



Fairhaven School  
Whānau ako – learning together

Dear Applicant

Thank you for expressing interest in the position of Deputy Principal at Fairhaven School.

Currently, this is a fully released position, however both Deputy Principals at Fairhaven School are required to relieve throughout the school when required.

The following are included in this application pack:

- 1) Person Specification / Criteria for Appointment
- 2) Timeline for Appointment
- 3) Deputy Principal Job Description
- 4) Information about our school
- 5) Shared Values – Student Voice
- 6) Application for Appointment Form

The application for appointment form is to be returned with your CV by 4:00 pm Thursday 30<sup>th</sup> July 2020. The appointment commences at the beginning of Term 4 (12 October 2020) or as negotiated.

Please return, by the due date, either digitally to [principal@fairhaven.net.nz](mailto:principal@fairhaven.net.nz) or by mail to

Fairhaven School  
PO Box 7460  
Taradale  
Napier 4112

Ngā Mihi

Diane Whyte  
Principal



## **PERSON SPECIFICATION**

### **Deputy Principal – 4 Permanent MU's & SDA**

The school Board of Trustees requires in our teachers, enthusiastic, committed, and flexible thinking professionals. Our Deputy Principal will be a leader who:

- Is a lifelong learner who is innovative and forward thinking
- Is open, approachable and consultative with staff, developing and maintaining excellent professional relationships
- Has the ability to foster strong parent/whānau/community and external agency relationships
- Has the ability to think strategically, and understand the impact of day-to-day decisions on the 'big picture' objectives
- Able to manage the delicate balance between supporting and challenging others to grow
- A reflective practitioner with the ability to collate and analyse data, giving effect to findings to improve own and others practise so student learning and progress is enhanced
- Be a team player who is loyal and ethical in supporting the lead team to lead the learning in the school
- An excellent communicator with a positive outlook, a sense of humour and propensity for fun
- An awareness of and positive attitude towards bicultural, multicultural and disability issues.

## **CRITERIA FOR APPOINTMENT**

- Is committed to supporting staff growth in Te Ao Māori and culturally responsive pedagogy
- An experienced leader who can demonstrate depth and knowledge in current special education pedagogy with the ability to mentor staff in personalising learning for students with complex needs
- Passionate about curriculum and assessment, with the knowledge and ability to support teachers to adapt the New Zealand curriculum to meet the needs of a wide range of students through highly differentiated planning
- Sound knowledge and understanding of Universal Design for Learning and the ability to support its implementation in a special school setting
- Open and receptive to taking on methodologies that support the growth of students with Complex Learning Difficulties and Disabilities (CLDD) i.e. Engagement for Learning
- Skilled in promoting evidence based teaching and learning, and teacher inquiry into practice
- Has a full understanding of Personalised Learning plans (PLP's / IEP's) with the ability to support teachers to write effective PLP's with SMART specific learning intentions
- Has a positive ethos towards supporting behaviour and well-being
- Passionate about e-learning with highly proficient ICT skills, knowledge and experience in using assistive technologies and communication strategies to enhance learning outcomes for students with complex and interrelated needs
- Strong organisational skills are essential, including delegating, developing and following systems
- Strong self-management skills including good time management and decision-making



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**FAIRHAVEN SCHOOL TIME LINE FOR APPOINTMENT  
Deputy Principal 4 PMU + SDA**

Applications close  
Interviews held

4 p.m. Friday 31<sup>st</sup> July 2020  
10<sup>th</sup> – 15<sup>th</sup> August 2020

Unsuccessful applicants will be notified by letter following interviews and after appointment confirmed.

