



13 December 2021

Dear Applicant,

Te Ara Koropiko West Spreydon School is a community based school. We have an excellent relationship with our parent and whānau community as well as many helping agencies across the city. The wellbeing and achievement of our children sits front and centre of everything that we do. Our community has helped us to build a strong school culture and fantastic facilities.

We are an Attachment Theory based school and you will need to adjust both your practice and vocabulary so that the children who are "stuck" academically and behaviourally, have the very best chances to succeed and flourish. I strongly recommend that you do your homework on attachment theory as it is a big shift from behaviourism and rewards and punishment. Some teachers find that it is too difficult to change their mindset.

The Senior Leadership Team works closely together and we have no secrets. Transparency and accountability to each other helps us to work more effectively and to make continual improvements in our own practice. Our work is critical to ensuring that our teachers are supported to be their best for the tamariki in their care. We share the workload according to capability and capacity and there is no room for preciousness or privilege.

We are looking for someone who is:

- innovative
- self managing
- leads with moral purpose
- Or has had successful classroom practice
- deeply understanding of child development and how children learn
- Familiar with effective leadership practice

Please email the following to p.a@westspreydon.school.nz

- CV
- Letter of application and introduction
- Completed application form
- Proof of double dose vaccination

Applications close 3pm, 2 February 2022

Shortlisting 3-7 February 2022

Interviews 10-12 February 2022

Position commences Term 2 2022

We look forward to your application and matching the best applicant to our fantastic school.



If you are shortlisted you will be required to:

- Recite your mihi (this helps us to find connection with you)
- Give a 5 minute (no more) digital presentation that showcases your leadership or innovation

Yours sincerely

Marriene Langton

Tumuaki/Principal

Te Ara Koropiko West Spreydon School





Person Specifications for Deputy Principal Position 4 Permanent Leadership Units at Te Ara Koropiko West Spreydon School

The person appointed to this position must have:

- double vaccination
- A deep yearning to see every child reach his / her full potential as a human being
- Passion and compassion for children and the professional knowledge to help them to achieve at high levels in learning, behaviour and relationships. That means loving a child even when his / her behaviours are challenging
- understanding that children get “stuck” and that as the adult he/she must be the one to make changes, long before the children can
- A generous heart and the ability to make a difference for others
- Proven high quality teaching and professional skills
- Commitment to the strategic goals, vision and values of West Spreydon School
- Ability and will to model the school values and motto ‘Attitude, Adventure and Achievement’ to colleagues, students and the community
- A great sense of humour and the ability to keep a positive perspective
- A “no excuses” approach to his/her own mistakes and determination to improve
- Self-reflective skills that result in resilience, perseverance, accountability and personal growth
- High levels of organisational and time management skills
- Personal integrity and honesty
- Initiative and creativity and a “can do, will do attitude”
- Current knowledge of educational pedagogy particularly around modern learning practice
- Proven skills in the key learning areas especially in ANP/numeracy, literacy, inquiry learning and ICT
- Ability to communicate effectively and to listen intelligently
- Problem solving skills and higher order thinking
- Loyalty and commitment to the staff, board, students, parents and community
- Team skills and the ability to work independently and creatively when required
- Determination to be a life- long learner and to learn new skills and knowledge to contribute to our school team
- The ability and will to resolve conflicts quickly and professionally so that our focus can remain on quality teaching and learning and the success of our students. We deal honestly and openly with each other - no grudges, dark mutterings or unresolved issues. We are a model to our school community
- The will to forgive others’ mistakes and your own and to move on
- An appreciation and respect for the diversity of the needs and cultures of the students and their families in our school



- The ability to see problems as opportunities to grow and learn
- Ability to cope with stress constructively and to manage a work life balance that means you are at your best when you are teaching
- initiative. If you see a job needs doing, then do it

Professional dispositions

- Develop positive relationships with students to facilitate their learning and their development as children
- Maintain positive professional relationships with all staff to ensure that they are challenged and supported to grow and learn
- Create positive relationships with parents to strengthen community partnership and investment in the children's success as learners and citizens
- Participate positively and constructively in any other initiatives as required
- Work constructively with external agencies for the benefit of the children in our care
- Contribute positively and generously to the professional learning community by sharing planning, resources, skills and ideas
- Keep the Principal informed of any concerns or initiatives as they arise
- Attend punctually and contribute positively to all staff and team meetings including learning workshops. Do the required homework before the meeting and lead the way in research and learning
- Complete assessment and reporting tasks on time, as required by school procedure or as delegated by the Principal
- Take responsibility for extra -curricular responsibilities as required to ensure a fair workload for all teaching staff and to encourage your professional growth as a leader
- Participate positively in the growth cycle process and respond constructively to feed -back and feed forward, with a view to enhancing your professional skills and knowledge and to raising student achievement. We take responsibility as a team for every child at our school.
- Abide by the professional standards, Practicing Teachers Criteria, Registered Teachers Criteria, interim code of conduct and the school's policies and procedures as a minimum requirement
- Enjoy every challenge and opportunity at our school to be the best that you can be in order to make a difference for our students and colleagues

Job Description Deputy Principal Position at Te Ara Koropiko West Spreydon School

Responsible to the Principal and Leadership Team

In 2022 this position may not have a full time designated classroom responsibility. This could change at any time given staffing or need. It is a requirement that the Deputy Principal will cover any release for other teachers as required by the principal. This may change at the request of the



Principal if sickness or staffing overuse becomes an issue. It also means that this person must be highly organised and manage the workload.

