

Rangiora High School

Te Kura Tuarua o Rangiora



Deputy Principal Role Description

Purpose of the role

The purpose of this role is to assist and support the Principal by taking a collaborative leadership approach in working with the other members of the Strategic Leadership Team to:

- provide professional leadership that focuses the school culture on enhancing learning and teaching.
- create a safe, equitable and inclusive learning environment in which every learner is supported and empowered to experience success in learning.
- develop and use management systems to support and enhance student learning.
- strengthen communication and relationships to enhance student learning.

Role description

Tenure:	Permanent, full-time (1.0 FTTE) from 28 January 2027 8MU and 1SMA
Reporting to:	Principal
Functional Relationships:	Strategic Leadership Team School Board Middle Leaders Kaiaako Support Staff Students Parents, whānau, hapu, iwi and the broader community

Role requirements

To be considered for the position, applicants will be registered and certified teachers who have:

1. demonstrated successful experience in working with young people, and
2. the ability to work at a school leadership level, and
3. an in-depth knowledge of the *New Zealand Curriculum* and
4. an understanding of te ao Māori and culturally responsive pedagogy, and
5. an understanding of restorative and PB4L practices, and
6. a current teaching practising certificate.

School Values

The Deputy Principal's job description is guided and informed by our beliefs and commitment to our School Values of:

- **Aspire - Wawatahia:** Aspiring to achieve your best.
- **Respect - Whakautea:** Respect yourself, others and the environment.
- **Contribute - Tohaina:** Actively contribute to the community.

Our school values the power of individuals collaborating to progress the school's goals by utilising the leadership capabilities of each individual. It is vital that senior leaders recognise the importance of working cooperatively to ensure the school's goals can be achieved.

Strategic Portfolio

At Rangiora High School, the SLT strategic portfolios are based on teams rather than pou. We have a Know Me team that serves on pastoral strategic goals and a Guide Me team that deals with curriculum. It is expected that at some time you may find yourself in either of these teams as we look to grow our leaders across curriculum and pastoral.

Additionally, each member of the Strategic Leadership Team will:

- Integrate strategic planning, review and reporting to demonstrate effectiveness within the portfolio in order to improve the performance of the school and to ensure its purpose matches its practice.
- Report progress in relation to their areas of responsibility, with a focus on progress towards achieving the school goals, targets and actions as outlined in the school's Annual Plan. This includes any key developments or initiatives, puzzles of practice or problems to solve or discuss and celebration of success.
- Foster candid discussion of our current perspectives or to deepen our understanding or to identify well founded priorities or actions for the future, clearly articulating the connection with our school kaupapa (strategic plan and goals).

Across the Strategic Leadership Team, each member has these areas of common focus:

Common Focus Areas	
Voice	● The gathering and use of information about the needs, wishes and aspirations of the parents, whānau and the wider community to support the development of an engaging school, as well as to inform programme responsiveness and improvement across the school. ● To use 'student voice' in informing educational improvements in engaging communities in partnerships for learning and in the life of the school.
Planning, Review & Reporting	● Analysis of programmes of learning to evaluate their performance in providing effective and meaningful learning opportunities for students. ● Integrating strategic planning, review and reporting to demonstrate effectiveness within the portfolio in order to improve the performance of the school and to ensure its purpose matches its practice.
Strategic thinking and annual planning	● Work in collaboration with the School Board to develop the Annual Plan.

	• Understands the legal and national frameworks within which we operate and ensures RHS practices, actions and planning are consistent with these. • 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 strategic and annual planning, and which reflect the school's commitment to effective teaching and learning. • 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.
School Board	• In collaboration with SLT members report termly on progress against Annual priorities and targets. • Prepare and speak to reports at School Board committee meetings (linked to portfolio).
Professional Leadership	• Ensures that kaiako and leaders produce useful, consistent and robust learner and practice data. • Analyses data to identify and respond to 'puzzles of practice' and to identify progress towards goals and targets. • Demonstrates a thorough understanding of current approaches to effective teaching and learning. • Mentor staff to ensure the kaupapa of the school is reflected in their practice. • Provides professional leadership to staff within the delegated areas of responsibility. • Makes constructive contributions to the work of the strategic leadership team supporting effective school organisation and improved learning outcomes for each and every learner. • Understands, and applies where appropriate, current practices for effective leadership from both within and beyond education. • Support 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 and demonstrates a commitment to own ongoing learning in order to improve performance. • Engage in leadership as inquiry and support our staff to undertake professional learning and professional growth cycles.
Building and sustaining professional community	• Ensures culturally responsive practice and understanding of Aotearoa New Zealand's heritage, based on Te Tiriti o Waitangi means in practice and why. • Draws on individual and collective strengths to identify and resolve problems impeding learning and wellbeing, and to take grounded risks that foster innovation. • Ensures performance reviews are carried out for improvement, not just compliance. • Makes recommendations to the Principal on appropriate professional development opportunities for staff • Devolves responsibilities and delegates tasks when appropriate. • Ensures staff feel valued and supported to grow their capability to perform well.

	● Ensures that processes are in place to manage staff who consistently find it difficult to meet the school's expectations.
Building and sustaining high trust relationships	● Builds and sustains high trust relationships based on credibility relating to deep educational expertise, treating others respectfully, openness and good self-awareness. ● Fosters relationships between the school, whānau, Puketeraki Kāhui Ako and the rest of our community. ● Communicates effectively both orally and in writing to a range of audiences. ● 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. ● 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 and practice. ● Establishes and maintains good communication processes with staff, and between staff and members of the strategic leadership team.
Effective management of resources to achieve visions and goals	● Recruits staff who can add to the visions, goals and values of the school. ● Effectively and efficiently uses available financial resources, staffing and property within delegated areas of authority, to support improved learning outcomes for each and every student. ● Works closely with parents, whānau, hapu, iwi and community to develop goals and ensures they are active contributors to the life of the school. ● Uses networking beyond the school to extend resources available to it, in line with visions, goals and values. ● Regularly brings the school's vision to the fore and ensures it informs decision making. ● Takes responsibility for ensuring that the organisation's visions, goals and expectations are focused on continuous improvement. ● Takes responsibility for ensuring the school's goals and practice are developed in inclusive ways that build the understanding and commitment of all.

Declaration

I have reviewed this role description and acknowledge the requirements of the role.

Name:	
Signature:	
Date:	