



## Target Road School

### Principal's Job Description

|                                      |   |
|--------------------------------------|---|
| <b>TITLE:</b>                        | Principal   |
| <b>RESPONSIBLE TO:</b>               | Board of Trustees   |
| <b>DIRECTLY RESPONSIBLE FOR:</b>     | The akonga/learners, school staff (senior managers, teachers, support, ancillary, property staff)   |
| <b>PRIMARY OBJECTIVES:</b>           | <p><b>Culture:</b> Provide professional leadership that focuses the school culture on enhancing learning and teaching</p> <p><b>Pedagogy:</b> Create a learning environment in which there is an expectation that all akonga/learners will experience success in learning</p> <p><b>Systems:</b> Develop and use management systems to support and enhance student learning</p> <p><b>Partnerships and Networks:</b> Strengthen communication and relationships to enhance student learning</p> |
| <b>RESPONSIBLE FOR:</b>              | The effective operation of the school, as per the job description   |
| <b>EFFECTIVE RELATIONSHIPS WITH:</b> | The Board of Trustees; akonga/learners; staff; parents; community; education agencies; neighbouring schools, out of school care provider, local early childhood centres   |

## PRINCIPAL'S PROFESSIONAL STANDARDS

### 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"> <li>• 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</li> <li>• Demonstrates the ability to drive an idea from inception to completion engaging the community, staff and students in achieving the vision</li> <li>• Takes the time to understand and value what Target Road Primary School is, as a school, and demonstrates understanding of what makes the school unique</li> <li>• Works with the Board to develop an inspirational strategic plan ensuring it reflects identified needs and changing circumstances</li> </ul> | <ul style="list-style-type: none"> <li>• Principal, staff and students use the shared language of the vision and values consistently</li> <li>• 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</li> <li>• The vision and values of the school are understood and referred to by students, staff and parents</li> <li>• Student achievement is the focus of all key decision making</li> <li>• The vision and values are reflected in the school website, newsletter, staff meeting minutes and Board minutes</li> <li>• Clear annual goals are formulated, discussed and agreed with the Board</li> </ul> |
| <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"> <li>• Shows the ability to inspire and develop all staff and promote a team approach to decisions that affect teaching and learning</li> <li>• Values and enables the potential of students to contribute and lead in our school and the broader community</li> <li>• Shows an openness and willingness to engage with new and different ideas in balance with the unique culture of the school</li> <li>• A strong partnership is evident between students,</li> </ul>  | <ul style="list-style-type: none"> <li>• High levels of involvement from the staff in the development of annual teaching and learning goals.</li> <li>• Staff are encouraged to consider leadership opportunities that arise within the school and community</li> <li>• Delegated tasks are achieved by relevant staff</li> <li>• Regular teacher / parent / student discussion and communication</li> </ul>  |

| Professional Standards  | Indicators  | Evidence  |
|---|---|---|
|   | teachers and parents in achieving improved learning outcomes for students <ul style="list-style-type: none"> <li>• Is able to delegate responsibilities to staff</li> </ul>   |   |
| Model respect for other in interactions with adults and students                                  | <ul style="list-style-type: none"> <li>• Is fair and professional with an ability to bring out the best in people</li> <li>• Acts as a role model and sets clear expectations for others</li> <li>• All staff model constructive relationships with students, with each other and with other adults</li> </ul>  | <ul style="list-style-type: none"> <li>• The Principal regularly demonstrates to staff and students the importance of treating all others with respect and dignity</li> <li>• Clear expectations are articulated for all staff and students</li> </ul>  |
| Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture | <ul style="list-style-type: none"> <li>• Demonstrates a willingness to build on the unique philosophy and culture of the school</li> <li>• Tikanga Maori and Te Reo are incorporated into the day to day life of the school and into classroom programs</li> <li>• Integrates and celebrates cultural diversity that is reflective of the school</li> <li>• Endeavour to build parent support/whanau/fono groups</li> </ul>   | <ul style="list-style-type: none"> <li>• Reflected in newsletters, signage, classrooms and assemblies</li> <li>• Appropriate use is made of Maori/Pasifika language</li> <li>• Promotion of specific Maori language / cultural opportunities with and outside the school to students, teachers and parents e.g. Kapa haka group (Plus Pasifika and other cultural groups)</li> <li>• Encouragement of staff to actively engage in programmes and events such as cultural language weeks</li> </ul>        |
| Maintain a safe, learning focused environment   | <ul style="list-style-type: none"> <li>• Ensures a safe physical environment</li> <li>• Ensures the class environments are conducive to teaching and learning</li> <li>• Maintains an awareness of staff workloads, challenges and stress</li> <li>• Ensures all staff feel comfortable in identifying successes, issues or concerns with themselves or a member of the senior leadership team</li> <li>• Continues to build and reinforce a zero tolerance to bullying among all students</li> </ul> | <ul style="list-style-type: none"> <li>• Ensures all necessary regular hazard identification checks are undertaken and remedial action taken where required</li> <li>• Ensures regular status updates are provided to the Board</li> <li>• Undertakes observations, informal conversations and strategic discussion with team leaders and leadership team</li> <li>• Works with outside agencies to support staff and students</li> <li>• Ensures workload balances are discussed at all staff</li> </ul> |

