

Permanent Deputy Principal

Rakaia Primary School U4 200 students

Rakaia School The Inspirational Choice. We are looking for a Permanent Deputy Principal with inspiration, enthusiasm, creativity, compassion and a sense of humour to work with an amazing staff and BOT.

Start date Term 4 2020.

Closing Monday August 3 at 12 noon. Addressed to Principal ,Rakaia School Dunford Street Rakaia 7710.



Rakaia
SCHOOL

INSPIRING MINDS  CELEBRATING SUCCESS

www.rakaia.school.nz

APPLICATION PROCEDURES

Applications must be made on the enclosed Rakaia School application form.

Referees will need to complete the attached forms and return them in their – self address envelope.

A current Curriculum Vitae is required. Your CV will be returned after the appointment process. Please include a **Self Addressed envelope** for the return of your CV.

Short-listed applicants will be notified of their short-listing and the possibility of being asked to attend an interview.

Not all short listed applicants will be asked to attend an interview.

All applicants are expected to list referees who can verify claims made in the application.

All applicants are expected to include at least one professional teaching reference in their CV

The Board of Trustees reserves the right to contact referees, together with any other persons it feels may provide information so that the best person for the position can be appointed.

All applications should be addressed to the Chairperson, Board of Trustee's, Rakaia School, Dunford Street Rakaia 7710 and marked 'Confidential – Application for Appointment'.

The starting date for the new appointment will be **Term 4 2020**

Rakaia School operates an Equal Opportunities programme and encourages all possible applicants to apply for the position.

Appointment Timeline

July 6 2020	Position advertised in Education Gazette online and in print 20 July
August 3 2020	Applications close 12 noon
August 6 2020	Appointments Committee meets – Short listing
The week of August 10-15	Interviewing of Short listed applicants
	Applicants notified by – August 17
Term 4 2020	Anticipated start

SCHOOL DESCRIPTION

Rakaia is a full primary school, catering for children from Year 0 – 8, with a current roll of 196. We have 9 classrooms. We have a 2 cleaners for 15 Hours per week and a caretaker for 15 Hours a week. The School secretary is available for 26 hours a week.

The school is Decile 6 and approximately half of the children bus in from the surrounding farming area.

The school has 9 classrooms and a large library/hall. The Office has been upgraded as well as the toilet area and the school has had a complete paint in the last two years. We have a school pool and two large basketball/tennis courts for the children to play on. We have recently built a new Flexible Learning Space for years 5-8 and we are excited about the collaborative nature of the work in this room.

The school has an open door policy and welcomes parents and relatives contributing to school programmes.

Rakaia School is a friendly full primary school with the values of **Partnership, Quality and Respect**. We hope that you can take the chance to visit and meet the team.



DEPUTY PRINCIPAL'S JOB DESCRIPTION 2020

This is a generic job description. Specific roles and responsibilities will be negotiated with the successful applicant and the other members of the senior leadership team.

TITLE: Deputy Principal

RESPONSIBLE TO: Principal

SHARED RESPONSIBILITY FOR: The ākonga//learners, school staff (team leaders, teachers and support staff).

PRIMARY OBJECTIVES:

Culture: Provide professional leadership that focuses the school culture on enhancing learning and teaching.

Pedagogy: Support with the further development of a learning environment in which there is an expectation that all ākonga/learners will experience success in learning.

Systems: Support with the refinement and use of management systems to support and enhance student learning.

Partnerships and Networks: Support with the further strengthening of communication and relationships to enhance student learning.

RESPONSIBLE FOR: Supporting the effective operation of the school, as per the specific responsibilities outlined in the finalised job description.

EFFECTIVE RELATIONSHIPS WITH: The Board of Trustees, ākonga/learners, staff, parents, community, education agencies, neighbouring schools.

APPRAISAL PROCESS OVERVIEW: Performance and Development objectives (Performance Agreement) will be set annually based on:

- × the school Charter
- × strategic and annual planning
- × the Deputy Principal’s previous performance review
- × annual targets for student learning
- × Professional Standards for AP and DPs

DEPUTY PRINCIPAL’S PROFESSIONAL STANDARDS

The Professional Standards set out in this schedule provide a baseline for assessing satisfactory performance within each area of practice. They form part of the Deputy Principal’s performance agreement, which will reflect the school / board goals, the Deputy Principal’s job description and more specific objectives. The performance agreement must also include the New Zealand Teachers Council criteria for registration as a teacher. Schedule 2 Interim Framework of Professional Standards for DP and AP of the NZEI Collective Agreement.

