



CHRISTCHURCH BOYS' HIGH SCHOOL

COMMITMENT • BRAVERY • HONOUR • SERVICE

ASSISTANT PRINCIPAL – TEACHING AND LEARNING

RECRUITMENT PACK



Welcome from the Headmaster

Tēnā koe, thank you for your interest in the position of Assistant Principal – Teaching and Learning at Christchurch Boys' High School.

Applying for a senior leadership position is a significant professional decision. I hope this information pack gives you a sense not only of the responsibilities of the role, but also of the kind of school we are, the way we seek to lead, and the work that lies ahead.

I have been Headmaster of Christchurch Boys' High School since 2013. During that time, my belief in the moral purpose of state education has only strengthened.

As a state boys' school, we exist to make New Zealand better. Our responsibility is to provide an education that is demanding, caring and worthy of the trust our community places in us. That responsibility, our kaupapa, shapes every significant decision we make.

It also shapes how we think about leadership.

Leadership at Christchurch Boys' High School is rarely about choosing between right and wrong. More often, it requires careful judgement between competing tensions. We seek excellence while ensuring every boy belongs. We honour traditions that have stood the test of time while continuing to improve. We exercise judgement within agreed systems. We value consistency while recognising that every young person and every situation deserves thoughtful judgement.

Those tensions cannot be resolved through process alone. They require leaders who are intellectually curious, brave and prepared to exercise sound judgement in the service of others.

The Assistant Principal – Teaching and Learning plays a central role in that work.

You do not need to have spent your career in boys' education to succeed in this role. We are looking for an exceptional educational leader who is inspired by our moral purpose, committed to educational excellence and excited by the opportunity to help shape the lives of young men. We value tradition, but we are not constrained by it. We are continually seeking better ways to serve our students and our community.

Outstanding teachers are the most powerful influence a school has for students. The quality of curriculum, teaching and professional growth will shape the experience of every boy who attends Christchurch Boys' High School. This role therefore carries significant responsibility, not simply for programmes and systems, but for helping build a professional culture where boys are challenged to achieve their best.



The role is demanding because the work matters.

It requires educational credibility, strategic thinking, resilience and humility. It requires someone who is comfortable making decisions, leading change and working through complexity. It also requires someone who understands that leadership is ultimately about service rather than status.

The successful applicant will join an experienced Senior Leadership Team that values collective responsibility and thoughtful decision-making.

The quality of a school is ultimately shaped by the quality of judgment exercised by its leaders. Good judgment requires slow thinking, respectful challenge, moral courage and decisive action. It asks leaders to test assumptions, consider competing perspectives and then act. That is the leadership culture we seek to build

We deliberately create space for thoughtful debate before decisions are made because robust challenge improves judgment. Once a decision has been reached, however, we align behind it and move forward together. Leadership requires both the courage to challenge and the discipline to commit. It also requires the courage to change your own mind when better thinking emerges

Personally, I am looking for more than someone who can lead an important portfolio well. I am looking for a trusted colleague. Someone whose judgment I respect. Someone who will challenge my thinking. Someone I can confide in, debate difficult issues with and rely upon to place the interests of the school above personal preference. The best leadership teams are built on trust, mutual respect and a commitment to serving something larger than ourselves.

I invite prospective applicants to contact me for a confidential conversation (hln@cbhs.nz). I would welcome the opportunity to discuss the role, the school and our aspirations for the future, and to help you decide whether Christchurch Boys' High School is the right place for you.

Thank you again for considering Christchurch Boys' High School. I look forward to hearing from you.

Te Kura Kahurangi

Altiora Peto

A handwritten signature in black ink, appearing to read 'Nic Hill', with a stylized flourish at the end.

Nic Hill
Headmaster

MISSION

Developing fine young men for a modern world. CBHS boys are morally courageous. They strive for personal and community success.



Christchurch Boys' High School

VISION

To be courageous, deliberate and purposeful in creating a culture, interactions and behaviours that advance care for others and responsibility for self.

