



JOB DESCRIPTION

POSITION:	Deputy Headmaster
REPORTS TO:	Headmaster
RESPONSIBILITY LEVEL:	10 Management Units
DIRECTLY SUPERVISING:	Specialist Classroom Teacher Provisionally Certified Teacher Programme Manager
FUNCTIONAL RELATIONSHIPS WITH:	Leadership Team Senior Management Team Student Services Headmaster's Executive Assistant Leadership Team Secretary Wider teaching and support staff Parents

Pre-eminence in boys' secondary education, is at the heart of Auckland Grammar's vision. To support the achievement of this vision, it is fundamental that all people employed at Auckland Grammar School uphold and promote the integral values of the School: integrity, excellence, respect, courage, pride, commitment and humility.

Alongside these values, every member of staff has a key role to play in supporting the provision and aspiration of excellence. This document outlines the key objectives, tasks and competencies, which are relevant to your role at Auckland Grammar.

Purpose of Position

The Deputy Headmaster at Auckland Grammar School is an educational professional who has management and leadership experience. The Deputy Headmaster requires strong strategic and leadership skills, and the attributes and characteristics necessary to build effective relationships with all sectors of the School. The position is primarily operational in nature and reports to the Headmaster.

Key Responsibilities

Refer to the 'Professional Standard for Teachers – Unit Holders'

1. Management

- To assist in the leadership of the Junior School (Form 3 and 4). These duties include:
 - Organise Parent-Teacher Interviews and communicate details to staff and parents
- To oversee the Specialist Classroom Teacher guidance programme and support systems operating within the School
- To oversee the Teachers' Institute teacher training programme operating at Auckland Grammar School
- To oversee the Provisionally Certified Teachers' Programme and associated induction programme

- To lead and accept overall responsibility on a School-wide basis with the following aspects of daily management:
 - Attend all staff meetings and briefings
 - Oversee the functioning and administration of parent interview meetings and delegated areas of the Prizegiving organisation
 - To organise and oversee the publication of the School List annually
- Actively liaise with the Deputy Headmaster (Pastoral Senior School) to ensure consistent implementation of School policies and procedures

2. Strategy and Leadership

- To accept management and leadership responsibility for staff, acting as a link between staff and the Leadership Team, interpreting and implementing policy by guiding and instructing staff in School procedures
- Provide input to the School's Strategic Plan
- In the capacity of an education leader, be available to middle managers and teachers for advice and guidance
- Identify with the staff, leading by example by having a presence in classrooms and in the grounds at Interval or Lunchtime
- Be an active part of the School's 'Four Minute Walk Through System', and by doing so, encourage professional conversations about quality teaching that supports the 'Grammar Way'

3. Leadership Team

- Be an active and contributing member of the School's Leadership Team, participating in policy making, planning and management. Discuss, initiate and assist in implementation of policies and procedures
- Assist in nominating staff for awards and recognition
- Assist in the defined processes for the appointment of the School's Head/Deputy Head Prefects and Prefects
- Retain confidentiality and act as a professional member of the School's Leadership Team
- Attend regular meetings of the Leadership Team, and other task groups that may be set up as required
- Attend regular Deans' meetings and student support meetings, along with the wider Associate/ Deputy Headmasters

4. Pastoral

- To oversee the discipline and pastoral support requirements for the School, working closely with Deans at each level (Forms 3 and 4)
- To manage exeats, 'lates' and confiscations
- Oversee the Home Room system as required at various stages of the year for the Junior School
- To lead discipline meetings and prepare reports on serious discipline incidents for the Headmaster

5. Personnel

- Provide leadership to individuals reporting to this position
- Provide guidance and advice to teachers as required

6. School Tone

- To promote the School's Vision, Mission and Values, in every day School life, thus promoting and reinforcing the 'Grammar Way'
- To lead by example, living the School's values and demonstrating these through actions and behaviours

- Take responsibility to actively gauge the School climate and lead and implement steps to ensure an effective learning environment that is supportive of all students
- To lead the maintenance of high standards of behaviour amongst junior students and ensure that there is a fair and efficient discipline system operating within the School. The Deputy Headmaster also accepts responsibility for maintaining high standards of dress and personal appearance amongst junior students

7. Teaching

- To teach one class (or as Headmaster prescribes), and contribute to resource development in the appropriate department
- To encourage and support teachers to maintain high teaching standards
- To offer support and follow up allegations and potential disciplinary issues referred by teachers

8. Communication

- To maintain open and effective lines of communication with parents, staff and members of the School community

9. Extracurricular

- To be actively involved (Coach/Manager), and strongly supportive of all extracurricular activities (sporting/cultural/music, etc)
- To be present at key sporting/cultural/music events, as per requests

10. School and Community

- Act as a role model in the wider School community

Requirements of position

- Able to contribute to the School's strategic leadership. Assist with development and review of the 5-Year Strategic Plan and Annual Plans
- Previous experience in successfully driving and delivering on strategic goals/objectives
- Proven ability to build strong relationships with the Senior Management Team and Heads of Departments
- Previous experience and involvement with educational leadership
- Proven ability to be involved in, and build, a community, acting as a role model to young men and colleagues
- Proven demonstration of enacting and role modelling the required Key Competencies outlined below

Key Competencies

Business acumen	The ability to appreciate business principles.
Commitment	Demonstrate commitment to the School and active promotion of the values of Auckland Grammar School: Integrity, Excellence, Respect, Courage, Pride, Commitment, and Humility.
Communication	The ability to listen to and understand others and to transfer thoughts, ideas and concepts effectively orally and in writing.
Decisiveness	The ability to make decisions based upon the judgement of the best option for particular situations. Reaching logical conclusions and making decisions based on the available information.
Flexibility	The ability to change and adapt to different environments and people. Is not afraid of change.
Forward thinking	The ability to think outside the existing environment and the capability of planning and implementing future strategies to take advantage of changing circumstances.
Innovation	The ability to push horizons, where improvements can be made, to find more effective mechanisms and tools.
Interpersonal relationships	The ability to build and maintain sound, professional and effective relationships with a range of colleagues and clients.
Organisation	The ability to plan, schedule and control the workload of self and others; skill in using resources in an optimal fashion and achieving targets on time.
Perceptiveness	The ability to understand the motivation and behaviour of other people.
Problem solving	The ability to consider problems in a reasoned and analytical manner, often selecting a solution from two or more viable options.
Self confidence	The ability to act with assurance in any situation and the ability to initiate contact with other people in business and social situations.
Self-motivation	The ability to work without direct guidance. Showing that work is important to personal satisfaction.
Teamwork and cooperation	The ability to willingly help others, as necessary, to achieve objectives and to work as part of a team.
Tolerance management	The ability to tolerate opposing views and maintain a stable performance under pressure and stressful situations.

Date: _____

Signed by: _____
Deputy Headmaster

Signed by: _____
Headmaster