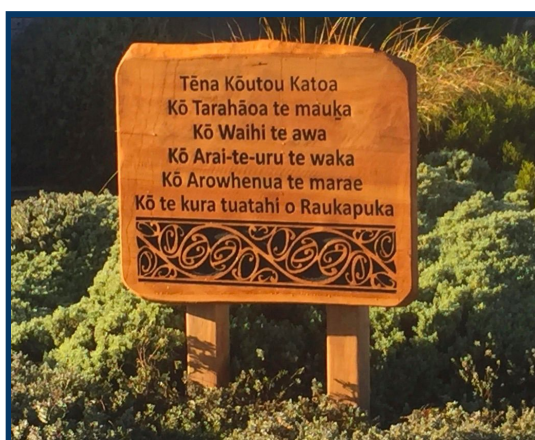




Desire to Learn, Aspire to Achieve
Whaia e koe te iti Kahurangi

Deputy Principal Position

Information Package



73 Wilson Street
Geraldine 7930
South Canterbury
Telephone (03) 693 8208
Email: principal@geraldine.school.nz

Welcome

Thank you for your interest in this senior leadership position at Geraldine Primary School. This vacancy has arisen from the appointment of our Deputy Principal to a Principal's position at another school. The successful applicant will lead a syndicate and be part of the school's Senior Leadership Team. They will have a proven track record of working collaboratively to lead and support other staff, focusing on a range of positive outcomes for learners.



Assisting the Principal with the strategic direction and overall management of the school is another key facet of this role, as is the ability to work proactively with the staff and school community.

If you have any queries about this position, please feel free to contact me. I look forward to receiving your application.

Andrew Leverton

Principal

Ph: (03) 693 8208

Email: principal@geraldine.school.nz

Timeline of Appointment

Monday 1 July	Advertisement placed online in Education Gazette and Geraldine Primary School website
Wednesday 24 July	Application period ends, 3pm Shortlisting and referee checks
Saturday 3 August	Interviews
Start date by negotiation (Term 4, 2019 or Term 1, 2020)	



Advert in Education Gazette / School Website

Geraldine Primary School

Deputy Principal - 4 permanent management units, 0.5 release

Due to promotion, we are now seeking a new Deputy Principal for our school. We are looking for an experienced, enthusiastic and innovative teacher and leader who has a passion for learning and leadership.

This role offers a real opportunity for leaders who wish to be part of a successful team with high expectations for learning and the wellbeing of our staff and students.

The successful applicant will be committed to working collaboratively and energetically to achieve our school vision. You will be a key part of the senior leadership team, leading the school in supporting quality teaching and learning and overseeing student behaviour management in line with our PB4L system.

Year level, start date and other responsibilities are by negotiation.

Enquires to the Principal - Andrew Leverton.

Applications close 3pm Wednesday 24 July and should be emailed to:

principal@geraldine.school.nz

Application Requirements

Your application should include the following:

- ✓ Covering letter
- ✓ Application form
- ✓ Curriculum Vitae

Our Mission, Vision and Values

The Mission of Geraldine Primary School is:

To provide positive, purposeful learning experiences that encourage each child to achieve personal excellence

Our Vision: *Desire to Learn, Aspire to Achieve - Whaia e koe te iti Kahurangi*

Our Values: *Caring, Achieving, Respectful, Responsible*

General Description of Geraldine Primary School

- Geraldine Primary School is a U5, decile 8 state contributing primary school that caters for Year 0 – 6 children.
- We have a current roll of around 320 students.
- Our cultural mix is 77% New Zealand European, 13% Maori and 10% other nationalities.
- The School employs 14 classroom teachers across three syndicates (Year 0 – 2, Year 3 and 4, Year 5 and 6), a non-teaching Principal, a Learning Support Co-ordinator, two School Secretaries, seven Teacher Aides, a Sports Co-ordinator, a Property Manager and four cleaners. We also have a Social Worker based at GPS, who also works in other schools and early childhood centres in and around Geraldine.
- Other facilities include: a modern, spacious hall and administration block, multipurpose and meeting rooms, three adventure playgrounds, a heated swimming pool and a dental clinic. Our classrooms are currently undergoing a modernisation programme, with six being completed in the last three years and another two currently underway.
- The students are drawn from the urban and surrounding rural areas, which are serviced by school buses. An enrolment zone is in place.
- The vast majority of students leaving Geraldine Primary School transition to Geraldine High School, which caters for students in Years 7-13.
- Our school is a member of Ka Awa Whiria - The Braided Rivers Kahui Ako / Community of Learning, which supports one secondary school, four primary schools and five early childhood centres. The Principal of Geraldine Primary School is currently the Lead Principal of the Kahui Ako. The focus areas are oral language, wellbeing and transition pathways.
- Staff are currently undergoing professional development in Digital Technology and implementation of the DT Curriculum.
- We have had a recent (Term 1 2019), successful review from the Education Review Office, affirming the current direction of the school while also providing guidance for our future.
- There is an active and supportive Home and School Committee who oversee amazing fundraising projects for the school. Members of our Board of Trustees have all recently been re-elected, providing stable and proactive strategic governance for the school.