Leaver's Profile

Te Kura Kahurangi

Altiora Peto

I Seek Higher Things

COMMITMENT- MANAWANUI

"And she rewards our faith"

He is disciplined, reliable, and hardworking

BRAVERY- HAUTOA

"Who bids the climbing spirit"

He embraces challenge and growth

HONOUR- WHAKAMĀNAWA

"Honour the School that keeps the rule"

His word and actions can be trusted

SERVICE- MAHI Ā-HAPORI

"Is kept by sons who love her"

He contributes to something beyond self

He:

- shows full commitment to learning by acting on feedback, studying, being organised and taking responsibility for his progress
- maintains consistent attendance and punctuality
- consistently gives his best effort in any domain or challenge (pūkengatanga)
- meets deadlines and responsibilities

He:

- shows the courage to use his learning to understand and contribute to the betterment of society
- takes ownership of his choices, actions and outcomes (rangatiratanga)
- shows leadership (rangatiratanga)
- attempts all tasks no matter how difficult
- demonstrates resilience in personal, academic, and social challenges (whakamana i a ia anō)

He:

- acts with integrity through academic honesty, fair play, ethical decisions (tapu)
- shows sound judgment, reliability, and pro-social behaviour
- treats others with dignity and respect (mana)
- upholds "the rule" and the positive traditions of "The men who went before us" (tikanga)
- shows humility in success and accountability in error

He:

- applies his knowledge and deep thinkings in real situations, contributing positively to his school, whānau, and community
- completes service to the school, whānau, or community (manaakitanga)
- supports younger students / teams / groups (tuakana-teina)
- demonstrates empathy and social responsibility (whanaungatanga)
- contributes positively to school culture (tikanga)

He shows this, for example, by:

- maintaining punctuality and at least 90% attendance
- achieving a 'Learning, Effort and Commitment' average of 4 or above
- participating in school sport or cultural activities and supporting school events
- meeting course requirements across all subjects while demonstrating effort, responsiveness to feedback, and ownership of learning

He shows this, for example, by:

- overcoming a personal challenge
- seeking positions of responsibility or leadership
- showing evidence of seeking a challenge
- applying "five seconds of courage" when standing up for what is morally right (māia)

He shows this, for example, by:

- demonstrating integrity and accountability in assessment practices
- his Teachers', Deans' and Kaitiaki report comments and Well-Being Notes
- earning school awards (e.g. Fine Young Man, Endeavour Awards, academic /cultural/sporting/service prizes, Blazer Awards)
- consistently wearing his uniform with honour and pride

He shows this, for example, by:

- earning a 'Membership' SVA award
- being a peer tutor or academic tutor
- coaching or mentoring younger students
- volunteering for a charity or organisation beyond the School

"The Men Who Went Before Us"

HADLEE

SUTTON

DEANS

POMARE

School Evaluation Report

School Name: Christchurch Boys' High School

Profile Number: 327

Tēnā koutou e mau manawa rahi ki te kaupapa e aro ake nei, ko te tamaiti te pūtake o te kaupapa. Mā wai rā e kawē, mā tātau katoa.

We acknowledge the collective effort, responsibility and commitment by all to ensure that the child remains at the heart of the matter.

Every New Zealand state and state integrated school has an ERO review at least once every four years to evaluate what is working well for learners and what needs to be improved.

About the school

Christchurch Boys' High School is a state school providing education for students in Years 9 to 13. The school's mission is *to develop fine young men who are morally courageous and strive for personal and community success*. The school advocates the values of *commitment, bravery, honour and service*. The school has a roll of 1414, including 13% who are Māori, 5% of Pacific heritage and 16% Asian. The Christchurch Boys' High School Board owns and operates a boarding hostel, Adams House.

Education Counts provides further information about the school's student population, student engagement and student achievement, school enrolments and school zones. educationcounts.govt.nz/home

An explanation of the terms and judgements used in this report can be found here: [Reporting | Education Review Office](#)

Improvement and progress

This section is about the progress the school has made since the May 2023 ERO report. It includes an explanation of the expected improvements and findings.

Expected improvements

The school focused on evaluating the conditions required to support evidence-based evaluation of teaching.

The school expected to see implementation and embedding of the teaching profile for consistent, high-quality teaching across classrooms that lifts and accelerates students' learning.

Findings

Leaders and teachers together have defined the Christchurch Boys' High School teaching expectations. Leaders aligned the school's professional learning and growth processes to support teachers to embed these in their practice. Students experience more consistent teaching across classes. The school is now working on deepening shared understandings of the science of learning and how this informs teaching practices.