Position Commences Term 4 2020, Monday 12 October or by negotiation

*THE RECEIPT OF ALL WRITTEN AND ORAL INFORMATION PERTAINING TO  
APPLICANTS IN RELATION TO THIS POSITION WILL BE TREATED IN THE STRICTEST  
OF CONFIDENCE*



**Deputy Principal  
Job Description & Professional Standards Evaluation**

Name:	Position:
Responsible to: Principal, Board of Trustees	Date:

**Professional Standard 1  
Te hononga pātui I raro o Te Tiriti o Waitangi**

<p><b>Te Tiriti o Waitangi Partnership</b> Demonstrate commitment to Tangata Whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>	<b>Evaluation</b>				
	<b>Self</b>	/ 5	/ 5		
	<b>Appraiser</b>	/ 5	/ 5		
<b>Success Indicators</b>	Needs Development <span style="float:right">Outstanding</span>				
<p>a) Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand</p> <p>b) Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi</p> <p>c) Practice and develop the use of Te reo Māori me ngā tikanga</p> <p><b>What this looks like at Fairhaven School.</b></p> <p>a) Classroom environments reflect dual heritage of Aotearoa New Zealand e.g. bilingual signs and symbols and books</p> <p>b) Staff actively use Te Reo in everyday interactions with students including assemblies, gatherings, waiata and karakia</p> <p>c) Planning and resources used reflect Aotearoa New Zealand’s dual heritage</p> <p>d) Staff actively engage in dialogue and PLD to enhance own understanding and knowledge of Te reo Māori me ngā tikanga</p>	1	2	3	4	5
	<b>Comment:</b>				

**Professional Standard 2  
Akoranga ngaio tanga**

<p><b>Professional learning</b> Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p>	<b>Evaluation</b>				
	<b>Self</b>	/ 5	/ 5		
	<b>Appraiser</b>	/ 5	/ 5		
<b>Success Indicators</b>	Needs Development <span style="float:right">Outstanding</span>				
<p>a) Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources</p> <p>b) Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures</p> <p>c) Engage in professional learning and adaptively apply this learning in practice</p> <p>d) Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters</p> <p>e) Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning focused collegial discussions</p> <p><b>What this looks like at Fairhaven School.</b></p> <p>f) Participates in collegial / professional dialogue, coaching and mentoring staff in professional practice and specialist pedagogy</p> <p>g) Initiates collegial dialogue &amp; engages in research to reflect on &amp; improve practice</p> <p>h) Engagement for Learning methodology is utilised to gain knowledge of learners and support teachers to personalise learning and identify next steps for learning</p> <p>i) Demonstrates continual improvement in practice – <i>Records / reflects &amp; supports teachers to be reflective in their practise and their use of assessment for next learning.</i></p>	1	2	3	4	5
	<b>Comment:</b>				

**Professional Standard 3**

**Ngā hononga ngaio**

<p><b>Professional relationships</b> Establish and maintain professional relationships and behaviours focussed on the learning and wellbeing of each learner.</p>	<b>Evaluation</b>				
	<b>Self</b>	/ 5	/ 5		
	<b>Appraiser</b>	/ 5	/ 5		
<b>Success Indicators</b>	Needs Development <span style="float:right">Outstanding</span>				
<p>a) Engage in reciprocal, collaborative, learning-focused relationships with:</p> <ul style="list-style-type: none"> <li>▪ learners, families and whānau</li> <li>▪ teaching colleagues, support staff and other professionals</li> <li>▪ agencies, groups and individuals in the community</li> </ul> <p>b) Communicate effectively with others</p> <p>c) Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility</p> <p>d) Communicate clear and accurate assessment for learning and achievement information</p> <p><b>What this looks like at Fairhaven School.</b></p> <p>a) Communicates regularly &amp; effectively with all members of the school community – <i>Follows lines of communication. Is visible across the school, Meets regularly with staff, communicates regularly with FAST, and keeps other members of the Lead Team informed. Leads PLD and staff meetings</i></p> <p>b) Develops &amp; promotes learning partnerships with home / school / community – <i>attends agency meetings, promotes &amp; contributes to community / school events, communicates regularly with FAST team</i></p> <p>c) Positively supports initiatives &amp; decisions – <i>meets deadlines / follows procedures, contributes ideas</i></p> <p>d) Follows requests willingly &amp; in a positive manner</p> <p>e) Takes responsibility for delegated areas</p> <p>f) Directs &amp; supports staff <i>Regular meetings are held, responsibilities outlined, carry out / contributes to Performance Management process</i></p> <p>g) Supports positive relationships within school &amp; community and with host schools</p>	1	2	3	4	5
	<b>Comment:</b>				