| Professional Standards   | Indicators   | Evidence   |
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|  |  | performance reviews <ul style="list-style-type: none"> <li>• Implements an open door policy for all staff and students, and expects this of the senior leadership team</li> </ul>  |
| Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected | <ul style="list-style-type: none"> <li>• Shows a passion for all students as learners including students with special education needs, the gifted and talented, and students with different cultural backgrounds</li> <li>• Proactively builds positive, friendly and professional relationships with students including integrating opportunities for student voice and leadership in the school</li> <li>• Provides opportunities for individual success and excellence</li> <li>• Enhances the multicultural dimensions of the school.</li> </ul> | <ul style="list-style-type: none"> <li>• Undertakes professional learning with the staff to identify and celebrate diversity</li> <li>• Identifies staff diversity and encourages staff to relate this back to students</li> <li>• Encouragement of staff to actively engage and promote programmes to support multicultural dimensions of the school</li> </ul>   |
| Manage conflict and other challenging situations effectively and actively work to achieve solutions                      | <ul style="list-style-type: none"> <li>• Issues are identified in a timely and consistent manner and appropriate actions are promptly undertaken</li> <li>• Negotiates and facilitates in order to achieve a solution and/or a mutually acceptable resolution wherever possible</li> <li>• Encourages staff and the community to share concerns before they become big issues</li> <li>• Maintains a 'no surprises' approach with the Board</li> </ul>   | <ul style="list-style-type: none"> <li>• Issues are addressed in a timely and consistent manner</li> <li>• Each situation is handled on a case by case basis</li> <li>• Keeps documentation, as appropriate</li> <li>• Is available to meet with staff and community to deal with challenging situations in a timely manner</li> <li>• Conflicts reach an appropriate resolution</li> <li>• Ensures significant issues are highlighted to the Board</li> </ul> |
| Demonstrate leadership through participating in professional learning  | <ul style="list-style-type: none"> <li>• Actively seeks professional development that supports personal leadership growth</li> <li>• Understands own strengths and weaknesses to inform professional development</li> <li>• Professional development is integrated into the leadership role</li> </ul>   | <ul style="list-style-type: none"> <li>• Shares /verbalises learning with staff as part of leading professional learning within the school</li> <li>• Participates in staff professional learning where possible, showing it is valued</li> <li>• Undertakes regular self-review and links this to personal professional development plan</li> </ul>   |

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

| Professional Standards  | Indicators  | Evidence   |
|---|---|--|
| Promote, participate in and support ongoing professional learning linked to student progress  | <ul style="list-style-type: none"> <li>• Keeps abreast of current thinking and research via professional reading, professional learning groups and personal learning</li> <li>• Drives innovative learning practices within the school</li> <li>• Lead by example and be visible in leadership for the development of a Professional Learning Community that enhances the professional knowledge and professional practice of all staff, so that they may grow – reflect and practice at a higher level through intrinsic adaptation</li> </ul>   | <ul style="list-style-type: none"> <li>• A professional learning program is in place for staff</li> <li>• Regularly reviews student achievement in key areas to refine future professional learning program for staff</li> <li>• Attends a professional learning group as identified in the school’s Annual Plan</li> <li>• Undertakes relevant readings (hard copy and on-line)</li> <li>• Attendance at relevant conferences linked to professional development plans</li> <li>• Innovative learning practices incorporated in professional development plans and teaching programmes</li> </ul> |
| Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand Curriculum documents | <ul style="list-style-type: none"> <li>• 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</li> <li>• Takes a pragmatic approach to new initiatives asking ourselves how can we adapt our pedagogy to achieve best learning outcomes for our children?</li> <li>• Staff work on clearly established teaching and learning goals that will lead to improved learning outcomes for students</li> <li>• All staff are actively involved in professional development based on effective teaching and learning</li> <li>• Provide a holistic picture of a strategic focus on how a school year will unfold in promoting more effective teaching development and improved student learning achievement outcomes</li> </ul> | <ul style="list-style-type: none"> <li>• All staff undertake professional learning around curriculum development and use</li> <li>• Group review is undertaken of student data and strategies for improvement are shared</li> <li>• Curriculum meeting are undertaken as required</li> <li>• Teachers’ planning meetings are undertaken</li> <li>• Opportunities and forums exist for staff to share experience and expertise</li> </ul>   |

