

9 January 2019

Dear Applicant

Thank you for expressing interest in the position of Deputy Principal at Johnsonville School.

The following documents are included in this application pack:

- School Profile
- Person Specification
- Job Description
- Application for Employment form

Information about our school, including the *Johnsonville School Curriculum*, and our Charter, can be obtained from the school website [www.johnsonville.school.nz](http://www.johnsonville.school.nz).

The Application for Employment form and your CV (with covering letter) should be emailed to [vacancies@johnsonville.school.nz](mailto:vacancies@johnsonville.school.nz) by **5.00pm on Wednesday 20 February 2019**.

Timeline for appointment

- |   |                                   |
|---|-----------------------------------|
| • <i>Education Gazette</i> advertisement    | Wednesday 9 January               |
| • Closing date for applications             | 5pm, Wednesday 20 February        |
| • Shortlisting completed                    | by Monday 25 February             |
| • Optional visits by shortlisted candidates | Wednesday 27 February             |
| • Interviews (including a presentation)     | Saturday 2 March                  |
| • Appointment Confirmed                     | by Saturday 9 March               |
| • Position commences                        | Monday 29 April (Start of Term 2) |

If you have any further questions please do not hesitate to contact me.

Yours sincerely

Basil Ziogos  
**Principal**

Telephone: 04 478 7155 | 021 035 2390

## School Profile



Johnsonville School is nestled amongst the hills of Wellington’s northern suburbs and caters for students from Years 1 to 6. The school is well known for its open, friendly children; hard-working, dedicated and welcoming staff; and supportive community. We enjoy learning, growing and having fun together.

At present half the roll identifies as New Zealand/Pākehā. The remainder come from diverse backgrounds, with 7% identifying as Māori, 5% as Pacific, 10% Indian, 10% Chinese and 18% from other cultural groups. About 20% of our students are English language learners. Our highly-regarded special education unit caters for students with high needs in a dedicated environment with experienced staff who work in partnership with parents and caregivers to ensure students reach their full potential.

We start the school year with 330 students and the roll is expected to reach 390 by the end of the year. The Ministry of Education foresees population growth in our catchment area and has recently given approval for 4 new classrooms to be constructed in 2019/2020.

We believe that every child can succeed and trustees, leaders and teachers set high expectations for students’ learning and wellbeing. Our students learn in a welcoming, inclusive environment. They are actively engaged in their learning and are progressing and achieving well.

We recognise that the biggest influence on student progress and achievement is effective teaching. Substantial resources are allocated to teacher professional development and learning, including the development of leadership capacity. Schoolwide development in 2019 is focused on mathematics with supplementary foci on student agency, collaboration, and the use of digital technologies. Significant PLD has taken place over the last few years in relation to accelerating the progress and achievement of students in writing.

At our school we look towards the future. While we continue to make the best of long-established approaches to teaching and learning, we are also determined to embrace change and equip our children with skills that will last them a lifetime. These important skills are outlined in the *Johnsonville School Curriculum*. Our students have access to a range of digital devices that they use as tools to enhance their learning across the curriculum.

We believe in educating the “whole child”. This means that while we work hard to make sure our children achieve in reading, writing and mathematics, we also think it is important to provide a range of sporting and cultural opportunities that encourage and extend. Students are able to participate in a range of inter-school sporting events. We employ specialists to teach te reo Māori, kapa haka and music. In 2016 we gained Enviroschools silver award status. We aspire to create opportunities and experiences that will produce learners who are equipped to enjoy life and succeed in whatever direction they choose, once they move beyond the school gates and out into the world.

Our school vision ‘Learning and Growing Together - Akoranga, Whakatipuranga, Ngatahi’ underpins our belief that we are all learners – children, staff and families. Learning together helps us to grow in many ways. We see the harakeke (flax) as a symbol of our vision and our community. In the centre of the plant the young shoots, representing the tamariki (children), are sheltered and nurtured by the outer leaves, representing the kura (school) and whanau (families). Partnerships with families are promoted and highly valued.

Our older children are expected to show leadership in both formal and informal ways, including learning alongside our younger children as part of our whanau-house system.