What we know about learner success

This section provides a summary of learner success, wellbeing and foundation school conditions, including any education in Rumaki/Reo Rua settings. The judgments are based on the ERO School Improvement Framework and evidence provided to ERO during the evaluation.

Less than a third	Less than half	Small majority	Large majority	Most	Almost all
0 to 33%	34 to 49%	50 to 64%	65 to 79%	80 to 90%	Over 90%

Learner success and wellbeing

This section provides a summary of learner success and wellbeing.

Outcomes for learners are increasingly excellent and equitable.

- Almost all students achieve the literacy and numeracy requirements for national qualifications by Year 11. Junior and senior students needing additional support make accelerated progress in their learning to achieve the literacy and numeracy requirements for national qualifications.
- Most Years 11 and 12 students achieve NCEA Levels 1 and 2, the large majority of Year 13 students achieve Level 3. A small majority of students achieve University Entrance. Improving equity in achievement for all groups of students and in the rate of NCEA endorsements remain school priorities.
- A small majority of students attend school regularly; this is behind the Government's target of 80% of students attending 90% of the time. The school has appropriate plans for improving regular attendance.

Conditions to support learner success

This section provides a summary of leadership, teaching, curriculum and foundation school conditions for improvement.

Leadership systems are coherent and effectively support continuous improvement across the school.

- Leaders consistently align the school's systems and day-to-day practices with its vision and values.
- Leaders set high expectations for effective teaching and for learners to engage positively and achieve well.
- The Board and leaders use high quality evidence to monitor progress and strengthen outcomes for learners.
- The Board and leadership team create coherent systems, processes and practices that drive strategic improvement.

Curriculum and teaching are purposeful and responsive and support engagement and achievement.

- Students experience a broad curriculum that provides challenge and extension and responds to their interests, strengths and aspirations.
- Teachers set high expectations for learning and behaviour. Classrooms are calm, focused and productive, and teachers respond effectively to students' learning needs.
- Teachers use purposeful questioning and varied approaches to engage students with the curriculum. They build students' self-management skills in line with the school's values.

A positive, values-driven culture contributes to students feeling safe and connected at school.

- The school's values are well known and consistently demonstrated in daily school life by adults and students.
- Students value the wide range of extra-curricular opportunities available to them and how these are explicitly linked to the school's values and supported by its wider community.
- Staff respond quickly and effectively to students' wellbeing and engagement needs through a strong and well-coordinated pastoral network.
- The school's commitment to inclusion and belonging for all students is highly evident; sound systems are in place for monitoring student wellbeing.

Next steps for improvement

This section provides more detail for the school to include in its strategic and annual planning for ongoing improvement across the school. It identifies key priorities and actions for improvement.

Key priorities

- Promote and support academic excellence leading to improved achievement of endorsements in national qualifications, including for Māori and Pacific learners.
- Further improve student engagement and achievement by extending and embedding the school's expectations for high quality teaching in line with updates to *The New Zealand Curriculum (NZC)* and deeper understandings of the *Science of Learning*.
- Lift the proportion of students attending school so that they make the most of opportunities to learn and succeed.

Actions to bring about improvement

Within six months:

- leaders and teachers review and refine strategies to improve the quality of achievement in national qualifications, including strategies to support equitable outcomes for Māori and Pacific learners
- leaders and teachers review the school's expectations for high quality teaching in line with updates to the *NZC* and research on the learning process; identify key practices to be fostered and developed
- leaders and teachers implement the school's attendance management plan

Every six months:

- leaders and teachers monitor student attainment of higher levels of achievement linked to national qualifications and adapt programmes and strategies accordingly
- leaders and teachers evaluate progress in embedding agreed high quality teaching practices, assess the impact on student engagement and achievement and plan next steps for strengthening consistency
- leaders evaluate attendance strategies, report progress to the school Board, and adjust community communication and planning as needed

Annually:

- leaders evaluate and report to the Board on the effectiveness of strategies to raise national qualification outcomes and use findings to inform annual targets and improvement strategies
- the Board and leaders identify longer-term priorities for fostering consistent high quality teaching practices and incorporate these into annual planning and professional learning
- the Board and leaders set new annual attendance targets and refine approaches based on the year's overall attendance outcomes.

