

JOB DESCRIPTION: DEPUTY PRINCIPAL + SENCO

NAME:

YEAR: 2024

PROFESSIONAL STANDARD LEVEL: Fully Registered Teacher

REGISTRATION NUMBER:

EXPIRY:

RESPONSIBLE TO: Principal



SUMMARY OF RESPONSIBILITIES:

Organisational: SENCO, Pastoral Care, Schoolwide teaching and learning, Intervention, Professional Growth Cycle, Schoolwide timetabling

Person Specification:

- Uphold the school's vision, beliefs and values
- Adhere to the school's Code of Conduct
- Follow the planning and assessment expectations of the school
- Meet the 6 Professional Standards

Primary Objectives:

- Model and promote positive and constructive relationships with staff, students and the community
- Actively engage in professional, open to learning conversations
- Value team work and collaborate with others
- Share knowledge, skills and resources
- Explore, recognise and celebrate maori identity, language and culture, including making good use of local expertise and the local context
- Apply the 'teaching as inquiry' process and strategies with a view to improving practice and student outcomes
- Use classroom practices and implement programmes that engage all learners, accelerate learning of all students so that they experience success
- Use a range of strategies to support students to have a voice in co-constructing what and how they learn
- Support and model best teaching practice for university students on teaching practicums

Key Tasks	Expected Results
1. Teaching and Learning	1.1 Maintain appropriate planning and assessment records 1.2 maintain a safe, well-organised, student-focused learning environment 1.3 Continually adapt and modify activities, resources and technologies in order to scaffold students' learning 1.4 Reflect on classroom practice in an on-going way 1.5 Change and adapt current practice in response to students' needs and new evidence and research 1.6 Create a classroom environment where students can take risks with their learning and see mistakes as learning opportunities

	1.7 Acknowledge, respect and encourage student voice, their perspectives and values
2. Professional Learning and development	2.1 Undertake professional support and guidance 2.2 Attend all PLD opportunities offered 2.3 Be open to learning 2.4 Commit to making on-going improvements to practice 2.5 Actively engage in the school's coaching programme with a view to improving practice and student outcomes
3. Additional Responsibilities	3.1 Providing support for 5 year old transition to school 3.2 Co-ordinate school wide organisation eg timetabling, rostering. 3.3 Liaise with external tutors and providers regarding timetabling.
4. Leadership Responsibilities	4.1 Providing professional development for classroom teachers and support staff on inclusive practice for learning and behaviour. 4.2 Support the Principal in the leadership and management of the school 4.3 A key member of the Senior Leadership Team, playing a role in collaborative decision making 4.4 Take on leadership roles in other areas of the school, acting as a role model and mentor for others. 4.5 Contribute to the setting of annual student achievement targets and their review. 4.6 To act as a role model for other staff in demonstrating a high level of teaching practice 4.7 Demonstrate the four qualities of leadership set out Education Leadership Model: <ul style="list-style-type: none"> ● Manaakitanga: leading with moral purpose ● Pono: Having self – belief: being credible ● Ako: Being a learner: ETAP and systems ● Awhinatanga: Guiding and supporting: Appraisal systems, 4.8 Deputise for the Principal in their absence. 4.9 To take a full role in fostering and developing effective and supportive relationships both within the school and its community 4.10 To meet with regularly and advise the Principal on a range of management and administration issues as required. 4.11 Assist with the implementation of the Annual Plan 4.13 Leading pastoral care across the school SENCO 4.14 Leading the Teaching and Learning of the SENCO Team 4.15 Liaise with classroom teachers to provide differentiated learning opportunities for our Target/Priority students 4.16 Liaise with RTLB and other agencies for referrals of 'at risk' students 4.17 Liaise with classroom teachers in preparation for IEPs meeting for at risk students 4.18 Liaise with Teacher Aides to provide additional learning opportunities for priority and target students 4.18 Provide clear guidelines for teaching staff on tracking and monitoring of 'at risk' students 4.19 Develop and maintain a school wide inclusion register.

SIGNED:

Teacher

Principal

Date: