issues as they affect the School's operation. • Parents/Whānau are informed of issues of importance to the School.
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Systems	<ul style="list-style-type: none"> • Exhibit leadership that results in the effective day-to-day operation of the school • Operate effective systems within board policy and in accordance with legislative requirements. • Provide the Board with timely and accurate information and advice on student learning and school operation. • Effectively manage finance, property, resources, health & safety systems. • Effectively manage personnel with a focus on maximising the effectiveness of all staff members. • Use school and external evidence to inform planning for future action, monitor progress and manage change. • Align resource allocation with the schools annual and strategic objectives. • Advise the Board of factors influencing school performance and keeping the Board advised on any risk to the School. • ICT is used effectively, both as a management tool and for learning. 	<ul style="list-style-type: none"> • Budget allocations reflect identified priorities. • Report regularly to the Board on management issues and on the attainment of Charter and Plan goals. • Special funding allocations (e.g. Special Education) are appropriately allocated and monitored. • Financial management procedures are in place in accordance with legal requirements and best practice. • Banking staffing is managed to meet the School's requirements at all times. • Ensure that all employee documentation is complete. • Ensure that the Payroll Service Provider is provided with all the documentation required to ensure that all staff are paid correctly and leave is correctly recorded. • Ensure that performance agreements and appraisals are completed for all staff. • Manage staff recruitment, performance & disciplinary matters. • The Board is advised of any variances in budgets or other resources and why these have occurred. • The Board is advised on the maintenance requirements of school buildings and facilities. • Ensures that all legal and statutory requirements are met and confirmed by a regular programme of self-review within the School. • Health and Safety matters within are appropriately managed in terms of Board policy and H&S legislation. • The Board and School's insurers are advised where there is any potential risks. • School assessment and reporting procedures are in place. • Board policies are implemented within the School and monitored for effectiveness and the Board is advised of any changes required. 	
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Person Specification	
Qualifications and Experience	<ul style="list-style-type: none"> • A relevant degree or tertiary qualification • Current New Zealand Teachers Registration • Current Practising Certificate • Previous experience as a senior manager in New Zealand school
Knowledge and Skills	<ul style="list-style-type: none"> • Extensive knowledge of the New Zealand curriculum • Demonstrated understanding of assessment requirements • Knowledge of best teaching practice

	<ul style="list-style-type: none"> • Knowledge of, and experience in, change management • Strong analysis skills • Able to make decisions • Previous experience in performance appraisal • Experience in developing, coaching or mentoring staff • Knowledge of school management systems • Financial management experience • Property management experience • Experience in strategy development • Experience in planning, priority setting and reporting • Skills in team building, development and motivation • Strong IT skills and understanding • Strong oral and written communications capacities with the ability to listen
Personal Attributes	<ul style="list-style-type: none"> • Demonstrates high levels of professionalism • Able to see the big picture • Able to develop and articulate a vision for the future • Approachable • Highly motivated with a strong desire to succeed • Strong team player • Able to build strong and constructive relationships within the school and the wider community • Innovative and open-minded to new ideas • Demonstrated integrity, honesty and resilience • Values learning across all fields • Able to work calmly and effectively in stressful situations

CONDITIONS OF EMPLOYMENT

Terms and conditions as per the Area School Principals' Collective Agreement

I have read and understood this document:

*Signed by: **Principal***

Date

*Signed by: **Commissioner***

Date