Expected outcomes

- Increased and equitable achievement of national qualifications for all students, including the achievement of merit and excellence endorsements in NCEA.
- Consistent, high-quality teaching that improves learner engagement and progress.
- Higher rates of regular attendance supporting improved student outcomes across the school.

The next public report on ERO's website will be a School Report and is due within four years.

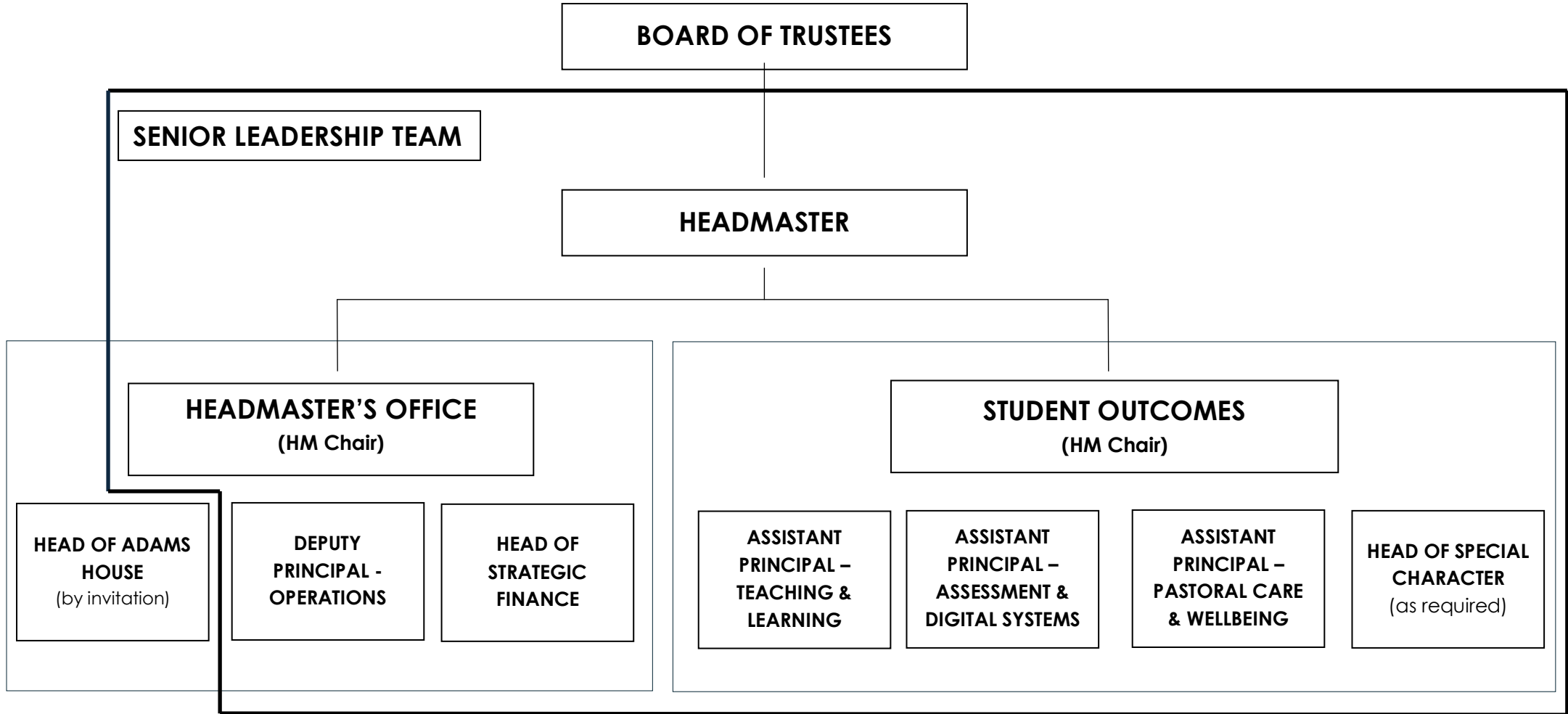
Me mahi tahi tonu tātau, kia whai oranga a tātau tamariki
Let's continue to work together for the greater good of all children



Sharon Kelly
Director of Schools

21 May 2026

Christchurch Boys' High School SLT Organisation Chart



CBHS SLT Portfolio & Responsibility Map

1 Purpose

This document defines how leadership work is owned, decided, and enforced at Christchurch Boys' High School. Its function is to remove ambiguity and support calm, fair authority.

