



Trentham School
Empowered Learners for the Future

Principal Job Description 2021

Permanent

Accountable To:

As the Principal you will report and be accountable to the Trentham School Board of Trustees (as your employer) through the Board Chairperson.

In this position you have a dual role of being a Board of Trustees member in your own right whilst undertaking the role of managing the school.

Functional Relationships:

As Principal you will liaise, when necessary, with educational agencies such as the Ministry of Education, Education Review Office, payroll services, NZSTA.

Overview:

The Principal is the professional leader of Trentham School, responsible for the day to day management of the school, the implementation of the Board's policies, the direction and supervision of staff, and the educational outcomes for students.

The Principal as professional leader works in partnership with the Board of Trustees and takes direction from the Board, the school charter and Board's policies, plans and delegations.

The Principal is a full member of the Board of Trustees, sharing the collective responsibility for the governance of the school, including development of the annual budgets and development of school policy.

As a mentor, manager, and professional leader there will be a close collaboration with the Board of Trustees involving the four main areas of responsibility:

- Education success of all students as Trentham School
- Professional performance and development of all staff.
- Day to day administration of school.
- Effective communication between all members of the school's community.

Key Functions:

The Principal will:

- Assist the Board with development and update of the Charter, Strategic Plan and then develop the annual operational plan that supports the school to achieve the agreed goals and targets.
- Advise the Board on policy, professional, and administrative matters as necessary.
- Implement policies and resolutions of the Board.
- Manage the day-to-day running of the school by:
 - Implementing, monitoring, and reporting progress on educational and operational plans meeting statutory requirements.
 - Ensure that student educational needs are met to the highest level for students and that parents are consulted as required and provided with timely advice on student progress and achievement. Parents will have opportunities to be informed about learning programs operating within the school.
 - Developing, promoting and monitoring a culture which values and positively encourages sound teaching and learning that fosters high levels of progress, achievement and maintains good strategies for appropriate behaviour and discipline.
 - Creating and engaging in opportunities for education outside the classroom (EOTC).
 - Supporting staff to be effective class practitioners through school wide professional development or an individual professional development plan required to address specific needs.
 - Developing and maintaining effective positive relationships with the Board. Staff, students, whanau and the wider community.
 - Delegating duties and responsibilities to staff and ensuring good communication is maintained within the school.
 - Coordinating the school's day-to-day operations.
 - Providing and maintaining the school's facilities, equipment and resources in a tidy, safe and organised manner.
 - Controlling, monitoring and reporting on the school's finances in accordance with the approved budget.
 - Delegating responsibilities, as agreed, to other teaching staff and/or Office Administrator so that a shared management structure develops leadership responsibilities within the school.
- Be responsible for implementing and monitoring policy on staffing and staff performance, appraisal and development according to delegations.
- Provide the Board with reports and feedback on the achievement of educational, financial and administrative objectives and requirements.

General:

As the Principal you will be required to achieve the above key functions by meeting objectives and professional standards outlined in an annual performance agreement ratified by the Board after consultation with you.

It is expected that the achievement of the key functions by you as leader of the school will result in managing and leading the school so that it has a positive and exciting environment for students and staff that encourages a high standard of quality education.

Key Performance Outcomes:

Satisfactorily meeting the Professional Standards as required for a Primary Principal with particular emphasis on:

- Demonstrating progress on meeting the strategic goals as approved by the Board and outlined in the Charter, in particular the strategic plan and annual plan.
- Strategically oversee financial matters in a prudent and efficient way ensuring budgets reflect the results and priorities sought by the Board, and reflects the current and future needs of the school as stated in the charter.
- Strategically oversee Property and Health and Safety matters in a prudent and efficient way in accordance with Board policy, legislation and relevant documentation.
- Strategically oversee HR matters in a prudent and efficient way to ensure effective guidance and motivational leadership to all staff setting high standards of professional performance in accordance with Board policy, legislation and relevant documentation.
- Quality teaching and learning resulting in accelerating achievement levels.
- Maintain or improve levels of student engagement including EOTC (education outside the classroom) activities.
- Identifying and undertaking professional development to maintain up to date knowledge with current pedagogical practice.
- Demonstrate confidence in leading the school.
- Promoting the school, particularly within the community it serves and with other key stakeholders (newsletters and other specific school communications as well as in person).
- Effectively informing parents so they understand how well their child or children are succeeding at school (student reporting) and about the learning programs operating in the school.
- Foster and maintain positive relationships with families attached to the school and within the wider community, and with other stakeholders.

Professional Standards:

The Professional Standards set out in this schedule provide a baseline for assessing satisfactory performance within each area of practice and meet the Primary Principals Professional Standards and Standards of the Teaching Profession (STPs). They form part of the principal's performance agreement, which will reflect the school/Board's goals, the principal's job description and more specific objectives. Included in the development of the performance agreement will be the identification and development of appropriate indicators.

Areas of Practice	Professional Standards
Culture: Provide professional leadership that focusses the school culture on enhancing learning and teaching.	<ul style="list-style-type: none">- In conjunction with the Board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students.- Promote a culture whereby staff members take appropriate leadership roles and work collaboratively to improve teaching and learning.- Model respect for others in interactions with adults and students.- Promote the diverse cultural nature of New Zealand by ensuring that is evident in the school culture.- Maintain a safe, learning focused environment.- Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected.- Manage conflict and other challenging situations effectively and actively work to achieve solutions.- Demonstrate leadership through participating in professional learning.

<p>Pedagogy: Create a learning environment in which there is an expectation that all students will experience success in learning.</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 members engage in professional learning to establish and sustain effective teacher / learner relationships with all students. - Ensure that the review and design of school programmes is informed by school-based and other evidence. - Maintain a professional learning community within which staff members are provided feedback and support on their professional practice. - Analyse and act upon school-wide evidence on student learning to maximise learning for all students.
<p>Systems: Develop and use management systems to support and enhance student learning.</p>	<ul style="list-style-type: none"> - Exhibit leadership that results in the effective day-to-day operation of the school. - Operate 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 and administer finance, property and health and safety systems. - Effectively manage personnel with a focus on maximising the effectiveness of all staff members. - Use school/external evidence to inform planning for future action, monitor progress and manage change effectively. - Prioritise resource allocation on the basis of the school's annual and strategic goals.
<p>Partnerships and Networks: Strengthen communication and relationships to enhance student learning</p>	<ul style="list-style-type: none"> - Work with the Board to facilitate strategic decision making. - Actively foster relationships with the school's community and local iwi. - Actively foster professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider education community. - Interact regularly with parents and the school community on student progress and other school-related matters. - Actively foster relationships with other schools and participate in appropriate school networks.