



**Tū mai Te Ahūmairangi, tū mai hoki tātou**  
***As Te Ahūmairangi stands, we also reach for great heights***

March 2019

Dear

**Associate Principal – Pastoral - Vacancy at Northland School for 2019**

Thank you for your interest in applying for the position of Associate Principal – Pastoral at Northland School commencing in Term 2 on a mutually agreed date. This position attracts three management units.

We have recently changed our leadership structure at Northland School to make the school more responsive to the needs of our learners. The two Associate Principal roles have changed from the more traditional one of leaders of groups of teachers to roles with a focus on curriculum and pastoral care.

This is an important leadership role and the successful applicant would be a key member of the school's leadership team.

There are four key roles for this position

- Pastoral care of all students including the role of SENCO (learning support, behavioural, health, welfare and attendance)
- Teacher of Year 1 class (from Term 3)
- New Entrant liaison
- Coach and mentor for other teachers in Years 1 and 2

We are looking for a reflective and enthusiastic person wanting to provide the very best programmes for our learners. This person will provide important social and behavioural support and assistance when needed and will also be responsive to developing trends.

This Associate Principal – Pastoral role has students and their pastoral needs as its primary consideration. This is a full-time release position for Term 2 2019. This is to allow the appointee time to understand the SENCO and pastoral care responsibilities at Northland School and to review programmes and supports for our target students, priority learners and those in need of additional support.

In Term 3 the Associate Principal – Pastoral will commence the school's third New Entrant class. It is expected that this teaching role will be for three full days. The two other days are for pastoral support. Actual days will be discussed on appointment.

Full details for this position are included in the appropriate job description.

Once you have read the accompanying information and decided to apply we will be delighted to receive your application. Please ensure that you have included all three of the following:

- A cover letter
- A CV
- A completed application form



## **A Little About Us**

Northland School is a Decile 10 school situated on the hills above Wellington city. The school has very close links with its community and we are all proud of the school, its children and their achievements. Our learners achieve to high standards in many different areas whether it is in curriculum, on the sports field or in other endeavours.

Our teaching staff work in Teaching Teams with parallel composite classes at most levels eg: three classes of Year 3 and 4 children, three at Year 5 and 6 and three at Year 7 and 8. Year 1 and Year 2 classes are single level. Teaching Teams plan together, share student achievement and assessment data and collegially support one another to provide the best possible outcomes for all students in their Team. The way the Teams work closely together is also reflected in the way all staff support each other across the school.

Each staff member is committed to providing the very best learning opportunities for our students. Reflective teaching practice and teaching as inquiry are encouraged and assessment and evaluation data are used to plan learning outcomes. We aim to take children from where they are to their next learning step. Our focus on effective pedagogy to enhance teaching and learning encourages staff to think carefully about their role and practices when working with students. As a staff we value everyone's input and all teachers have an active role in promoting the school and its development goals.

In 2019 a Ministry of Education instigated major rebuild will impact most of the school from the start of Term 2. This is a very large project and will see a new block constructed containing the equivalent of ten classroom spaces, a library and a hall. Although the new building will be built on the school boundary there is expected to be some disruption to the normal school routines and the way of doing things so flexibility and adaptability are important skills and attitudes to have. The new classroom block has been designed along Ministry of Education guidelines for Innovative Learning Environments and it is expected that the first stage will be completed towards the end of 2020.

Northland School has recently joined with two other primary schools and two secondary schools to form Te Kahui Ako o Te Whanganui-a-Tara. This was established at the end of 2018 and the school has two staff heavily involved – one as an Across School Teacher (the other Associate Principal) and the other as a Within School Teacher. The achievement challenge has a focus on wellbeing and transition. The Northland School focus is likely to relate to a new way of teaching and learning as we transition into newly built learning spaces over the next few years.

In 2018 we developed a new vision for the school when we commenced a complete review of the school's curriculum. Our vision - *We are a community of kind, curious, creative, confident and active learners* – is helping to shape the way we work in our learning community and will help support and guide our programmes as we work together towards implementing this vision over the next few years.

In 2018 the school completed a major review of the teaching of mathematics and in the second half of 2019 will be implementing some of this review's recommendations.

The school uses Google Docs for most students (Years 3 – 8) and all teaching staff. It has made a substantial commitment to the student use of Chromebooks with further enhancements in e-learning planned for 2019 and beyond as we implement the digital technologies curriculum so we are looking for innovative users of ICT that supports learning. We have an ongoing commitment to developing our skills in Te Reo Māori and growing our understanding of Tikanga Māori.

A special aspect of the school is our Northland School Qualities programme. This is based on the Virtues Project and many decisions about how we work and interact with children are governed by the principles inherent in this programme. In each weekly newsletter we highlight the "Quality of the Week" accompanied by a brief explanation.

We are very proud of our school, our children, our staff and the strong relationships we have with our community. Our staff work closely together and everyone shares a collective responsibility for all students.

Northland School is a wonderful and rewarding learning community.

If you would like to join the staff of Northland School we welcome your application. Applications close at 4pm on Friday 22 March and can be submitted by post or by email to [office@northland.school.nz](mailto:office@northland.school.nz). We are aiming to complete the appointment process by early April.