2 How this document is used

This document is the reference point for:

- role clarity and expectation-setting
- allocation of leadership responsibilities
- resolving disputes about ownership

Where expectations are unclear, this document, not custom, negotiation, or personality, applies.

3 Leadership responsibility framework

For each role, responsibilities are described under four headings:

- Own – full accountability for outcomes and standards
- Decide – authority to make final decisions within scope
- Influence – required collaboration without decision ownership
- Do not own – explicitly outside the role's authority

Collective responsibility does not dilute individual accountability.

4 Institutional duties and collective obligations

In addition to portfolio-specific responsibilities, all SLT members are required to contribute to the effective functioning of the school. These obligations are not optional and do not sit within individual portfolios.

These duties include, but are not limited to:

- student supervision and duty systems
- house leadership
- continuity of teaching
- whole-school events and ceremonies
- emergency and incident response
- one-off whole-school projects

Allocation of these duties sits with the Headmaster and may change in response to school needs.

The absence of a task from an individual portfolio does not constitute exemption from contribution.

Where responsibility is unclear or contested, ownership defaults upward to the Headmaster, who will assign it. Ambiguity is not a defence.

5 Role portfolios

Headmaster

Own

- moral purpose and leadership standards of CBHS
- integration of academic, pastoral, character, and operational systems
- performance and coherence of the Senior Leadership Team
- external relationships of strategic significance

Decide

- implementation of strategic priorities and direction
- SLT role scope and expectations
- final decisions on escalated matters, intervention where standards are not met

Influence

- Board deliberations and sector leadership

Do not own

- routine operational management
- portfolio-level implementation

Headmaster's Office

Role

The Headmaster's Office provides operational stewardship of the school. It is responsible for financial oversight, property and asset management, health and safety, staffing structures, compliance, risk management, and the implementation of Board and SLT decisions. Its role is to ensure the school functions reliably and sustainably in support of educational and cultural leadership.

Boundaries

The Headmaster's Office does not set academic, pastoral, or cultural direction.

Deputy Principal - Operations

Own

- property, facilities, and health and safety
- operational compliance and systems
- stewardship and maintenance of existing school property and assets
- calendar

Decide

- day-to-day operational safety and continuity of the school
- facilities use and maintenance
- procurement (recommendations) and contract management within delegations

Influence

- educational programmes through enabling infrastructure

Do not own

- educational leadership and standards
- staff performance outside operations

Head of Strategic Finance

Own

- financial strategy and long-term sustainability
- budgeting, forecasting, and financial reporting
- financial stewardship and judgement, including controls, risk management, and compliance
- payroll

Decide

- judgement-based application of financial systems and controls in support of agreed priorities

Influence

- strategic planning through financial advice
- resource allocation

Do not own

- educational priorities
- pastoral decision-making

Student Outcomes

Role

Leadership of Boys provides academic, pastoral, and cultural leadership of the school, with a direct focus on the lived experience, development, and outcomes of boys. It sets direction, establishes standards, and provides collective leadership across teaching, learning, wellbeing, discipline, and student culture.

Boundaries

Leadership of Boys does not hold financial, resourcing, property, compliance, or individual line-management authority. Ownership and decision rights sit with named portfolio holders.

Assistant Principal – Teaching and Learning

Own

- curriculum coherence and quality
- teaching practice, academic performance, and improvement
- setting expectations for Heads of Department

Decide

- curriculum delivery models
- assessment approaches within national frameworks
- academic professional learning priorities

Influence

- pastoral strategies affecting learning
- extra-curricular contribution to academic outcomes

Do not own

- student discipline and pastoral case management
- operational systems and resourcing

Assistant Principal – Pastoral Care and Wellbeing

Own

- student wellbeing and safeguarding systems
- attendance, behaviour, and engagement
- consistency and quality of pastoral practice

Decide

- pastoral structures, processes, and thresholds Intervention responses

Influence

- teaching practices affecting wellbeing
- extra-curricular environments and expectations