| Professional Standards   | Indicators   | Evidence   |
|--|--|--|
| Ensure staff members engage in professional learning to establish and sustain effective teacher/learner relationships with all students, with a particular focus on Government priority students at risk of failing. | <ul style="list-style-type: none"> <li>• Demonstrates the skills and experience to mentor and guide others by actively participating and interacting with students</li> <li>• Demonstrates the ability to ensure effective relationships with Maori and Pacific students</li> <li>• Empower key staff personnel to utilise their strengths and abilities to develop/report on learning achievement initiatives.</li> </ul> | <ul style="list-style-type: none"> <li>• Maintains an annual professional development plan that is linked to student achievement needs, staff professional growth</li> <li>• Evidence of teachers attending relevant professional development</li> <li>• Maori and Pacific student achievement is analysed by teachers and regular progress summaries are shared with the Board</li> </ul> |
| Ensure that the review and design of school programmes is informed by school-based and other evidence.   | <ul style="list-style-type: none"> <li>• Decisions are data and evidence driven</li> <li>• Professional development is linked to student achievement</li> <li>• Innovative practices reviewed and considered for inclusion in school programmes</li> </ul>   | <ul style="list-style-type: none"> <li>• There is a robust review cycle in place with a process that is also responsive to needs as they arise.</li> <li>• The review schedule is adhered to</li> <li>• Recommendations from reviews are actioned</li> <li>• Ensure the Board is informed of the processes and recommendations</li> </ul>  |
| 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"> <li>• Demonstrates the skills and experience to mentor and guide others by actively participating and interacting with staff</li> <li>• Staff are provided with individual feedback, coaching, encouragement and support</li> <li>• Supports and oversees staff as they observe and mentor each other with regard to best practice in teaching and learning</li> </ul>                  | <ul style="list-style-type: none"> <li>• Staff work based on clearly established teaching and learning goals that will lead to improved learning outcomes</li> <li>• Attestation and appraisal cycle identify staff professional development needs</li> <li>• Individual teacher development goals and action plans are in place</li> </ul>  |
| Analyse and act upon school-wide evidence on student learning to maximise learning for all students.   | <ul style="list-style-type: none"> <li>• Shows a passion for education, and demonstrates a thorough understanding of teaching and learning for diverse students</li> <li>• There is clear focus in classrooms, teams and professional discussions on ongoing student achievement improvement</li> </ul>  | <ul style="list-style-type: none"> <li>• Curriculum meetings are undertaken as required and minutes maintained</li> <li>• Analysis of curriculum meeting minutes is reflected in staff meeting minutes</li> <li>• The Board receives regular reports on student achievement</li> </ul>   |

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

| Professional Standards   | Indicators  | Evidence  |
|--|---|---|
|  |   | budget <ul style="list-style-type: none"> <li>• Ensures all policies and procedures are complied with by staff and students</li> <li>• 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</li> <li>• Ensures updating of hazard register</li> <li>• Ensures regular finance review at Board meetings</li> </ul> |
| Effectively manage personnel with a focus on maximizing the effectiveness of all staff members       | <ul style="list-style-type: none"> <li>• Performance management systems are in place that ensure a highly effective and motivated staff</li> </ul>  | <ul style="list-style-type: none"> <li>• The annual appraisal cycle is adhered to for all staff (both teaching and non-teaching)</li> </ul>   |
| Use school/external evidence to inform planning for future action monitor progress and manage change | <ul style="list-style-type: none"> <li>• Is proactive in identifying, monitoring and informing Board and staff of future changes, then instigates and coordinates agreed and/or required actions</li> </ul> | <ul style="list-style-type: none"> <li>• Board minutes are maintained</li> <li>• Staff minutes are maintained</li> <li>• In association with the Board, the Annual plan is completed and the Charter updated as required</li> <li>• Student achievement data records are maintained</li> <li>• Progress against the annual plan is monitored and action taken to ensure goals are achieved each year</li> </ul>               |
| Prioritise resource allocation on the basis of the school's annual and strategic objectives          | <ul style="list-style-type: none"> <li>• The School budget is based on charter goals and the annual and strategic plans</li> </ul>  | <ul style="list-style-type: none"> <li>• Strategic budget planning is undertaken prior to presentation to Board, based on charter priorities</li> <li>• Works with Board to forecast/recast budget as required</li> </ul>   |