## Professional Standard 4

### He ahurea akoranga

Professional Standard 4										
He ahurea akoranga										
<p><b>Learning-focused culture</b> Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p>	<b>Evaluation</b>									
	<b>Self</b>		/ 5	/ 5						
	<b>Appraiser</b>		/ 5	/ 5						
Needs Development <span style="float: right;">Outstanding</span>										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 16.6%;">1</td> <td style="width: 16.6%;">2</td> <td style="width: 16.6%;">3</td> <td style="width: 16.6%;">4</td> <td style="width: 16.6%;">5</td> </tr> </table>						1	2	3	4	5
1	2	3	4	5						
<p><b>Success Indicators</b></p> <p>a) Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning</p> <p>b) Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks</p> <p>c) Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs</p> <p>d) Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety</p> <p>e) Create an environment where learners can be confident in their identities, languages, cultures and abilities</p> <p>f) Develop an environment where the diversity and uniqueness of all learners are accepted and valued</p> <p>g) Meet relevant regulatory, statutory and professional requirements</p> <p><b>What this looks like at Fairhaven School.</b></p> <p>a) Provides meaningful feedback that encourages teachers (and students) to improve their performance</p> <p>b) Provide leadership that is responsive to student and staff identity, culture and needs</p> <p>c) Support staff in fostering an environment which encourages students to be independent</p> <p>d) Support staff to set goals, reflect &amp; evaluate in order to take increasing control of own learning</p> <p>e) Uses positive behaviour support strategies – follows school Risk Management and Behaviour Support Processes – <i>RAM; Behaviour Plans followed, regularly updated &amp; communicated to all staff</i></p> <p>f) Ensures staff &amp; students are familiar with emergency requirements &amp; procedures – <i>Mobility register visible, Emergency Evacuation plan visible</i></p>										
<p><b>Comment:</b></p>										

**Professional Standard 5**  
**Te hoahoa akoranga**

<p><b>Design for learning</b> Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner’s strengths interests, needs, identities, language and cultures.</p>	<b>Evaluation</b>				
	<b>Self</b>	/ 5	/ 5		
	<b>Appraiser</b>	/ 5	/ 5		
<b>Success Indicators</b>	Needs Development <span style="float:right">Outstanding</span>				
<p>a) Selects teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners</p> <p>b) Gathers, analyses and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required</p> <p>c) Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnerships in New Zealand</p> <p>d) Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners</p> <p>e) Design learning that is informed by national policies and priorities</p> <p><b>What this looks like at Fairhaven school</b></p> <p>a) Universal Design for Learning evident – provides students with multiple means of representation, expression and engagement</p> <p>b) Differentiation / personalisation is evident in teacher planning &amp; classroom programmes</p> <p>c) Ensures teacher planning reflects school’s programmes of learning &amp; current pedagogy – <i>Planning is evident: Term Overviews, Curriculum Plans, weekly planning, assessment records, Individual Programme (PLP) documentation</i></p> <p>d) Keeps up to date with current pedagogies, disseminates new learning with staff, coaching an mentoring to improve practice</p> <p>e) Lead pedagogical change and curriculum planning development and review</p> <p>f) Commitment to the Total Communication philosophy – ensures <i>Visuals, schedules, Core Vocabulary Boards, AAC equipment etc are embedded in all programmes / environments</i></p>	1	2	3	4	5
	<b>Comment:</b>				



**Professional Standard 6  
Te whakaakoranga**

<b>Teaching</b> Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.	<b>Evaluation</b>				
	<b>Self</b>	/ 5	/ 5		
	<b>Appraiser</b>	/ 5	/ 5		
<b>Success Indicators</b>	Needs Development <span style="float:right">Outstanding</span>				
	1	2	3	4	5
a) Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all b) Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori c) Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners d) Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning e) Teach in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning f) Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning  <b>What this looks like at Fairhaven School</b> a) Total Communication philosophy is evident in classroom settings and in staff interactions with students b) Oversees PLP processes, coaching and mentoring staff to ensure PLP specific learning intentions are SMART, data is collected and collated c) Contributes to development and maintenance of behaviour support systems, and ensures staff are confident to follow processes and implement strategies d) Engagement for Learning methodology informs planning and assessment e) Demonstrates a commitment to and puts into practice culturally responsive and relationship pedagogy	<b>Comment:</b>				

**All professional standards have been assessed & evidence provided to ensure standards have been met**

<b>Date:</b>	<b>Signed:</b>	<b>Date:</b>	<b>Signed:</b>
<b>Date:</b>	<b>Signed:</b>	<b>Date:</b>	<b>Signed:</b>

## Deputy Principal Leadership

The Deputy Principals in addition to being Leaders of Learning, also contribute to the operational effectiveness of the school to ensure the effective delivery of the NZ Curriculum, Personalised Learning Programmes and provide effective pastoral care within a delegated area of the school.

Key Tasks:	Success Indicators
<p><b>Demonstrate leadership that contributes to effective student learning</b></p> <p>a) Actively contribute to the professional learning communities within and outside the school</p> <p>b) Participates in the school's performance management systems and make recommendations to the principal on appropriate professional development opportunities for staff</p> <p>c) Effectively and efficiently uses available financial resources and assets, within delegated areas of authority, to support improved learning outcomes for students</p> <p><b>Demonstrate leadership that contributes to ongoing development of effective colleague practise</b></p> <p>a) Manage systems and administrative practices effectively to support the safe and orderly running of the school</p> <p>b) Initiates, plans, leads and manages in association with the principal and other staff, policies and programmes which meet national requirements consistent with the schools charter and strategic planning and which reflect the schools commitment to excellence in teaching and learning</p> <p>c) Understands and operates within the limits of delegated authorities and adopt a consultative approach with the principal and other staff of issues relating to school policy</p> <p><b>Other Responsibilities</b> As required and negotiated</p> <p><b>General</b> Such other duties as the Principal may from time to time determine</p>	<ul style="list-style-type: none"> <li>• Staff are highly engaged and motivated to inquire into own practise</li> <li>• Team work and collegial support is strengthened through identifying and utilising staffs strengths</li> <li>• Staff are focused on student wellbeing and enhancing educational outcomes for all students</li> <li>• Staff meet deadlines, plan and assess student learning in line with school policy and procedures</li> <li>• School resources are well managed and support student learning</li> <li>• Staff / Team meetings are focused, professional learning forums and staff care encouraged to confident to share ideas, knowledge and expertise</li> <li>• Staff feel well supported, are consulted with, follow school procedures and are aware of what is happening in the school</li> <li>• Whānau are well informed and feel welcome</li> <li>• Principal is well informed of successes and challenges</li> <li>• Host School relationships are positive with regular communication and increased educational and social opportunities for students</li> </ul>

### Comments: Areas of Strength / Areas for development / Support needed

Date:	Signed:	Date:	Signed:
Date:	Signed:	Date:	Signed:



Fairhaven School  
Whānau ako – learning together

## Information About Our School

Fairhaven School is a Specialist School based in Taradale, Napier. Fairhaven students have a variety of special educational needs including Autism, intellectual, physical and or/related disabilities. With specialist teaching Fairhaven students are able to experience rich learning experiences in a variety of contexts within school and our local community.

The Base School and 10 satellite classes provide an excellent educational placement option for students with diverse needs. Having satellite classes within mainstream schools allows students to be included in mainstream education at any time based on student's individual abilities and needs. Our older students have the opportunity to attend our stand-alone transition centre, Te Rangimarie, at Bridge Pa in Hastings.

We believe inclusion is about much more than the type of setting that children and young people attend – it is about the quality of their experience and how they are welcomed, supported to learn, and enabled to participate fully in the life of any school or setting. An educationally inclusive school is one where whānau are welcomed and their knowledge valued, where the teaching and learning and the achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools.