Do not own

- curriculum and assessment design
- sport and cultural programming

Assistant Principal – Assessment and Digital Systems

Own

- assessment systems
- reporting
- Principal's Nominee functions
- digital systems supporting learning

Decide

- assessment tools and reporting processes
- eLearning

Influence

- teaching practice through data use

Do not own

- curriculum design
- pastoral decision-making

Assistant Principal – Special Character (Sports and Cultural)

Own

- relief
- extra-curricular activities
- staff duty

Decide

- extra-curricular offerings and participation expectations
- use of volunteers and external providers

Influence

- academic and pastoral outcomes through character development

Do not own

- academic performance management
- pastoral and discipline systems
- financial policy and decision making

Head of Adams House (Outside SLT)

Own

- boarding culture, care, and student outcomes
- capability and standards of boarding staff
- alignment of boarding with day-school systems

Decide

- boarding routines, expectations, and pastoral responses

Do not own

- day-school pastoral systems
- curriculum and assessment

6 Non-negotiable leadership standards

- every function has a named owner
- institutional duties are mandatory
- collaboration does not replace accountability
- escalation is vertical, not relational
- ambiguity is resolved by assignment, not avoidance

7 Status

This Portfolio and Responsibility Map takes effect from the start of 2026. It is a standing leadership standard and will be used in role review, workload allocation, and performance conversations.

CBHS SLT Roles

Status and Purpose

This is a working document. It is intentionally practical, changeable, and explicit. Its purpose is to remove day-to-day ambiguity about *who is responsible for what*, particularly for time-bound, cyclical, or operational leadership tasks (for example, prizegiving, duty, EOTC, and major events).

This document sits alongside the Organisation Chart and Portfolio & Responsibility Map. It does not override them.

Core Rule

If a responsibility appears in this document, there is one named owner. Support may be delegated. Accountability may not.

This document may be updated by the Headmaster at any time. Changes do not imply failure; they reflect responsiveness to school needs.

Senior Leadership Portfolios

Headmaster

- Board of Trustees reporting and advice
- external relationships and media
- community consultation
- employment relations and SLT staffing
- complaints (oversight and escalation)
- strategic priorities and standards-setting
- staff handbook
- EEO and Privacy Officer
- Anzac Day

Deputy Principal - Operations

- health, safety and wellbeing (HSW)
- emergency and traumatic incident response
- contractors and site safety
- facilities, grounds, and capital maintenance
- onsite business (canteen, uniform shop)
- facility hire
- fundraising and sponsorship approval
- College match (logistics)
- calendar coordination and day-to-day operational planning
- education outside the classroom (EOTC)
- Acting Headmaster

Head of Strategic Finance

- budget development and monitoring
- financial reporting
- financial probity and risk
- payroll
- MOE returns
- enrolment resourcing interface
- non-teaching staff appraisal and annual pay round

Head of Special Character

- sport programmes
- cultural programmes
- photography and ID photos
- house-based events and competitions
- relief
- duty (staff supervision)
- Open Day

Assistant Principal – Teaching and Learning

- curriculum documentation and NZC alignment
- CBHS teaching profile
- professional learning
- teacher PGC
- teacher appointments
- timetable
- curriculum evenings
- learning support
- prize givings

Assistant Principal – Assessment & Digital Systems

- assessment
- reporting
- academic tracking and recognition
- NCEA change
- NCEA and school examinations
- NZQA liaison
- parent-teacher interviews
- ICT and digital systems
- induction of new staff
- Mihi Whakatau

Assistant Principal – Pastoral Care & Wellbeing

- values enactment
- school tone (uniform, behaviour, punctuality)
- attendance systems
- stand-down and suspension recommendations
- Guidance and Counselling
- Careers and pathways
- International Students
- Weekly Note
- Deans and pastoral systems

Use and Review

This document is reviewed:

- at the start of each year
- when major events or projects are introduced
- when ambiguity or duplication arises

If a task is disputed or unclear, this document is updated rather than argued over.

Authority

This document is issued under the authority of the Headmaster and reflects current expectations. It is a leadership tool, not an organisational history.

CBHS SLT Leadership expectations and behaviour framework

1. CBHS Values-anchored leadership

This framework sets out how senior leaders at Christchurch Boys' High School are expected to behave, decide, and lead. It exists to support coherence, trust, and moral purpose. It applies to all members of the Senior Leadership Team, including the Headmaster.