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

| Professional Standards  | Indicators  | Evidence  |
|---|---|---|
| Work with the Board to facilitate strategic decision making   | <ul style="list-style-type: none"> <li>Proactively builds positive, respectful and professional relationships with the Board</li> <li>Principal plays a proactive role on the Board as the educational leader</li> <li>Supports the Board to focus on future thinking/strategic planning</li> </ul> | <ul style="list-style-type: none"> <li>Actions are reflected in feedback from Board members and minutes.</li> <li>Attends Board and relevant subcommittee meetings</li> <li>Ensures regular meetings with Board chair</li> <li>Ensures regular strategic review at Board meetings</li> </ul>  |
| Actively foster relationships with the school's community and local iwi   | <ul style="list-style-type: none"> <li>Proactively builds positive, respectful, friendly and professional relationships with students and parents</li> <li>Positively builds trust between home and school to positively influence student learning and engagement.</li> </ul>                      | <ul style="list-style-type: none"> <li>Regular communication takes place via newsletters and other media</li> <li>Regular school events are organised for parents and the local community</li> <li>Consultation with students, teachers, parents and the wider community is undertaken as required</li> <li>Maori and other cultural community meetings and consultation takes place as required. NB. These may otherwise be promoted as "Parent Groups"</li> </ul> |
| Actively foster professional relationships, with, and between colleagues, and with government agencies and others with expertise in the wider education community | <ul style="list-style-type: none"> <li>Passionately and confidently represents the school with other educators and government agencies</li> </ul>   | <ul style="list-style-type: none"> <li>Meets with members of local principals' cluster</li> <li>Maintains relationships with government agencies</li> <li>Attends meetings with government agencies as needed</li> <li>Maintains relationships with wider educational community and agencies</li> </ul>   |
| Interact regularly with parents and the school community on student progress and other school-related matters   | <ul style="list-style-type: none"> <li>Passionately and confidently represents the school in the local community and with prospective parents</li> <li>Is seen to be a 'visible and engaged' principal by the school community</li> </ul>   | <ul style="list-style-type: none"> <li>Undertakes front of school duty, such as assemblies</li> <li>Engages in informal conversations after/at social functions and at school events</li> <li>Regular newsletter is sent out and the website kept up to date</li> </ul>   |

| Professional Standards  | Indicators  | Evidence  |
|---|---|---|
|   | <ul style="list-style-type: none"> <li>• Parent community is well informed about student achievement and school related matters</li> <li>• Demonstrates approachable, caring and respectful demeanour which encourages interaction with children and parents</li> </ul>   | <ul style="list-style-type: none"> <li>• Three way conferences are utilized where appropriate – notified in advance to parent community</li> <li>• 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.</li> </ul> |
| Actively foster relationships with other schools and participate in appropriate school networks | <ul style="list-style-type: none"> <li>• Passionately and confidently represents the school in the local community with schools in the local area</li> <li>• Attend variety of relevant principal and community networking opportunities and meetings</li> <li>• Identify and develop global school connections to support personal professional awareness; plus raise benefits of learning/teaching networks through established connections.</li> <li>• Explore global opportunities to provide cultural/education connections with school networks, to staff.</li> <li>• Encourage staff to identify/set up e-connections with global classrooms, as part of classroom inquiry focus.</li> </ul> | <ul style="list-style-type: none"> <li>• Regularly attends principals’ cluster meetings</li> <li>• Regularly attends a principals’ professional development group</li> <li>• Attends other relevant networking opportunities</li> <li>• Digital learning connections allowing global awareness of offshore communities.</li> </ul>  |