DIMENSION	PROFESSIONAL STANDARDS
Professional leadership	<ul style="list-style-type: none"> · Demonstrates a thorough understanding of current approaches to effective teaching and learning · Provides professional leadership to staff within the delegated areas of responsibility · Makes constructive contributions to the work of the senior management team in a manner which supports effective school organisation and improved learning outcomes for students · Understands, and applies where appropriate, current practices for effective management from both within and beyond education · Supports the principal in the leadership and management of the school and deputises when required · Identifies and acts on opportunities for improving teaching and learning · Reflects on own performance assessment and demonstrates a commitment to own on-going learning in order to improve performance
Policy and programme management	<p>Initiates, plans and manages in association with the principal and other staff, policies and programmes which meet national requirements, are consistent with the school’s charter and strategic planning, and which reflect the school’s commitment to effective teaching and learning</p> <p>Understands the implications of New Zealand’s changing cultural, social and economic context and ensures that these changes are reflected in the policies and programmes within the delegated areas of responsibility</p>

Staff management	<p>Participates in the school's performance management systems and makes recommendations to the principal on appropriate professional development opportunities for staff</p> <p>Motivates and encourages staff to improve the quality of teaching and learning</p> <p>Devolves responsibilities and delegates tasks when appropriate</p>
Relationship management	<p>Fosters relationships between the school and the community</p> <p>Communicates effectively both orally and in writing to a range of audiences</p> <p>Provides information to the principal on areas of delegated responsibility in order to assist with effective day to day management and strategic planning in the school</p> <p>Understands and operates within the limits of the delegated authorities and adopts a consultative approach with the principal and other staff on issues relating to school policy</p> <p>Establishes and maintains good communication processes with staff, and between staff and members of the senior management team</p>
Financial and asset management	<p>Effectively and efficiently uses available financial resources and assets, within delegated areas of authority, to support improved learning outcomes for students</p>

DPs and APs with teaching responsibilities will also need to meet the requirements of the Professional Standards for Teachers.

Specific Responsibilities – Deputy Principal (0.4 release)
2 Permanent Units – Leadership and School Development/Improvement
1 Fixed Term Unit – Literacy Leadership

- **Leadership - Team Support** – With the Principal overview the three operating teams and support the leaders with advice and guidance to strengthen the school's approach to planning and student achievement.
- **School Development/Improvement - Behaviour** – overseeing the card system in the school and ensuring we understand and use the system correctly to maintain the values we seek to instill in all of our students. Minor behavioural issues will be managed by the DP and recorded on the SMS(Hero) to track behaviour successfully in the school. Report when required to the principal so a ledger of serious concerns can be addressed with IBP (Individual Behaviour Plans)
- **School Development/Improvement - Gifted and Talented** – develop a school wide understanding of Gifted and Talented and begin to create a register of students and work completed to support their area of talent. This can then be reported to the Principal , Staff and BOT.

- **Leadership - Family Groups, School Council and House Meetings** – Ensure this area of pastoral care develops in the school and set structures maintain the integrity of the school values programme. Maybe 2 House meetings a term and some family group activities such as tabloids or Friday sport.
- **School Development/Improvement - Pasifika and Maori Achievement** – Overview and management of this important achievement dimension in our school. Analysis of data and preparation of strategies and systems to support the development of achievement for these students. Supporting staff with their understanding and implementation of agreed strategies and systems.
- **Leadership - Appraisal of some teaching staff** – Specific appraisal of team staff supporting their development as teachers. Liaise with staff and principal in the establishment of their PD targets
- **Leadership - Act as principal in his absence** – Act as Principal when he is away. Complete tasks as required and liaise with the Principal's secretary with meetings and school mail . Attend meetings with Mid Canterbury Schools in Principal's absence and learn the role.
- **Leadership - Relievers** - Manage relievers for the school by ensuring links with all staff and Quick help services so school is always staffed appropriately. Keep the principal informed of staff movements.
- **School Development/Improvement - 2020 Student Achievement targets** – support the principal with SA targets and support staff with strategies and regular checks to measure achievement towards our goals.

Please post your Application to: Appointments Committee,

Rakaia School
Dunford Street Rakaia
7710
Ashburton.

Please mark your envelope

“Confidential”

APPLICATION FOR STAFF APPOINTMENT

PERSONAL DETAILS:

NAME: _____

ADDRESS: _____

CONTACT PHONE NUMBERS: Home: () Work ()

Educational Qualifications	Date awarded

Positions held – relevant to this application. Commence with current position.

School	Position	Grade	Reason for leaving	Period Employed - Include months

Referees	1	2
Name		
Address		
Phone Numbers: Home: Work:		
Capacity person is known to you		

REGISTRATION:

Registration Number: _____

Practicing Certificate Number: _____

Expiry Date: _____

DECLARATION:

- Have you ever been convicted of an offence against the law apart from minor traffic convictions or otherwise known of any reason why you should not be employed to work in the school environment.
 - If yes please supply relevant details of the offence.
- I agree to the Rakaia Board of Trustees or its agents contacting any of my past employers and professional colleagues, in addition to the names supplied as referees.
- I declare that all of the information given in this application and in my Curriculum Vitae are true and correct, I understand that this may be verified.

Applications signature: _____ Date: _____

REFEREE'S REPORT

The Board of Trustees of **Rakaia SCHOOL**

Appreciate the time and effort you will give in completing this form.

ALL INFORMATION GIVEN WILL BE STRICTLY CONFIDENTIAL

**AFTER THE INTERVIEWS ALL REFEREES' STATEMENTS WILL BE DESTROYED.
ENVELOPES SHOULD BE ENDORSED 'CONFIDENTIAL APPLICATION'**

Referee's name: _____

Phone Number: _____

Name of Applicant: _____

Position applied for: _____

Name of School: _____

In what capacity have you known the applicant: _____

Length of time applicant has been known to you: _____

Your present position: _____

(Please comment on the following aspects as they relate to the applicant's suitability for the position indicated above.)

Personal qualities: _____

Relationship with children: _____

Ability to meet individual needs: _____

Relationship with colleagues: _____

Professional competence:

Teaching skills: _____

Administrative skills: _____

Willingness to relate, and effectiveness in responding to community needs: _____

Ability to develop areas to responsibility: _____

Known strengths: _____

General comment about the applicant:

(Continue on a separate sheet if necessary)

Signature of referee: _____

Date:

Thank you again for your help.

Please post this report to:

**The Principal,
Rakaia Primary School
Dunford Street Rakaia
7710
ASHBURTON.**

The report should be received no later than August 3 2020

GUIDANCE TO REFEREES:

You may find the following guidelines helpful as you complete the applicant's report.

PERSONAL QUALITIES: These may include the applicant's attitude to the role of a teacher; ability to understand and utilise new knowledge; vitality; initiative; bearing and manner inside and outside the classroom; and applicant's understanding of the aims of education, communication skills.

RELATIONSHIPS WITH CHILDREN: This may include comment on the applicant's classroom relationships and control; participation in the wider activities of pupils.

RELATIONSHIPS WITH COLLEAGUES: These may include the ability to establish satisfactory working relationships; comment on the acceptance and recognition by professional colleagues of the applicant's leadership or participation in the school's programme.

PROFESSIONAL COMPETENCE: This should include quality of planning; implementation; and evaluation of appropriate learning programmes; awareness of pupils' needs and problems of pupil development, selection and use of appropriate teaching methods and resources. Ability to develop programmes and activities outside the classroom and in aiding other pupils and teachers to gain from their expertise.

KNOWN STRENGTHS: Comment on the strengths the applicant has within the classroom for the benefit of the school and in the community.

RELATIONSHIPS WITH THE COMMUNITY: These may include communication of school aims to parents and the wider community, and the nature of the applicant's participation in community life.

AREAS OF RESPONSIBILITY: Should include comment on applicant's ability to delegate, to guide, and to supervise professional colleagues, to initiate and effect school programmes; to win enthusiasm and support for educational and school goals.

GENERAL: Please make any general comment you feel may assist the Board to fill the position as advertised on the basis of qualification, professional competency and relevant experience.

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