CBHS leadership is anchored in four values:

1. Commitment
2. Bravery
3. Honour
4. Service

These values are not slogans or rules. They are starting points that require disciplined judgement, reflection, and responsibility.

1.1 Commitment

We commit to the whole school, not just our portfolio. We prepare properly, stay engaged in difficult conversations, and follow decisions through. We do not disengage, retreat, or operate in parallel.

1.1.1 Expected behaviours

- treat the SLT as the first team
- prepare for leadership meetings
- stay engaged in difficult or uncomfortable conversations
- complete assigned and agreed actions

1.1.2. Not acceptable

- portfolio isolation
- withdrawal from collective responsibility
- failure to complete assigned or agreed actions

1.2 Bravery

We speak plainly and respectfully. We raise concerns directly and early. We accept challenge without defensiveness. We do not rely on side conversations, anonymous escalation, or repeated indirect challenge once decisions are made.

1.2.1 Expected behaviours

- speak openly and respectfully in leadership forums
- raise concerns early through agreed processes
- accept feedback and challenge without defensiveness

1.2.2 Not acceptable

- reliance on side conversations to influence outcome
- anonymous or indirect escalation
- repeated indirect challenge once decisions are made

1.3 Honour

We act with integrity in service of the school, not personal preference. Integrity at CBHS means accuracy, honesty, and alignment between what we say, decide, and do. We are careful with facts, figures, representations, and tone. We correct errors openly. We give credit to others and take responsibility ourselves.

1.3.1 Expected behaviours

- accurate and complete representation of information
- willingness to correct errors openly
- alignment between decisions and subsequent actions
- respect for agreed processes and authority
- giving credit and owning outcomes

1.3.2 Not acceptable

- selective or misleading use of information
- process manipulation or indirect escalation
- acting contrary to agreed decisions
- justifying behaviour through personal conviction rather than shared standards

1.4 Service

We lead in the service of boys, staff, and the wider community. We do not shield ourselves from responsibility or seek personal status. When things go wrong, we step forward rather than deflect.

1.4.1 Expected behaviours

- willingness to take responsibility when issues arise
- supporting colleagues under pressure
- decisions grounded in the interests of boys and the school

1.4.2 Not acceptable

- avoidance of responsibility
- deflection of accountability
- seeking personal status or exemption

2. Leadership stance

CBHS leadership is grounded in three principles:

2.1 Purpose over comfort

Leadership decisions are guided by values and purpose, not by the desire to avoid discomfort, conflict, or criticism.

2.2 Behaviour over intention

We judge leadership by observable behaviour, not stated intent. Good intentions do not excuse misaligned conduct.

2.3 Direction over relitigation

Once a decision is made, we align behind it. Disagreement is acceptable; ongoing destabilisation after a decision is not.

Where misalignment occurs, expectations will be restated in the moment to reinforce shared standards. This protects leadership coherence and the moral purpose of the school.

Leaders may experience discomfort, frustration, or disagreement. These are normal. They are not reasons to disengage, undermine, or delay. We act in line with values even when it is hard.

Leadership at CBHS requires steadiness, moral judgement, and the ability to hold complexity. We are expected to disagree well, decide clearly, and move forward together.

This is the standard we hold ourselves to.

3 Leadership behaviour expectations

The expectations below describe the leadership behaviours required for the school to function coherently and at the standard now required.

3.1. Collective responsibility

SLT members regard SLT as their first team. Meetings with the SLT take priority over portfolio work, contractors, or external commitments, unless explicitly agreed in advance. Decisions are owned collectively once made.

3.1.1 Expected behaviours

- prepare for meetings
- stay present and engaged
- support agreed direction publicly

3.1.2 Not acceptable

- portfolio isolation
- parallel agendas (defined as pursuing outcomes through private or indirect channels rather than agreed leadership processes)
- withdrawal from shared responsibility

3.2. Communication and conduct

Leaders communicate accurately, proportionately, and professionally. External communication reflects the school's tone and protects its reputation.