To show the learning pathway through our school, carvings designed and made by the students, mark the pathway through Fairhaven. The first carving, which was erected at Base, tells a story of the environment. Tuna thrash in the river, the koru are the four winds representing people being brought together, and flora and fauna emerge at the top.

A carving at Valhalla farm, on the Napier Taupo Highway marks the beginning of a pathway through native bush. This carving shows connections between New Zealand culture and the Norwegian background of the owner of the farm. The crossbar uses the four winds to bring all people from across the world together. The eagle looks to the past and to the future showing that connections to our ancestors will guide our journey. Beneath the crossbar, each student has carved their own story to include their cultural background. The pathway through the bush, Te Manu Korero (the calling of the birds), built by staff, students, a local engineer and our local community enables students who use wheelchairs, to access the environment.





A pou was unveiled at the opening of our High School classes. The carving speaks of the tangatawhenua and the relationship between the two schools, Fairhaven School and Tamatea High School. It is topped by the local black or great shag, Karuhirohi, who guards the site with great outstretched wings.

An inclusive philosophy is reflected by staff and throughout all our various learning environments. Our focus on integrated programmes contributes to meaningful learning for students by enhancing their motivation and providing purposeful learning opportunities. Structuring learning around unifying themes, provides opportunities for students to make connections between Essential Learning Areas, Key Competencies, and Values.

Fairhaven School is a Specialist Provider for students who are verified in the Ongoing Resourcing Scheme (ORS). We employ a number of therapists and specialists who work with our teachers and teacher aides, combining their expertise and knowledge to support the learning outcomes for our students. We have named our specialist team, the **Fairhaven Assessment and Support Team - F.A.S.T.**

Our teaching and learning programmes are delivered within an integrated curriculum, with integral assessment procedures and the student's own Personalised Learning Plan. Student Goals are broken down into small specific learning intentions in each teacher's individual planning. Evidence is then gathered within learning contexts on student progress and achievement. This collected evidence is used as a basis for developing teaching programmes, feedback to students and parents, completing assessment records, school reviews, and transition point assessments.

Teachers and teacher-aides employed by Fairhaven School can be asked to work at any one of our sites, depending on their strengths, skills and the needs of our students.



## Haere Mai and Welcome

Our staff comprises of four core groups, Teacher Aides, Teachers, Specialists / Therapists, and our Administration Team. All staff are valued and essential members of our Fairhaven School Team. Without each member of staff, it would be impossible to support the students in the manner in which we do.

Our school mission and vision statement aim to encapsulate our inclusive approach to the education of our students who have significant educational needs.

### Mission Statement

***“Learn Achieve Succeed – Whānau Āko”***  
***“Staff, Students, Family and Whānau Learning Together”***

### Vision

***“For all students to be proud of who they are - learning, achieving, and successfully participating in their communities.”***

At Fairhaven School, we aim for educational excellence through providing broad and balanced coverage of the New Zealand Curriculum Learning Areas. Priority is given within planning and delivery of classroom programmes to the Key Competencies, the teaching of literacy and numeracy; communication, therapy programmes; and health programmes. Transition programmes for our older students include SPEC and Work Experience. We are innovative in the programmes we develop.

Our curriculum embraces a vision of young people who are confident and active life-long learners. We aim to provide the opportunities our community has identified as essential for the learning and development of our students, a curriculum that will enable them to engage with, and participate in their community in a manner that reflects their individual strengths and needs.

We recognise that our students need to be in a ready state for learning and view relevant pedagogy and approaches as integral to any learning. Our curriculum is student-centred in approach, where student engagement is fundamental to progress, and where progress and achievement is celebrated. We have developed our curriculum in alignment with the principles of Universal Design for Learning (UDL) framework to reflect our learners diverse and individual needs and to ensure an inclusive approach to teaching and learning.

**FAIRHAVEN  
SCHOOL**



**VALUES  
WE SHARE**

