

POSITION DESCRIPTION – SACRED HEART SCHOOL

Position:	PRINCIPAL
Responsible to:	The Board of Trustees
Responsible for:	All staff and pupils
Key relationships:	Ministry of Education Education Review Office NZSTA Parents, Whanau and community Sponsors Local sports and cultural communities Local Parish



Purpose:

The principal is responsible for professional leadership, operational management of the school, its resources and facilities, implementation and development of the board's policies and plans, and the direction and supervision of all staff.

The Principal is responsible for creating and maintaining a learning environment in which there is an expectation that all students will experience success in learning.

Key Tasks	Performance standards
<p>Professional Leadership</p> <p>The principal as the leader of the teaching staff, provides professional and strategic leadership and assists teachers to set goals and develop teaching programmes in line with national guidelines, the schools charter, policies and plans.</p>	<ul style="list-style-type: none"> • In conjunction with the board, develop and implement a school vision and strategic plan ensuring it reflects identified needs and learning circumstances. • Assist the board with policy development and the ongoing review of its policies. • Provide effective guidance and motivational leadership to all staff. • Develop the skills of staff through guidance, supervision, selection of courses, appraisal and support. • Plan, implement and evaluate teaching programmes in line with the national education guidelines, the national curriculum statements, the school's charter, policies and plans. • Promote a culture where staff take on appropriate leadership roles and work collaboratively to improve teaching and learning.
<p>Pupil Welfare and Learning</p> <p>Give priority to ensuring the well-being and educational achievements of the pupils.</p>	<ul style="list-style-type: none"> • Oversee and identify the individual learning needs of pupils and provide quality programmes to meet those needs.

	<ul style="list-style-type: none"> • Oversee, monitor and report every pupil's progress and achievements in conjunction with the board of trustees and staff. • Promote, develop and monitor the welfare and conduct of all pupils. • Provide a safe, interesting and stimulating learning environment for pupils. • Show progressive educational practice by keeping up to date with curriculum and administrative developments.
<p>Human Resource Management</p> <p>The principal has overall responsibility for staff selection, performance and development.</p>	<ul style="list-style-type: none"> • In conjunction with the Board, ensure the school is adequately and appropriately staffed. • Allocate duties and prepare job descriptions for all staff. • Supervise the advertising of vacancies, selection of staff, and recommendations to the board for appointments. • Conduct performance appraisals, follow up the outcomes of appraisals and report to the board as required. • In consultation with staff, identify development needs, co-ordinate and evaluate staff development programmes, and regularly report plans and outcomes to the board. • Assist the board to achieve its good employer obligations.
<p>Financial and Asset Management</p> <p>The principal is responsible for the efficient day to day management of the school's finances in accordance with board policy.</p>	<ul style="list-style-type: none"> • Assist the board and staff to develop sound financial plans which reflect the present and future needs of the school. • Administer the school's funds according to approved budget and financial policies, and report to the board as required. • Advise the board on policy development, budgeting, planning, and resources. • Assist the board in meeting its annual audit and reporting requirements.
<p>Property and Resources Management</p>	<ul style="list-style-type: none"> • Ensure the school is a safe and clean environment.

<p>With full support from the board, the principal is responsible for ensuring a safe, secure school environment and proper custody of all school property.</p>	<ul style="list-style-type: none"> • Provide for the acquisition, orderly management and upkeep of the school's equipment and resources. • Provide advice to the board on the upkeep, development and enhancement of school property and facilities.
<p>Relationship Management</p> <p>Assist the board to develop a climate of confidence and co-operation between the school and its community.</p>	<ul style="list-style-type: none"> • Foster good working relationships with the board of trustees, staff, children, parents, whanau, parish and members of the community. • Initiate and maintain a system of effective two-way flow of communication between the school, parents and the community. • Give parents and staff the opportunity to express their ideas and preferences through good consultation practices. • Keep parents and the community well informed of the school's activities, programmes and achievements. • Ensure a climate of confidence, co-operation, support and goodwill between the school and the community.
<p>Information and Advice to the Board</p> <p>The principal provides professional and administrative advice and information to the board and contributes to the effective operation of the board.</p>	<ul style="list-style-type: none"> • Supply information to the board and highlight issues on all matters that have relevance to the board's responsibilities. • Report to the board on school-wide curriculum achievements. • Support the board in its aim of establishing good working relationships between the school and the community. • Implement decisions of the board.
<p>Special Character</p> <p>The Principal is responsible, with support from the Director of Religious Studies, for developing and maintaining the Catholic Special Character of the school.</p>	<ul style="list-style-type: none"> • Maintain and preserve the Special Character of the school by promoting a culture where gospel values are central. • Ensure observances of religious practices that support the integrated teaching and learning of our Catholic faith and Tradition • Ensure delivery of R.E. Programme in line with the direction of NZ Catholic Bishops. • Ensure that staff work actively towards achieving appropriate levels of certification in Religious Studies.

	<ul style="list-style-type: none">• Act as the school representative on the Parish Council.
Sundry Duties	<ul style="list-style-type: none">• Ensures all other tasks, projects, assignments or responsibilities delegated or assigned by the Board are completed accurately, professionally and in a timely manner.• Comply with the Principal's Code of Conduct as set out in the school Charter.

PERSON SPECIFICATION

1. CORE COMPETENCIES

<i>Competency</i>	<i>Definition</i>
Strategic/Visionary Leadership	Creating and achieving a desired future state (vision) through influence on organisational values, individual and group goals, reinforcements and systems. Creating a desired future state through helping others see, and emotionally feel, how things can be different (and better).
Communication	Expressing ideas effectively in individual and group situations (including non-verbal communication). Adjusting language or terminology to the characteristics and needs of the audience. Expressing ideas clearly in documents that have organisation, structure, grammar, language and terminology adjusted to the characteristics and needs of the audience.
Developing Others/Maximising Performance	Developing subordinates skills and competencies by planning effective development activities related to current and future jobs. Establishing performance, development goals, coaching performance, providing training and evaluation performance.
Analysis and Problem Solving	Securing relevant information and identifying key issues and relationships from a base of information. Committing to an action after developing alternative courses of action that are based on logical assumptions and factual information and that take into consideration resources, constraints and organisation values.
Innovation	Generating creative solutions to work situations, trying different and novel ways to deal with problems and opportunities.
Building and Maintaining Relationships	Able to establish and maintain relationships with people at all levels; puts others at ease; promotes harmony and consensus through diplomatic handling of disagreements and potential conflict.
Persuasiveness/Sales Ability	Using appropriate interpersonal styles and communication methods to gain acceptance of an idea or plan.
Planning & Organising/Work Management	Establishing a course of action for self and/or others to accomplish a specific goal, planning proper assignments or personnel and appropriate allocation of resources.
Tolerance for Stress	Maintaining stable performance under pressure and/or opposition. Relieving stress in an appropriate manner.
Teamwork/Collaboration	Working effectively with team/work group or those outside formal line of authority (eg, peers, senior managers) to accomplish organisational goals, taking actions that respect the needs and contributions of others, contributing to and accepting the consensus, subordinating own objectives to the objectives of the organisation or team.
Integrity	Maintaining and promoting social, ethical and organisational norms in conducting internal and external business activities. Including Catholic special character: <ul style="list-style-type: none"> • Has a deep understanding of and commitment to Catholic faith and traditions • Models and lives the Gospel values in both his/her personal and professional life • Lives a faith filled & active Catholic life.

2. EXPERIENCE

- Demonstrated ability as a registered Primary School Teacher.
- Demonstrated leadership experience as a Principal, Deputy or Senior Syndicate Leader.
- Proven experience utilising marketing and communication strategies to grow community engagement.
- Experience in managing HR, finances and property in the school environment.

3. QUALIFICATIONS

- A Bachelor of Teaching (endorsed in Primary Education) or equivalent.
- Professional development training in Teaching Leadership or equivalent experience.