



JOB DESCRIPTION / Performance Agreement

NAME:

TITLE: Principal

SALARY SCALE: U5

TIME PERIOD: 2012 +

TE TIRITI O WAITANGI
(TREATY OF WAITANGI)

Flaxmere School recognises its responsibility to honour Te Tiriti o Waitangi .

EQUAL EMPLOYMENT OPPORTUNITIES

Flaxmere School is committed to the principles of Equal Employment Opportunities.

WORKING RELATIONSHIPS

RESPONSIBLE TO :-

The Chairperson of the Board of Trustees of Flaxmere Primary School

RESPONSIBLE FOR :-

The overall management and professional leadership of the school with regard to implementation of policy and programmes and the direction and supervision of all staff including administrative and other non-teaching personnel.

The day to day operations of the school with regard to the school charter and policies.

Consulting with the Flaxmere Board of Trustees as a member of the Board and Principal.

RELATIONSHIPS WITH :-

The Board of Trustees, teaching , non-teaching and ancillary staff, the school community and school support agencies.

PURPOSE OF THE POSITION

The role of Principal at Flaxmere School is outlined in this general statement of responsibilities:-

The Principal is a full member of the board of trustees, sharing with other trustees collective responsibility for the governance of the school, including the preparation of the annual budget and the development of school policy.

The Principal is, as well, employed by and responsible to the board of trustees for the effective operation of the school. The Principal's management role involves four main areas of responsibility: The educational success of the school, the professional performance and development of its staff, the day to day administration of school life, and effective communication between all members of the school's community.

In each of these areas, the principal will implement approved school policies and procedures.

The Principal's responsibilities will be negotiated each year with the board of trustees and will be expressed in a performance agreement describing specific goals for the year ahead. These responsibilities may, however, be stated generally as follows.

In the role of the educational leader, the Principal will lead teaching staff in the planning, implementation, and evaluation of educational programmes designed to deliver national and local curriculum goals. The Principal will ensure that these programmes contribute to a coherent, balanced, equitable programme that reflects established school priorities.

The principal will also ensure that programmes are adapted to the specific learning needs of individual children and will enlist the assistance of specialist agencies if necessary. Student progress in all programmes will be monitored and recorded.

As a professional leader, the principal will ensure the employment of competent staff in all areas of the school, through the implementation of the school's personnel policies. The Principal has responsibility for ongoing staff appraisal, for the professional development of staff through an approved training programme, and for staff discipline as specified in the appropriate contracts and school policies.

In the role of administrator, the principal will oversee all aspects of school organisation, will undertake day to day financial management, will supply such information as may be required by the Ministry of Education and other educational agencies, will give personnel, salary and leave information to School Support Ltd, will ensure that all school rules and regulations are adhered to, and will undertake the routine supervision of cleaning and grounds staff to ensure that the school environment is clean and safe.

As a communicator, the Principal will report regularly to the board of trustees on management issues and on the attainment of charter goals. The Principal will liaise with the chairperson and other board members at all times over matters of mutual interest or concern.

The Principal will provide professional advice to the board, and will endeavour to facilitate a harmonious working relationship between the board and school staff.

It is the Principal's role to brief staff on all aspects of school governance and management, to ensure that effective communication networks operate within the school, to foster positive staff relationships, and to provide staff with the opportunity to participate in decision-making within the school.

The Principal will endeavour to develop a climate of trust and co-operation between the school and the community it serves. The Principal will encourage and facilitate parental involvement in the school.

It is the Principal's responsibility to report regularly to parents on their children's progress at school, and to the community at large on the school's progress towards the achievement of charter goals.

PERSON SPECIFICATIONS

KNOWLEDGE, ABILITIES & SKILLS

The principal will:-

have a sound knowledge of educational theory and practice in the school setting, with appropriate experience and qualifications relevant to the position of school principal.

have a demonstrated ability to provide professional and instructional leadership to staff at all levels and in all areas of school operations, with experience in policy development, personnel management, curriculum development and review, school financial management and a proven ability to establish and maintain effective relationships with the full range of ethnic and social class communities served by the school.

demonstrate a good knowledge of Treaty and equity issues and the processes of bi-culturalism.

have a demonstrated ability to lead, appraise, delegate and motivate staff, be decisive, assertive, flexible and able to demonstrate initiative and reflect effective communication skills essential in order to establish an effective working relationship with the board, all staff and the community.

