



# Riccarton High School

*Te Kura Tuarua o Pūtaringamotu*

## POSITION DESCRIPTION

### DEPUTY PRINCIPAL

(7MU's and 1SMA)

<b>Title:</b>	<b>Deputy Principal – Pastoral Support</b>
<b>Tenure:</b>	Permanent, full-time
<b>Directly responsible to:</b>	Principal Board of Trustees
<b>Purpose of the position:</b>	<p>The Deputy Principal must work to develop and maintain a pastoral care system at the school that reflects the intent and objectives of the Strategic Plan, Whare Structure and supports Te Wairua o Pūtaringamotu (The Riccarton Way). The Riccarton Way is responsive, positive, and innovative, promotes the highest standards of achievement, and enables all students to realise their full potential as individuals and as valued members of society.</p> <p>The Deputy Principal will deputise for the Principal as required. They will also be required to teach 4-5 hours per week.</p>
<b>Functional Relationships</b>	<p><b>Internal:</b></p> <ul style="list-style-type: none"><li>Board of Trustees</li><li>Senior Leadership Team</li><li>Pastoral Team, including Kaitiaki (Deans) and Kaiarataki (Heads of Whare)</li><li>Leaders of Learning</li><li>Teaching Staff</li><li>Student Leadership Co-ordinator</li><li>Support Staff</li><li>Cultural Diversity Facilitator</li><li>Students</li></ul> <p><b>External:</b></p> <ul style="list-style-type: none"><li>Parents/whānau</li><li>Riccarton community</li><li>Ministry of Education</li><li>Professional agencies and associations</li><li>Other educational and management organisations</li></ul>

The requirements of this position description are subject to review in light of changing circumstances. Any review will be a collaborative process.

Specific responsibilities related to the management of school operations will be negotiated within the Senior Leadership Team

A copy of the proposed responsibilities is attached.

Key Areas	Expected Outcomes
<p><b>STUDENT MANAGEMENT SYSTEMS:</b></p>	<ul style="list-style-type: none"> <li>• Leads Pastoral Team</li> <li>• Supports and assists teaching staff to reflect on their relationships and management of students in order to improve the learning outcomes for students.</li> <li>• Leads and develops a support structure that maximizes learning opportunities for students.</li> <li>• Ensures the provision of the quality learning opportunities for students with special educational/learning needs.</li> <li>• Ensures that the school maintains complete and accurate records of issues and incidents relating to pastoral care of students.</li> <li>• Ensures that the Senior Leadership Team has access to the information it requires.</li> <li>• Works with, and supports Kaitiaki, Student Support personnel and whānau to monitor and respond to attendance concerns.</li> <li>• Works with staff and whānau as part of a collaborative approach to maintaining standards of uniform and behaviour.</li> <li>• Establishes procedures and practices to ensure a safe, positive school environment.</li> <li>• Maintains the behaviour management system including restorative practices.</li> <li>• Promotes and implements systems of acknowledgements</li> <li>• Maintains oversight of the day-to-day pastoral requirements of the school.</li> <li>• Communicates pastoral care information as appropriate.</li> <li>• Delegates authority where appropriate and ensures that any delegations of responsibility to staff are clear.</li> <li>• Assists the Principal with formal student disciplinary procedures.</li> <li>• Responds promptly to issues of concern.</li> </ul>

Key Areas	Expected Outcomes
<p><b>LEAD TE WHARE O PŪTARINGAMOTU:</b></p> <p><b>(Wellbeing plus Riccarton Way values)</b></p>	<ul style="list-style-type: none"> <li>• Promotes and supports Te Wairua o Pūtarīngamotu which values commitment, honesty, respect and excellence and has high expectations for student achievement in academic, artistic, cultural, leadership, service and sporting activities.</li> <li>• Recognises the multi-cultural nature of the school, and responds to the needs and aspirations our diverse community partnership.</li> <li>• Demonstrates an understanding of the Te Tiriti o Waitangi and te reo me ona tikanga.</li> <li>• Fosters a strong school spirit and culture of support and care amongst students.</li> <li>• Promotes the use of rewards to students who exemplify the Te Wairua o Pūtarīngamotu.</li> <li>• Fosters a strong team spirit and culture of support and care for our students.</li> <li>• Fosters a strong sense of whanaungatanga between the school and its community.</li> <li>• Respects cultural sensitivities and protocols.</li> <li>• Balances the perspectives of different groups.</li> <li>• To weave together the Riccarton Way values and hauora to support teaching and learning.</li> </ul>

<p><b>OVERSIGHT OF THE WHARE STRUCTURE:</b></p>	<ul style="list-style-type: none"> <li>• Has oversight of the school's Whare (House) structure.</li> <li>• Works with the Kaiarataki to further develop the roles within the Whare structure.</li> <li>• Provide opportunities for parent, whānau and community involvement in the life of the school.</li> </ul>
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<p><b>STUDENT LEADERSHIP:</b></p>	<ul style="list-style-type: none"> <li>• Oversees student leadership development and programmes throughout the school – (working with Student Leadership Co-ordinator).</li> <li>• Responsive to multi-cultural leadership.</li> <li>• To develop the new student leadership model that links the whare structure with Te Whare o Pūtarīngamotu.</li> </ul>
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Key Areas	Expected Outcomes
<p><b>PROFESSIONAL ATTRIBUTES:</b></p>	<ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of current approaches to effective student support, as well as sound management practices.</li> <li>• Reflects on own professional growth and demonstrates a commitment to on-going learning in order to improve knowledge and skills in pastoral care, leadership, learning, management, and other areas as required.</li> <li>• Motivates and supports staff to improve the quality of their professional relationships with, and management of, the students.</li> <li>• Invites dialogue and seeks feedback.</li> <li>• Maintains a school environment that is safe and supportive.</li> <li>• Demonstrates an understanding of, and is responsive to, the diverse concerns and needs of students, parents, staff and the community.</li> <li>• Communicates effectively both orally and in writing to a range of audiences.</li> <li>• Speaks clearly, concisely and confidently.</li> <li>• Writes clearly and concisely.</li> <li>• Actively listens.</li> <li>• Keeps people informed.</li> <li>• Manages conflict effectively and works to achieve solutions.</li> <li>• Deals fairly with people.</li> <li>• Is clear about what is acceptable and what is not.</li> <li>• Negotiates to achieve solutions.</li> <li>• Works to reach consensus.</li> <li>• Knows when to get outside assistance for conflict resolution.</li> <li>• Represents the school and acts to achieve its objectives.</li> <li>• Clearly articulates the school ethos.</li> <li>• Develops and maintains links with community organisations and groups.</li> </ul>

Key Areas	Expected Outcomes
	<ul style="list-style-type: none"><li data-bbox="774 197 1433 398">• Works with the Principal and Senior Leadership Team to ensure compliance with all relevant statutes and regulations, and with monitoring and reporting requirements for attendance, behaviour and the safety of the school environment.</li><li data-bbox="774 427 1433 499">• Works with statutes and regulations relating to all aspects of the school's operations.</li></ul>

**DECLARATION:**

I accept this position as offered. I have read the content of this job description and understand and accept its parameters.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_