Yours sincerely

**Jeremy Edwards**  
**Principal**



## **Job Description – Associate Principal – Pastoral (3 Management Units)**

### **Northland School Vision**

A community of kind, curious, creative, confident and active learners

### **Northland School Values**

- A commitment to high standards of personal achievement
- Independent and self-motivated learning and thinking
- A commitment to working co-operatively
- Creativity and risk-taking
- The development of positive personal qualities
- Building relationships across the school
- A strong relationship with its community
- An inclusive and open atmosphere accepting of difference and valuing diversity
- A commitment to caring for the environment

The two Associate Principals (Curriculum and Pastoral) and Principal make up the school's leadership team. Associate Principals are experienced teachers who are highly skilled practitioners and classroom managers. Their teaching methods are well developed and they employ an advanced range of strategies for motivating students and engaging them in learning. They support and provide assistance to colleagues. In other schools they may perform the duties of Deputy or Assistant Principals.

### **Associate Principal – Pastoral – 3 Management Units**

Responsible to:

- the Principal and Board of Trustees

Functional Relationships with:

- Principal, Associate Principal – Curriculum, all teaching and support staff, students, parents, Board of Trustees, external agencies

### **Core Associate Principal Responsibilities**

- Be an active member of the senior leadership team
- Promote collegial support across the school
- Contribute to, and implement, the strategic planning of the school
- Promote educational change but recognise and respect the school's traditions
- Be a positive and effective mentor who builds confidence and affects ongoing educational development



## Key Roles

- Teach Year 1 class from May (mornings only Monday – Thursday and all day Friday)
- Act as the SENCO by providing pastoral care for students – behavioural, health, welfare, attendance
  - Identify students with additional needs and set up and monitor appropriate programmes of support.
  - Ensure resources are provided on a fair and equitable basis, paying due attention to students of the greatest need.
  - Liaise with outside support agencies, eg RTLB, RT Lit
  - Co ordinate teacher aide programmes and timetables
  - Review High Health Need Funded Students and the provision of support
  - Schedule, write and follow-up IEPs
  - Maintain and review the special needs register
  - Be an advocate for inclusive education and differentiated classroom programmes
  - Meet with the principal on a regular basis to discuss support provision
  - Write an annual report for the Board of Trustees
- Develop annual performance agreements for teachers in Years 1 - 4 and undertake end of year appraisals
- Co ordinate New Entrant enrolment and transition
- Monitor progress of target and priority students
- Liaise with the Reading Recovery teacher
- Liaise with the Lexia teacher aide
- Support the principal in stand downs, suspensions or exclusions
- Co ordinate relievers for teachers in Years 1 - 4
- Attend Board of Trustees meetings as part of the school's senior leadership team.

The Associate Principal - Pastoral will take on various school management and organisation tasks to assist with the successful operation of the school. At times the Associate Principal - Pastoral may also deputise for the Principal.

## Personal Qualities and Attributes

*(as developed by the staff and community of Northland School)*

### The Associate Principal is seen to:

- Have a sense of humour
- Be highly organised
- Be an effective communicator – open and responsive
- Develop and maintain positive relationships with community
- Maintain a work life balance
- Be a role model for all staff
- Be caring and compassionate
- Model a willingness for continuous professional improvement
- Be a leader
- Be enthusiastic and positive
- Have experience in a variety of schools and teaching levels
- Have a wide range of educational expertise



Performance Dimensions	Performance Indicator
<b>Professional Leadership</b>	<ul style="list-style-type: none"> <li>• Leads and assists staff to improve their skills in teaching and learning</li> <li>• Acts as a role model for staff on professional teaching practice through classroom modelling</li> <li>• Brings ideas from literature and practice for staff discussion</li> <li>• Keeps up to date with current management and professional practice processes through reading and professional development</li> <li>• Contributes to professional debates both within and beyond the school</li> <li>• Participates as an effective member of the school leadership team</li> <li>• Actively supports decisions taken by the Principal and Board of Trustees</li> </ul>
<b>Policy and Programme Management</b>	<ul style="list-style-type: none"> <li>• Works with the Principal and Board of Trustees to develop school policy and programmes</li> <li>• Facilitates staff involvement in developing school policy and programmes</li> <li>• Ensures policies and programmes reflect the special character of Northland School in conjunction with the Principal and the Board of Trustees</li> <li>• Recommends changes to policies and programmes to take account of changing circumstances</li> <li>• Keeps up to date with issues that could impact on the work of the school</li> <li>• Considers and recommends ways the school's programmes need to be modified in response to cultural, social, demographic and economic changes</li> <li>• Recommends appropriate policy and programmes which meet the needs of the children</li> <li>• Produces accurate and timely reports on the SENCO role and co-ordinates teacher input into the reports</li> </ul>
<b>Staff Management</b>	<ul style="list-style-type: none"> <li>• Implements a current performance management plan for Years 1 - 4 teaching staff and teacher aides that includes agreed goals, objectives and performance indicators</li> <li>• Encourages and provides opportunities for staff to reflect on and discuss with each other effective teaching and learning practice</li> <li>• Actively seeks and listens to the views of others</li> </ul>
<b>Relationship Management</b>	<ul style="list-style-type: none"> <li>• Helps ensure families have opportunities to be involved in their children's learning</li> <li>• Promotes the school to the community</li> <li>• Provides opportunities for community involvement in the life of the school</li> <li>• Keeps people informed; maintains a positive relationship with staff and school community</li> <li>• Speaks and writes clearly and concisely</li> <li>• Maintains composure, objectivity and strategies in difficult and emotionally charged situations</li> <li>• Proactively manages potential conflict situations so that they do not escalate into major issues</li> </ul>
<b>Financial and Asset Management</b>	<ul style="list-style-type: none"> <li>• Manages financial resources in areas of responsibility to reflect the school's priorities</li> </ul>