

## Principal Job Description

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### **Position Aims**

The Principal is responsible for leading learning John Paul II High School by ensuring the provision of high quality education for all students.

### **Cultural Practice**

The Principal assumes the major leadership role in John Paul II High School, undertaking important religious, pastoral and professional responsibilities in the local Catholic community. The person appointed must therefore be a fully committed and practising Catholic, committed to Catholic religious practices and to the furtherance of Catholic education. A willingness and ability to take part in religious instruction appropriate to a Catholic school is a condition of appointment.

### **Accountability**

The Principal is directly responsible to the Board of Trustees, through the Chairperson, for professional leadership, curriculum management and motivating staff, relationship management, administrative functions and contribution to and support of the Board of Trustees. This job description sets out the duties and responsibilities of the Principal and forms the reference point for performance appraisal which is the direct responsibility of the Board.

### **Extent of Authority**

The Principal operates within legal requirements, the school's strategic plan, policies and budgets. The Principal is responsible for the welfare and education of the students and staff and for specific duties delegated by the Board of Trustees.

## Duties and Responsibilities

The Principal shall:

- Abide by all relevant requirements of the school's Integration Agreement and the School Charter and Plan
- Accept and recognise the primary day to day responsibility of developing, maintaining and preserving the special character of the school. (Include here any other relevant requirements in the Integration Agreement, e.g. concerning hostels)
- Be responsible to the Board of Trustees for ensuring that the school provides a structured and systematic course in Religious Education in accordance with the programmes published by the National Centre for Religious Studies and approved by the New Zealand Catholic Bishops Conference and by the Bishop of the diocese
- Be responsible to the Board of Trustees for developing in the school a community of faith through daily prayer, the sacraments and especially the celebration of the Mass. The Principal is expected to take an active leadership role in liturgies and prayer involving the whole school
- Plan, in consultation with the Board of Trustees, to enhance the school's special character, and construct appropriate initiatives to achieve the desired outcomes
- Ensure that the school staff, teaching and non-teaching, recognise that the school is a Catholic school and that each staff member exhibits in their behaviours whatever is necessary to enhance the ethos of the school.

## Areas of Practice and Professional Standards

### Culture

Provide professional leadership that focuses the school culture on enhancing learning and teaching.

- With the board, develop and then implement a school vision with shared goals and values focused on enhanced engagement and achievement (academically, socially and culturally) for all students.
- Promote a culture whereby staff members assume appropriate leadership roles and work collaboratively to improve teaching and learning.
- Model respect for others in interactions with adults and students
- Promote the bicultural heritage 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, multicultural nature and prior experiences of students are acknowledged and respected.
- Manage conflict and other challenging situations effectively and actively work to achieve solutions.
- Demonstrate leadership in professional practice, through applying critical inquiry and problem solving.

### Pedagogy

Create a learning environment in which there is an expectation that all students will experience success in learning.

- 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.
- Promote and support the gaining of worthwhile qualifications and successful transitions to tertiary education or employment for all students.
- Ensure that the review and design of school programmes is informed by school-based and external evidence.
- Foster a professional learning community within which staff members are encouraged to be reflective practitioners engaging with research, and feedback on their professional practice.
- Ensure the use of best practices for assessment, and analyse and act upon evidence on student learning to maximise learning for all students.
- Focus in particular on success in learning for Māori and Pasifika students, students with special education needs, and students at risk of not succeeding at school.

## **Systems**

Develop and use management systems to support and enhance student learning.

- Exhibit leadership that results in the effective day-to-day operation of the school.
- Operate effective systems 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 finance, property, 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.
- Align resource allocation with the school's annual and strategic objectives.

## **Partnerships and Networks**

Strengthen communication and relationships to enhance student learning.

- Work with the Board to facilitate strategic decision making.
- Actively foster positive 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.
- Ensure regular interaction with parents and the school community on student progress and other school-related matters.
- Actively foster positive relationships with other schools and participate in appropriate school networks.