Alpine 0:00:00	
1 GPS Magic	250
2 Robo Rulers	240
3 The Winch Winners	210
4 Pleasant Point Maroon	190

- The school caters for a wide range of activities and student needs, with a number of additional programmes in place to support and extend their learning. The school has strong community involvement in a wide range of activities.
- We are a Positive Behaviour for Learning (PB4L) school and are currently in our 7th year of involvement in this programme. We moved to Tier 2 in 2018.
- We are a Bronze-accredited Enviro School, achieving this in 2018.
- We offer a BYOC (Bring Your Own Chromebook) option for Year 4 - 6 students, with classroom activities tailored to cater for this initiative.
- Co-curricular activities include Kapa Haka, Jump Jam, Art Extension, Chess Club, Mohio (extension) programmes, EPro8 Challenge, WAVE (Wellbeing and Vitality Education) Team, Green (Enviro) Team, PALs (Physical Activity Leaders), Road Patrol, Whanau Groups and Kiwisport.



Deputy Principal Person Specification

The successful candidate will be able to demonstrate:

Strong interpersonal skills, underpinned by integrity, respect and honesty that will enable them to:

- display a high standard of written and verbal communication
- work effectively in a positive, collaborative environment
- build and maintain positive and professional relationships with all key stakeholders
- be approachable and friendly
- show empathy and understanding
- have a sense of humour

Effective leadership skills and experience that will enable them to:

- demonstrate commitment to the profession by being an exemplary role model
- motivate and support others to be the best they can be
- promote positive outcomes in challenging situations
- oversee school-wide behaviour management in line with our PB4L philosophy
- arrange relievers as necessary for CRT, courses or sickness
- work effectively as a member of the Senior Leadership Team and lead a team of staff
- implement the strategic vision of the school
- successfully manage classroom teaching and leadership components
- set and maintain high expectations and standards for staff and students
- deputise for the Principal

Pedagogical knowledge and experience needed to support professional practice in:

- innovative curriculum design and delivery
- assessment of learning that will enhance student achievement
- the promotion of quality teaching and learning
- self review processes, evaluation of programmes, systems and practice to inform next steps
- the effective leadership and integration of digital technologies and STEM into classroom learning

Deputy Principal Professional Standards

(as set out in Schedule 2: Interim Framework of Professional Standards for DP and AP of the NZEI Collective Agreement)

Dimension	Professional Standards
Professional Leadership	<ul style="list-style-type: none"> • Demonstrates a thorough understanding of current approaches to effective teaching and learning • Provides professional leadership to staff within the delegated areas of responsibility • Makes constructive contributions to the work of the senior management team in a manner which supports effective school organisation and improved learning outcomes for students • Understands, and applies where appropriate, current practices for effective management from both within and beyond education • Supports 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 assessment and demonstrates a commitment to own on-going learning in order to improve performance
Policy and Programme Management	<ul style="list-style-type: none"> • 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 and strategic 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
Staff Management	<ul style="list-style-type: none"> • Participates in the school's performance management systems and makes recommendations to the Principal on appropriate professional development opportunities for staff • Motivates and encourages staff to improve the quality of teaching and learning • Devolves responsibilities and delegates tasks when appropriate
Relationship Management	<ul style="list-style-type: none"> • Fosters relationships between the school and the 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 • Establishes and maintains good communication processes with staff, and between staff and members of the senior management team
Financial and Asset Management	<ul style="list-style-type: none"> • Effectively and efficiently uses available financial resources and assets, within delegated areas of authority, to support improved learning outcomes for students

DPs and APs with teaching responsibilities will also need to meet the Standards for the Teaching Profession

Deputy Principal Role Description

Leadership Components	Key Roles
Culture <i>Take a lead role in contributing to professional leadership that focuses the school culture and on enhances teaching and learning.</i>	<ul style="list-style-type: none"> • Assist with the development and implementation of shared goals and vision, as reflected in the Charter • Set an expectation that all students will experience success in their learning • Create a culture in which teamwork is expected and valued, and leadership capacity is developed • Ensure that the language, identity and culture of students and their families are acknowledged and valued • Ensure a safe and well-organised environment that allows teachers to focus on their teaching, and students on their learning • Manage challenging situations effectively and actively work to achieve solutions
Pedagogy <i>Take a lead role in creating a learning environment in which there is an expectation that all akonga/learners will experience success in their learning and all staff in their teaching.</i>	<ul style="list-style-type: none"> • Participate in professional learning and be recognised as a 'leading learner' in the school • Have direct, hands-on involvement with curriculum design and implementation • Model up to date practices that are effective for all students • Ensure that teaching and learning programmes are informed by ongoing self-review and student achievement data • Encourage innovative teacher practice linked to student learning needs and outcomes
Systems <i>Create the systems and conditions in which staff and akonga/learners can function effectively and in which learning can occur.</i>	<ul style="list-style-type: none"> • Know about effective management practices and model consistent use of them • Adopt a consultative approach with and deputise for the Principal • Lead the development of systems to manage and keep our school resources in good order • Provide pastoral care to students and oversight of school-wide behaviour management • Arrangement and oversight of relievers • Liaise with outside student agencies as necessary
Partnerships and Networks <i>Ensure that relationships and practices support teacher and student learning.</i>	<ul style="list-style-type: none"> • Demonstrate the interpersonal skills needed for building strong relationships with key stakeholder groups such as trustees, parents, whanau, local organisations and agencies • Foster positive relationships between the school and community • Continue with ongoing learning, attending development and belonging to accessible networks • Network across schools to share ideas and best practices.