AKO	Job Description - Assistant Principal - Curriculum **6 MU, 1 SMA**
Responsible to	The Principal
Responsible for	The professional leadership of Mana College, including the design and implementation of school curriculum. The Principal directs the day to day operations of the school, taking direction from the school's charter, its policies, and the Board of Trustees. The Assistant Principal supports the educational leadership of the Principal and fulfills their position through professional dispositions, key outcomes and key tasks.
Mana College Vision	**Towards Flourishing** **(through the values of Manaakitanga, A'o, Ngakau and Aspire)**
Purpose of this Position	Mana College will lead the educational system in New Zealand to provide young people in our community with the dynamic learning experiences to support flourishing. We aim to inspire and transform the lives of young people through purposeful pathways and meaningful experiences that build foundations for future success. Leadership is critical to achieve this vision and purpose, particularly around excellence and equity. Specifically this leadership position is responsible for implementing a responsive curriculum for all learners, aligned with the school's vision, values and goals. In addition, this position will focus on leadership in designing and supporting our PLD framework to promote teacher learning, practice and change.
Overview	This leadership position expects strong relationships alongside whanau, student groups, classroom teachers, Senior Leadership, LAH's, Deans and guidance networks to build the professional capacity and collective capability of our learning community, which encompasses the principles of the New Zealand Curriculum and the Mana College Strategic Plan.

Dispositions	This position demands that the Assistant Principal will be:
	☐ Approach the school's diverse community from a respectful, strength-based perspective (not deficit based).
	☐ Ensure the school makes changes to its own culture so that it can work more effectively with diverse families/ whanau and communities to improve student outcomes.
	☐ Consistently and confidently prioritize own time to ensure oversight of teaching and learning. • Be curious and use leadership and teaching spirals of inquiry effectively.
	☐ Be confident in observing classroom practice and initiate informal discussion with staff about teaching and learning.
	☐ Understand how to use student data (not only achievement data) and information on teacher practice (eg. observation) to collaboratively diagnose and resolve teaching problems and set future goals.
	☐ Use pedagogical knowledge, or oversee others to assist staff to improve their teaching.
	☐ Read widely and have a thorough research-based understanding of how students accelerate achievement in a literacy-rich environment.

Key Dimensions: Leadership of conditions for equity and excellence		
Key Tasks	**Outcomes**	**Indicators**
Collaboratively develops and enacts the school's vision, values, goals and priorities for equity and excellence	• Actively seeks the perspectives and aspirations of students, parents, families and whanau as part of the development of the school's vision, values and strategic direction, goals and priorities. • Sets priority goals and targets to accelerate the learning of students at risk of underachievement.	• Organisation and participation in community groups/meetings. • Liaise with the senior leadership team regarding Pasifika and Maori action plan. • Review of curriculum implementation. • Review current groups that are organised in the college and identify areas of opportunity. • Attend kapa haka, whanau, Pasifika group meetings.

Establishes and ensures an orderly and supportive environment conducive to student learning and wellbeing	• Communicates and models clear and consistent social expectations to support teaching and learning. • Ensures school processes and practices effectively promote and support student wellbeing outcomes and engagement in learning.	• Shows clear expectation through classroom practice. • Follow school process around incidents through PB4L expectations.

Key Dimensions: Ensures effective planning, coordination and evaluation of the school's curriculum and teaching		
Key Tasks	**Outcomes**	**Indicators**
Ensures effective planning, coordination and evaluation of the school's curriculum and teaching	• Ensure that the school curriculum is coherent, inclusive, culturally responsive and clearly aligned to the New Zealand Curriculum and Te Marautanga o Aotearoa. Lead Curriculum leaders in the planning, coordination and evaluation of curriculum, teaching and learning, including the NCEA Change agenda. • The school curriculum responds to and engages all students and allows sufficient opportunity to learn. • Systematically gathers, analyses and uses a range of high quality student achievement data and information to evaluate the effectiveness of curriculum provision, teaching and student outcomes.	• Curriculum implementation plan is complete and evolves as new information comes along. • Investigated how Te Reo Māori can be used and applied widely in the Mana College curriculum. • Set up a review/spiral process with core teachers to enable review of curriculum. • Create LAH review processes to monitor curriculum implementation, inquiry, knowledge building and review.

Key Dimensions: Promotes and participates in teacher learning and development		
Key Tasks	**Outcomes**	**Indicators**

Schoolwide Professional Development	• Develop overview of PLD framework in line with school vision and charter. • Ensures alignment between student learning needs, teacher PLD goals and processes for appraisal and attestation. • Evaluates and builds the capability of teachers as leaders to promote and support improvements of teaching and learning. • Strengthened Organisational structures, processes and practices and sustained focussed professional learning to improve teaching and learning.	• Completion of Curriculum Implementation plan and PLD plan. • PLD plan written and consultation undertaken. • PLD group convened to design and implement PLD moving forward. • Induction processes for new staff. • Write proposals for funding purposes in line with the needs of staff.