Our children benefit from a school environment with expansive bush clad grounds, dedicated nature areas and large open spaces that encourage curiosity and adventure. Amenities include an indoor swimming pool, two adventure playgrounds and large hall.

## Person Specification

The Deputy Principal we appoint will be:

- **Service-oriented**  
They will lead with a moral purpose - a commitment to improved learning and social outcomes, and to the professional growth and support of teachers and other school leaders.
- **Confident**  
They will have a strong sense of self-belief which helps them to lead with integrity and conviction. They will have a positive, upbeat and optimistic enthusiasm and attitude.
- **Agentic**  
They will be able to actively shape their own work in order to successfully progress challenges encountered. They will be self-organising, self-reflective and self-regulating.
- **Personable**  
They will be affable, approachable, accessible and attentive with a calm demeanour. A good communicator, they will be able to build trusting and learning-focused relationships within and beyond the school through active listening, caring for others, and demonstrating personal integrity.
- **Continually learning**  
They will take their own learning seriously and keep their passion for learning alive – a role model to other learners in the school. They will be committed to self-improvement.
- **Supportive and Collaborative**  
They will have a high level of awareness of the feelings, needs and perspectives of students and staff. They will be able to work effectively and respectfully with diverse teams.
- **Innovative**  
They will be a strategic forward thinker with big picture vision and a ‘can do’ attitude.
- **An Effective Communicator**  
They will be able to articulate thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts, and be digitally-savvy.

## Job Description

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<b>Position Title:</b>	Deputy Principal (4MU)
<b>Responsible to:</b>	The Principal
<b>Directly responsible for:</b>	A wide range of school-wide responsibilities
<b>Working closely with:</b>	The school leadership team, which comprises the Principal, Deputy Principal, Assistant Principal and Syndicate Team Leaders

### Professional Dimensions/Objectives:

1. To provide professional leadership throughout the school
2. To manage school policies and programmes
3. To manage staff
4. To maintain and manage relationships
5. To oversee the effective management of school resources and assets

Dimension/Objective	Professional Standard
<p><b>1. Professional leadership</b></p> <p>To provide professional leadership throughout the school</p>	<ul style="list-style-type: none"> <li>• Demonstrate a thorough understanding of current approaches to effective teaching and learning</li> <li>• Provide professional leadership to staff within the delegated areas of responsibility</li> <li>• Make constructive contributions to the work of the senior management team in a manner which supports effective school organisation and improved learning outcomes for students</li> <li>• Understand, and apply where appropriate, current practices for effective management from both within and beyond education</li> <li>• Support the principal in the leadership and management of the school and deputise when required</li> <li>• Identify and act on opportunities for improving teaching and learning</li> <li>• Reflect on own performance assessment and demonstrate a commitment to own on-going learning in order to improve performance</li> </ul>

<p><b>2. Policy and programme management</b></p> <p>To manage school policies and programmes</p>	<ul style="list-style-type: none"> <li>• Initiate, plan and manage 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</li> <li>• Understand the implications of New Zealand’s changing cultural, social and economic context and ensure that these changes are reflected in the policies and programmes within the delegated areas of responsibility</li> </ul>
<p><b>3. Staff management</b></p> <p>To manage staff</p>	<ul style="list-style-type: none"> <li>• Participate in the school’s performance management systems and make recommendations to the principal on appropriate professional development opportunities for staff</li> <li>• Motivate and encourage staff to improve the quality of teaching and learning</li> <li>• Devolve responsibilities and delegate tasks when appropriate</li> </ul>
<p><b>4. Relationship management</b></p> <p>To maintain and manage relationships</p>	<ul style="list-style-type: none"> <li>• Foster relationships between the school and the community</li> <li>• Communicate effectively both orally and in writing to a range of audiences</li> <li>• Provide 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</li> <li>• Understand and operate within the limits of the delegated authorities and adopt a consultative approach with the principal and other staff on issues relating to school policy</li> <li>• Establish and maintain good communication processes with staff, and between staff and members of the senior management team</li> </ul>
<p><b>5. Financial and asset management</b></p> <p>To oversee the effective management of school resources and assets</p>	<ul style="list-style-type: none"> <li>• Effectively and efficiently use available financial resources and assets, within delegated areas of authority, to support improved learning outcomes for students</li> </ul>

