

Job Description - Assistant Principal - Systems	
Responsible to	The Principal
Responsible for	<p>The professional leadership of Mana College, for the implementation of strategic direction, policy and programmes including supervision of staff which may include administrative and all other non-teaching personnel.</p> <p>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.</p>
Mana College Vision	<p style="text-align: center;">Towards Flourishing</p> <p style="text-align: center;">(through the values of Manaakitanga, A'o, Ngakau and Aspire)</p>
Purpose of this Position	<p>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.</p> <p>Specifically, this leadership position is responsible for ensuring effective coherent organizational conditions, promoting school evaluation, inquiry and knowledge building, aligned with the school's vision, values and goals.</p>
Overview	<p>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.</p>

Dispositions

This position demands that the Assistant Principal will:

- Be widely read and have a thorough research-based understanding of how students progress and achieve.
- Approach the school's diverse community from a respectful, strength-based perspective (not deficit based).
- Ensure the school makes positive changes to its own culture so that it can work more effectively with a diverse range of families, whānau and communities to improve student outcomes.
- Ensures their own understanding of what culturally responsive practice based on Te Tiriti o Waitangi means in practice, and why.
- Consistently and confidently prioritise own time to ensure oversight of teaching and learning.
- Be committed to observing classroom practice and well as behavior in informal settings to 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.
- Understand the importance of gathering student and whānau voice to effect positive change.
- Ensure that systems are in place for ongoing monitoring, reporting and improving student outcomes.
- Have an excellent knowledge of teaching and learning and use this knowledge to help staff to solve teaching problems.

Key Dimensions: Lead	
Key Tasks	Deliverables
Professional Growth Cycles	<ul style="list-style-type: none"> ● Build the capability of teachers as learners, particularly in relation to culturally responsive practice. ● Support leaders and teachers to seek improvement based evidence through the PGC process and affect the effectiveness of teacher practice in relation to valued student outcomes.
Lead evaluation, inquiry and knowledge building	<ul style="list-style-type: none"> ● Design and implement self-review systems relating to this portfolio, including use of data analysis tools. ● Ensures that the organisation produces useful, consistent and robust information about: <ul style="list-style-type: none"> ● all learners' achievement across the whole curriculum, patterns of progress over time, their engagement in learning, and their wellbeing. ● organizational practices. ● staff wellbeing enabling analysis over time to see what needs to be strengthened.
ICT strategy	<ul style="list-style-type: none"> ● Review Mana College ICT strategy and develop a workable strategy that considers the current environment and contributes to the student journey of 'towards flourishing'. ● Regularly brings the organisation's vision to the fore and ensures it informs decision making. ● Periodically review and reports on progress in relation to the vision and goals, in ways that foster candid discussion that identifies well-founded priorities, and actions for the future. ● Implement the ICT strategy through effective management of stakeholder groups including ICT Contractors, Network for learning and MOE.
Integrated Systems	<ul style="list-style-type: none"> ● Network administration and KAMAR. ● Ensure that school leadership uses system tools (including PAROT, Kamar, assay or others) to effectively support leaders and staff to produce useful, consistent and robust information about: <ul style="list-style-type: none"> ○ all learners' achievement across the whole curriculum, patterns of progress over time, their engagement in learning, and their wellbeing ○ organizational practices

	<ul style="list-style-type: none"> ○ staff wellbeing ● Lead analysis of data over time to see what needs to be strengthened.
Timetable Committee	<ul style="list-style-type: none"> ● Lead staffing and timetable policy. ● Support changes, updates throughout the year. ● Advise Principal and BOT on timetabling matters.
Sport	<ul style="list-style-type: none"> ● Support the growth of sport through the strategic plan. ● Lead the development and implementation of a high performance pathway. ● Line manages the Sports Coordinator in running an effective school programme. ● Lead 'Active As' strategy and plan and line manage the 'activator'.
Reporting	<ul style="list-style-type: none"> ● Ensure reporting is compliant with regulations and policy, meets deadlines, is accurate and provides appropriate information regarding curriculum programmes to students, parents, caregivers and whanau regarding progress, next steps and vocational pathways. ● Ensure reporting of learning progressions, and curriculum student achievement data is collated, summarised, analysed and reported systematically for each student.
Property	<ul style="list-style-type: none"> ● Support the Principal to manage the capital works project through attendance at site meetings and feedback relating to various issues and solutions ● Work with the Business Manager and Property Manager in facilitating the redesign and rebuild project

Key Dimensions: Coach	
Key Tasks	Deliverables
Dean Year Level(s)	<ul style="list-style-type: none"> ● Year level deans are inducted, mentored and supported to lead the Year level cohort ● Works closely with parents, whānau, hapū and iwi, and others to develop goals about Māori educational success. ● Ensures parents, whānau, hapū, iwi and community, are active contributors to the life of the organisation. ● Ensures that te reo Māori is valued and increasingly used across the organisation and part of

	the curriculum for each learner.
LAH - PE & Health, Technology, TWA	<ul style="list-style-type: none"> • LAHs are inducted, mentored and supported to effectively lead curriculum so that every student is learning and makes sufficient progress to achieve curriculum expectations and standards. • High trust relationships are built and sustained with LAH teams and these relationships are based on credibility relating to deep educational expertise, treating others respectfully, openness, and good self-awareness.
Sports Coordinator	<ul style="list-style-type: none"> • The sports coordinator and Activator is inducted, mentored and supported to effectively lead the sports programme at Mana College so that every student has the opportunity to lead a healthy and active life. • Sports attendance and engagement policy and system contributes positively.

Key Dimensions: Manage	
Key Tasks	Deliverables
Digital Technologies Integration	<ul style="list-style-type: none"> • Create opportunities for learning areas to integrate DT into the curriculum • Support the Ngati Toa digital pilot to integrate successfully into the school curriculum.
Sports Prizegiving	<ul style="list-style-type: none"> • Support the sports team to ensure a marquee event for Mana College celebrations.

Key Dimensions: Teach	
Key Tasks	Deliverables
Teach a class	<ul style="list-style-type: none"> • Teach one class in a particular learning area. • Teaching practices are consistent with culturally responsive and relational pedagogies. • Teachers promote achievement of learning outcomes by deliberately aligning task design, teaching activities and resources, and home support. • Students use digital devices and ICT resources in ways that promote productive thinking and digital and technological fluency.