Key Dimensions: Educationally powerful connections and relationships with parents, families, whanau and communities

Key Tasks	Outcomes	Indicators
Collaboratively develops and enacts the school's vision, values, goals and priorities for equity and excellence	• Actively seeks the perspectives and aspirations of students, parents, families and whanau as part of the development of the school's vision, values, strategic direction, goals and priorities. • Leadership sets priority goals and targets to accelerate the learning of students at risk of underachievement. • Leadership uses a range of evidence from evaluation, inquiry and knowledge building activities to develop, implement, monitor and modify strategies for improvement.	• Support Leader of Learning (LAH) to develop departmental reports and monitoring of next steps in the plan.
Communication supports and strengthens reciprocal, learning centered relationships	• A range of appropriate and effective communication strategies are used to communicate with and engage parents, families, whanau and community. • Students, parents and families, whanau and teachers have shared understandings about curriculum goals and the processes of teaching and learning and engage in productive learning conversations	• Curriculum development information on website. • Talk with relevant groups to establish what the effective comms strategies would be. • Network with Whitireia, Partners Porirua and other council groups etc. • Review current pathways/information meetings and create action plan.

| | • Students, parents, families, whanau and teachers understand the full range of pathways, programmes, options and supports that are available and participate in informed decision making at critical points
• Actively involves students, parents, whanau and community in learning centered relationships and reciprocal communication
• Ensures the community and cultural resources are integrated into relevant aspects of the school curriculum •
Promotes community collaboration and partnerships to enhance learning opportunities and student achievement and wellbeing. | • Build on the Principal's student focus group. Investigate student reps at each level and convene group
• Connected with relevant community groups and staff who have connections to review and monitor the extent of collaboration. |

Key Dimensions: Ensuring an orderly and supportive environment

Key Tasks	Outcomes	Indicators
Establishes and ensures an orderly and supportive environment conducive to student learning and wellbeing	• Provides multiple opportunities for students to provide feedback on the quality of teaching and its impact on learning and wellbeing.	• Plan and design curriculum based on needs of students Use restorative practice consistently and with effect. Model culturally responsive approach in own teaching. • Seek student voice as feedback through appraisal.
Professional Relationships	• Leadership is focused on improving outcomes for every student. • Build trusting relationships across all staff. • Use a common language to connect our mission, vision and purpose to our diverse community. Engage in collaborative problem solving to find ways forward.	• Conflicts and dilemmas that arise in the school community are managed in accordance with school policies and procedures.

Key Tasks	Outcomes	Indicators
Networks/Partnerships	• A range of appropriate and effective communication strategies are used to communicate with and engage parents, families, whanau and community. • Students, parents and families, whanau and teachers have shared understandings about curriculum goals and the processes of teaching and learning and engage in productive learning conversations. • Students, parents, families, whanau and teachers work together to identify student strengths, learning needs, set goals and plan responsive learning strategies and activities. • Students, parents, families, whanau and teachers understand the full range of pathways, programmes, options and supports that are available and participate in informed decision making at critical transition points.	• Attend various hui, including Ngati Toa treaty komiti groups, Kaumātua council, Kahui Ako workshops. • Present in a range of school events and act as a team in supporting this participating (including sport, arts, cultural and family events).
Pedagogy	• Builds a professional learning community that supports and challenges and enquires into its own practice. • Teach one class and take a Learning Advisory (typically 5/6 hours).	• Teaching and learning programmes are informed by on-going self-review and evaluation using student achievement data. • Run professional learning groups.
Systems Daily Routines	• Daily routines run smoothly, are monitored and reviewed as required.	• Staff Handbook is kept up to date. • Staff duty roster is organised, managed effectively. • Relief organisation (1 Term per year). • Year 9 camp liaison. • PRT programme. • Trainee teacher's liaison. • 'Meet the teacher' evening. • Liaison for Polyfest.

Emergency Response and Preparedness	• Procedures for handling emergency situations are compliant with relevant regulations and practised. • Lead role in drills and evacuations and lockdowns. • Lead Health and Safety committee.	• Mandatory drills are conducted each term and recorded for reporting to the Board of Trustees. • Procedures are reviewed regularly.
Leading Self-Review	• Clear methodology for review across all areas of responsibility.	• Action plans are clearly aligned with the annual plan.

Key Tasks	Outcomes	Indicators
Staff Welfare	• Availability and accessible to staff within reason. • Issues are resolved. • Sense of collegiality amongst staff.	• Staff feel confident in approaching for advice and assistance. • Staff feel confident in the level of understanding of issues and concern. • Issues and efforts to resolve. • Lead problem solving in regard to school issues and conflict resolution.
Staff Meeting and Briefings	• Collegiality is enhanced through meetings as a whole staff. • Positive tone is set for the day at briefings. • Communication is focused on key messages.	• Staff meetings are seen as essential and positive by attendees. • Attendees at staff meetings and briefings is high. • Accurate minutes are kept and shared. • Issues raised are resolved. • Periodically lead Staff meetings.
Extra-curricular	• Be fully involved in the life of the school. • Commit to supporting, coaching, mentoring teams or groups in Arts, cultural or sports programmes.	• Successfully support engagement and participation in school • Role model the importance of co-curricular activities.