## Specific Professional and Administrative Responsibilities

The Deputy Principal has no single classroom teaching responsibility. However, it is expected that they will for at least 0.2 of each week:

- release teachers for a variety of purposes including management/CRT
- teach groups of children requiring learning support and enrichment/extension

The Deputy Principal will:

1. **Oversee school-wide assessment**
  - 1.1. Set dates for testing as per the school's Assessment Calendar. Order/print and distribute test/assessment material. Oversee moderation and adjudication of e-asTTle writing. Upload student information into NZCER PAT Marking database and set up assessment groups. Enter individual student results into NZCER database and upload to eTAP
  - 1.2. Collate and analyse assessment results and report to teachers and Board of Trustees as per reporting schedule
  - 1.3. Use data to develop goals and targets
2. **Oversee the school's student management system (eTAP)**
  - 2.1. Set up new areas in conjunction with the eTAP helpdesk
  - 2.2. Use eTAP reports to support individual student profiles, class profiles, cohort profiles, gender and ethnic group trends
  - 2.3. Maintain teacher log-on details
  - 2.4. Liaise with office manager to carry out end-of-year rollover
3. **Oversee reporting to parents**
  - 3.1. Update and issue mid-year and end-of-year student report templates and teacher's guide to teachers
  - 3.2. Proofread student reports and provide feedback to individual teachers
  - 3.3. Issue class lists for Overall Teacher Judgments (OTJs) for reading, writing and mathematics to teachers, collate data and enter into eTAP in December
4. **Work with Principal to prepare planning and reporting documents for the Ministry of Education**
  - 4.1. Update the school's charter by 1 March
  - 4.2. Create the Analysis of Variance report
  - 4.3. Use student progress and achievement information to set and report on annual targets
5. **Report student progress and achievement to the board of Trustees in accordance with the Board's meeting schedule**
  - 5.1. Publish and present written and verbal reports to teachers and the Board of Trustees
6. **Lead the English, Mathematics and Inquiry based learning curriculum teams**
  - 6.1. Oversee the English, mathematics and integrated studies curriculum budgets
  - 6.2. During Term 4, decide on the school's inquiry topics for the upcoming year following consultation with students, parents and teachers

7. Coordinate the school's professional learning and development programme in liaison with the Principal
8. Administer the school's website, blog, app and Seesaw digital portfolio platform
  - 8.1. Ensure all communication platforms are updated in a timely manner
9. Oversee the Seesaw digital portfolio platform
  - 9.1. Maintain administration guidelines
  - 9.2. Work with year 6 digital learning leaders and the e-Learning Leader to provide in-class support for year 0 – year 4 students
  - 9.3. Monitor Seesaw entries to ensure administration guidelines are being met
  - 9.4. Explore further development of Seesaw as a learning and sharing tool and provide teacher professional learning and development as needed
10. Staff duty roster
  - 10.1. Set up and distribute staff duty roster for each term (including playground, road patrol, staffroom and litter duty)
11. Relievers
  - 11.1. Maintain the relievers' list
  - 11.2. Organise relievers through Education Personnel for teachers who are unable to secure a reliever from the relievers' list
  - 11.3. In the absence of the Principal, conduct new reliever interviews to meet the requirement of the *Vulnerable Children Act 2014*
12. Co-ordinate school hui (assemblies) and mihi whakatau (welcome ceremonies)
  - 12.1. Work with year 5 and year 6 students hosts / Whanau-House Leader speakers to set programme and write scripts
  - 12.2. Oversee hall set up and pack up
13. Oversee the school's road patrol team
  - 13.1. Liaise with the police education officer to coordinate training
  - 13.2. Create rosters
  - 13.3. Recruit and train parent volunteers
  - 13.4. Maintain road patrol gear and equipment
  - 13.5. Organise the school's participation in the annual Orange Day: March for Road Safety event
14. Administer student participation in the International Competitions and Assessments (ICAS)
  - 14.1. Promote student participation
  - 14.2. Collect entries (including payment of entry fees) and submit online
  - 14.3. Supervise tests
  - 14.4. Distribute results to students