PERSONAL QUALITIES

The principal will:-

be able to operate effectively in high stress situations

have a commitment to the issues of equity and a sensitivity to the social and cultural background of the whole school community

have vitality, integrity and sound judgement, adaptability and self motivation

have a commitment to children's learning

have the ability to relate to children and people through establishing warm and friendly relationships

ACCOUNTABILITY THROUGH PERFORMANCE APPRAISAL

The principal will undergo an annual performance appraisal under the supervision of the Chairperson of the Board of Trustees. The format of this appraisal is detailed in policy and attached as an attachment to the base job description.

REPORTING

The Principal and the Chairperson of the Board of Trustees will meet annually to discuss progress made in meeting the objectives of the agreement.

At the end of the period for which the performance agreement applies a joint report between the Principal and the Board of Trustees chairperson on achievements made as measured against the performance agreements will be written for the full Board of Trustees.

Where the Chairperson and Principal disagree each shall provide a separate written comment on the matters at issue. Any such matters shall also be taken into account. The Principal will advise the Board in writing of any factor which may prevent the agreement being fulfilled or necessitate its amendment.

TERM OF AGREEMENT

The term of the agreement shall be for a year, at which time the agreement will be either 'rolled over' or amended to take account of new objectives as agreed between the Principal and Board of Trustees.

JOB DESCRIPTION APPROVED BY:

PRINCIPAL

BOARD CHAIRPERSON

DATE

SCHEDULE A / PERFORMANCE AGREEMENT - STANDARDS / QUALITY ASSURANCE CRITERIA

KEY PERFORMANCE AREA

AREAS OF PRACTICE	PROFESSIONAL STANDARDS	PERFORMANCE OUTCOMES
<p>CULTURE Provide professional leadership that focuses the school culture on enhancing learning and teaching.</p>	<ul style="list-style-type: none"> • In conjunction with the Board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students. • Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning. • Model respect for others in interactions with adults and students. • Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture. • Maintain a safe, learning-focused environment. • Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected. • Manage conflict and other challenging situations effectively and actively work to achieve solutions. • Demonstrate leadership through participating in professional learning. 	<ul style="list-style-type: none"> •

AREAS OF PRACTICE	PROFESSIONAL STANDARDS	PERFORMANCE OUTCOMES
<p>PEDAGOGY</p> <p>Create a learning environment in which there is an expectation that all students will experience success in learning.</p>	<ul style="list-style-type: none"> • Promote, participate in and support ongoing professional learning linked to student progress. • Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents. • Ensure staff members engage in professional learning to establish and sustain effective teacher/learner relationships with all students, with a particular focus on Maori students. • Ensure that the review and design of school programmes is informed by school-based and other evidence. • Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice. • Analyse and act upon school-wide evidence on student learning to maximise learning for all students with a particular focus on Maori and Pasifika students. 	
<p>SYSTEMS</p> <p>Develop and use management systems to support and enhance student learning.</p>	<ul style="list-style-type: none"> • Exhibit leadership that results in the effective day-to-day operation of the school. • Operate within board policy and in accordance with legislative requirements. • Provide the Board with timely and accurate information and advice on student learning and school operation. • Effectively manage and administer finance, property and health and safety systems. • Effectively manage personnel with a focus on maximising the effectiveness of all staff members. • Use school/external evidence to inform planning for future action, monitor progress and manage change. • Prioritise resource allocation on the basis of the school's annual and strategic objectives. 	

AREAS OF PRACTICE	PROFESSIONAL STANDARDS	PERFORMANCE OUTCOMES
<p>PARTNERSHIPS AND NETWORKS Strengthen communication and relationships to enhance student learning.</p>	<ul style="list-style-type: none"> • Work with the Board to facilitate strategic decision making. • Actively foster relationships with the school's community and local iwi. • Actively foster professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider education community. • Interact regularly with parents and the school community on student progress and other school-related matters. • Actively foster relationships with other schools and participate in appropriate school networks. 	