3.2.1 Expected behaviours

- fact-checked, measured communication
- direct conversations with colleagues
- escalation through agreed channels

3.2.2. Not acceptable

- side conversations that bypass leadership processes
- anonymous or indirect reporting
- repeated challenge to settled decisions

3.3. Disagreement and decision-making

Disagreement is welcomed before decisions are made. Once a decision is taken, leaders align.

A clear boundary applies:

You may disagree with a decision. You may not repeatedly challenge it in ways that unsettle leadership or undermine direction.

This includes revisiting issues without new information, relitigating outcomes, or canvassing support privately.

3.4. Accountability and ownership

Leaders take responsibility for outcomes within their remit and for the impact of their behaviour on others.

3.4.1 Expected behaviours

- owning mistakes openly
- correcting errors promptly
- supporting others under pressure

3.4.2 Not acceptable

- deflecting responsibility
- attributing blame
- taking credit while avoiding accountability

3.5. Presence, visibility, and participation

Senior leaders are expected to be visibly present and engaged in the leadership and life of the school. Presence is not passive. It includes participation, attentiveness, and solidarity with colleagues and staff

3.5.1 Expected behaviours

- being mentally and physically present in leadership meetings
- contributing thinking openly, even when topics sit outside personal interest
- attending key school and staff events where leadership presence matters
- maintaining professional body language and demeanour that supports group functioning
- demonstrating alignment through visible participation rather than silent distance

3.5.2 Not acceptable

- withdrawal or disengagement from leadership settings
- regular absence from key meetings or school functions without prior agreement
- selective attendance that signals opting out
- body language or silence that communicates dissent without contribution

3.6. Use of systems and data

Systems support judgement; they do not replace it. Data must be accurate, contextualised, and used with care.

3.6.1. Expected behaviours

- clear, consistent information
- awareness of complexity and context
- judgement grounded in natural justice

3.6.2 Not acceptable

- use of information or systems in ways that obscure judgement or accountability
- changing expectations or requirements once work is underway without explicit agreement
- substituting process or system activity for direct leadership conversation

3.7. Documentation standards

Leadership work must be supported by clear, accurate, and proportionate documentation. Documentation is not administrative compliance. It is a leadership responsibility that supports fairness, clarity, and accountability.

3.7.1 Expected behaviours

- written material is clear, factual, and fit for purpose
- decisions, rationales, and actions are recorded where required
- documents are accurate, timely, and aligned with agreed standards
- sensitive matters are recorded carefully and appropriately
- documentation supports continuity and shared understanding

3.7.2 Not acceptable

- informal decision-making without appropriate record
- vague, incomplete, or misleading documentation
- retrospective justification in place of contemporaneous record
- over-documentation that obscures judgement or accountability
- reliance on memory or private understanding for significant decisions

Good documentation supports good leadership. It protects people, process, and the integrity of the school.

3.8 Consultation and Advice

Effective leadership requires clarity about when advice is sought, when consultation adds value, and when decisions must be taken and implemented.

Seeking advice is distinct from consultation. Leaders may seek advice, professional counsel, or perspective to inform judgement. Advice informs decision-making but does not transfer authority, create an expectation of influence, or reopen settled direction.

3.8.1 Final decision sits with the role holder

Some decisions sit clearly with the role-holder accountable for the outcome. Advice may be sought to inform judgement, but the decision is not consultative.

Examples include SLT structure, leadership standards, role definitions, workspace configuration, and matters of legal, employment, or reputational risk.

3.8.2 Consultation on implementation

For some decisions, consultation is used deliberately to test implementation, surface risks, or sequence work, while decision authority remains clear.

Consultation in these cases is time-bound and focused on execution, not direction.

3.8.3 Shared design where the work requires it

Where the nature of the work genuinely requires shared design or collective ownership, collaboration is used deliberately. This applies to cross-portfolio initiatives, complex cultural or pedagogical work, and integrated strategic planning.

Once decisions are made, alignment and follow-through are expected.

Consultation does not occur through side conversations or private canvassing. It occurs through agreed leadership forums.

This approach exists to protect clarity, fairness, and leadership coherence.

4 Leadership commitment

All SLT members are expected to read, understand, and work within this framework. The Headmaster is accountable for applying it consistently and fairly, including to himself.

This framework supports a leadership culture that is principled, calm, demanding, and humane. It is fit for the next phase of Christchurch Boys' High School.