

DEPUTY HEAD OF ENROLLED SCHOOL – SECONDARY & POST SECONDARY	
NAME	
TENURE	• 1 FTE (including 0.2FTE of face-to-face teaching and NZQA Principals Nominee) • Permanent • Start Date:
PLACE OF WORK	Auckland or Christchurch
DEPARTMENT	Enrolled School
REPORTING TO	Head of Enrolled School
DIRECT REPORT(S)	• Assistant Heads of School (3) • Careers & Transition Lead • NZSL Head of Department – Assessment • NZSL Head of Department – Teaching
FUNCTIONAL RELATIONSHIPS	• Assistant Heads of School (3) • Careers & Transition Lead • NZSL Head of Department – Assessment • NZSL Head of Department – Teaching • Integrated Services Lead • Head of Curriculum • Head of Pedagogy & PLD • Head of Residential & Immersion • Head of Culture & Languages • Teachers of the Deaf • Teacher Aides of the Deaf • Educational Interpreters • Corporate Services
TRAVEL	National as required
PURPOSE OF THE ROLE	The Deputy Head of Enrolled School Secondary and Post Secondary is a leadership position that will support the Head of Enrolled School, collaboratively leading teams to strengthen

	best practice in the school service across the secondary provisions and Transition programme. Priorities of this role include leadership in teaching and learning of the schools enrolled students. This role includes the role of Principals Nominee. This role is based in one of the main centres Auckland, Wellington or Christchurch. Please note that all teaching positions are based on the Teaching Council Code and Standards.
KEY ACCOUNTABILITIES	
Strategic Leadership and School Improvement	• Provide strategic leadership for the implementation of the school's strategic plan • Lead school-wide improvement priorities that strengthen ākonga achievement, progress, wellbeing and inclusion • Use evidence and data to identify priorities, monitor progress and evaluate impact • Build leadership capability and promote distributed responsibility for school improvement • Lead sustainable and evidence-informed approaches to teaching, learning and assessment • Monitor and evaluate enrolled school initiatives for measuring impact • Contribute to a culture of high expectations and continuous improvement • Work with the Enrolled School leadership team, staff, ākonga, whānau and community to achieve strategic priorities
Teaching, Learning and Curriculum	• Provide leadership for high-quality, evidence-informed teaching and learning that improve learning and achievement • Lead curriculum and pedagogy implementation • Ensure teaching and learning practices respond to diverse learner needs • Promote consistent, high expectations for teaching, learning and achievement • Use achievement and progress data to identify priorities and evaluate the impact of teaching and learning approaches
Assessment and Qualification Leadership	• Lead effective assessment practices that inform teaching, monitor progress and improve outcomes • Leadership of assessment and qualification systems • Ensure assessment practices are valid, fair, consistent and aligned with NZQA requirements • Act as Principal's Nominee and provide school-wide leadership for NCEA administration, quality assurance and compliance.

	• Oversee internal assessment processes, moderation, appeals, derived grades, special assessment conditions and other NZQA requirements • Ensure staff understand and meet their assessment responsibilities • Monitor assessment data and use it to support student achievement • Liaise with NZQA and represent the school in matters relating to assessment and qualifications • Ensure appropriate systems are in place for academic integrity, authenticity and assessment-related student concerns
Student Achievement, Inclusion and Wellbeing	• Lead strategies that improve achievement, progress, attendance, engagement and wellbeing • Lead inclusive practices that support the diverse learning, cultural and wellbeing needs of all ākonga • Ensure systems and interventions are in place to support ākonga at risk of disengagement or underachievement • Promote high expectations, belonging and positive outcomes for every ākonga • Strengthen attendance, engagement and pathways to successful transitions and future learning • Ensure effective pastoral, learning support and wellbeing systems support all ākonga • Work collaboratively with ākonga, whānau, staff and external agencies to support positive outcomes • Monitor the impact of wellbeing, inclusion and achievement initiatives and use evidence to drive improvement
Leadership and Capability Development	• Develop and support middle leaders to lead effectively within their areas of responsibility • Foster a culture of professional growth, and accountability • Lead professional learning, coaching and mentoring that is aligned with priorities and identified areas of need • Support leaders and staff to use evidence, inquiry and reflection to improve practice
Operational and Organisational Leadership	• Provide effective operational leadership to support the smooth and effective functioning of the enrolled school • Lead and monitor systems, processes and procedures within delegated areas of responsibility • Ensure staffing, timetabling, resources and budgets are aligned with priorities and ākonga needs • Oversee the effective implementation of school policies, procedures and regulatory requirements • Manage risks, health and safety and student safeguarding within areas of responsibility • Ensure effective communication and coordination across teams and areas of the school

	• Manage resources responsibly and ensure they are used effectively to support the strategic plan • Act for the Head of Enrolled School as delegated and contribute to whole-school leadership and decision-making
Whānau and Stakeholder Engagement	• Build and maintain strong, respectful and trusting relationships with ākonga, whānau and community • Ensure communication with whānau and stakeholders is timely, clear, accessible and culturally responsive • Create meaningful opportunities for ākonga and whānau voice to inform school decision-making and improvement • Represent the school professionally and build positive relationships • Promote a strong sense of partnership, inclusion and collective responsibility for ākonga success
Additional Tasks and/or Responsibilities	Any additional tasks and/or responsibilities are completed, as requested by the Executive Principal: • Ensures all tasks are completed efficiently and to a high standard • Is professional in their appearance and manner, positively representing themselves and the organisation to ensure positive perceptions from the internal and external community • Performs additional duties in an efficient manner, to the required standard and within negotiated timeframes
PERSON SPECIFICATION	
Qualification(s) and Technical Skills	• Category 1 Full New Zealand Teachers registration • Bachelor of Education (minimum) • Post Graduate Specialist Teacher – Deaf Hard of Hearing • Full NZ drivers license • NZSL skills at minimum SLPI level survival +
Experience and Knowledge Profile	• Knowledge of NZ education sector • Knowledge and understanding of the core business of lifting student achievement and wellbeing • Knowledge of Deaf culture • Knowledge and experience in Principals Nominee tasks and responsibilities • Experience working with Deaf ākonga and Deaf community • Minimum 5 years teaching experience • Relevant leadership experience

Professional Competencies	• Strategic, operational and systems leadership across multiple locations • Instructional, curriculum and pedagogical leadership • Leadership of school-wide improvement and change • Ability to use evidence and data to inform decision-making and evaluate impact • Ability to lead, develop and build the capability of others • Ability to establish effective systems, processes and organisational structures • Ability to lead inclusive and equitable practice for Deaf and Hard of Hearing ākonga • Ability to build effective relationships and partnerships across the school, whānau, community and wider education sector • Ability to exercise sound professional judgement and manage complex situations • Ability to lead within and contribute to a bicultural and culturally responsive education environment
Skills and Attributes	• Leadership – instructional, strategic, operational, systems across locations • Curriculum and pedagogy leadership • Strong relationship-building and interpersonal skills • Excellent communication and facilitation skills • Strong organisation and ability to manage competing priorities • Evidence based and confident decision-making • Ability to lead, influence, coach and develop others • Adaptable, resilient and responsive to change • High levels of integrity, professionalism and discretion • Culturally responsive and committed to Te Tiriti o Waitangi • Committed to equity, inclusion, high expectations and improved outcomes for all Deaf Hard of Hearing ākonga • Functional IT skills in school based systems including SMS and Microsoft platforms

SIGNED:

DATE:

(enter name)

Olivia Gorman
Deputy Principal – Teaching & Learning