The major focus is to work alongside the Principal and the Assistant Principal to develop processes and systems that will ensure that the school continues to be a high performing school. This is a high priority and is a required commitment.

The skills set of the appointee will be complementary to the existing position of the AP. We operate an agile leadership system where we share a space and create a scrum board every three weeks to manage our strategic work and make sure that our work is visible and accountable to each other, and that we are focusing on things that make a difference rather than administrivia. There is no provision for preciousness and siloed information. You will need to collaborate with the Leadership Team in Agile Leadership/Scrum Mastery to complete tasks within defined deadlines to ensure all priority tasks are achieved to a high standard. For instance; Charter, Annual Report, Analysis of Variance, Targets, Curriculum Reviews, Team Inquiry, Staff Appraisal.

There is an expectation for all teachers that extra-curricular, school and team responsibilities are part of the job. For the Deputy Principal and the Assistant Principal this will include a visible presence at school and community events both in school and out of school as negotiated with the leadership team. This is a key part of the role as it matters to our tamariki and whanau that we are there for special events.

Delegated Responsibility

In the absence of the Principal the Deputy Principal shall perform all duties of the Principal under the guidance and authority of the School Board.

Student management and achievement

- contribute constructively to pastoral care meetings and ensure that the best supports are in place for the child
- coordinate with agencies when required to meet the needs of the child
- track the data of students at risk of failure and disenfranchisement and ensure that all steps are taken to compensate for the losses
- employ attachment strategies and values to reach the children who need adult intervention
- organise and run Triple As to engage those children and win their hearts
- show initiative to help to keep the children engaged in their classrooms
- support teachers to keep the children at the centre of all they do. This may mean working in the classrooms alongside the teachers to model attachment strategies

Director of Learning in collaboration with the Assistant Principal

- Attend team meetings on a regular basis
- Guide colleagues in the Growth Cycle and mentor and coach them. Goals must be current and relevant and lead to growth and flourishing, rather than a single focus on



accountability

- Oversee the development and implementation of an innovative PRT programme
- Complete in-class observations
- Oversee programmes of work and planning
- Oversee teacher aid interventions in the teams
- Conduct 'open to learning' conversations with colleagues, parents and tamariki which may require courageous leadership and leading with moral purpose
- Ensure that this is truly collaborative teaching practice
- Report to the school board as required
- Lead professional learning as required
- Work in collaboration with our Kahukura teachers
- Follow the PAC/PACT protocols to promote high expectations and high levels of student achievement

Cultural Competency

You will manage and lead the school to:

- Collect, collate data and report on Māori students at risk
- Collect, collate data and report on Māori student progress
- Report to the School Board on Māori student achievement
- Collaborate with the lead teachers in our Kahukura Cluster to implement best practice across our schools
- Lead innovations in Te Reo and tikanga which promote Māori student success and success for Pasifika students
- Provide professional learning opportunities for all staff which increase both capacity and capability
- Lead Kapahaka and ensure students have all opportunities to perform in front of an audience e.g. Matariki and Kahukura Cultural Festival
- Liaise with Ngai Tūahuriri to embed our school's cultural narrative
- Liaise with AP and Pasifika unit holders to plan appropriate community events e.g. hui, fono, hangi, Māori/Pasifika celebrations etc.
- Organise language weeks
- Identify, promote and utilise Māori student leaders
- Help to embed our cultural narrative in our learning and in the life of the school

Curriculum Development

In partnership with the leadership team, DCIT and curriculum leaders and our COP schools, review



and rewrite a school curriculum which reflects:

- NZC
- Our school beliefs and values
- Attachment theory
- Deeper learning (6 C's)
- MAC and local narrative and context
- Cultural competencies
- Key competencies
- The current government timetable of curriculum revision

Assessment

- Lead or source staff professional development on effective data gathering, electronic recording, accelerated learning and analysis of data that informs teaching
- Prepare reports for the principal, Board of Trustees and Ministry of Education as required
- Continually review our assessment tools and practices with the purpose of improving the ways in which we gather, record, analyse and report to our students, parents, community, staff and board always with the intention of improving teaching and learning
- Ensure timelines are set for all data to be gathered and entered throughout the year
- Ensure that students are tracked consistently at class, team and school wide level
- Ensure that at risk and target students are identified and that the assessments show progress and achievement over time
- Develop data gathering and data moderation protocols for school wide use

Bikes in Schools

in cooperation with Bikes in Schools and our parent volunteers:

- Organise the in school use, storage and maintenance of our bikes and scooters
- Ensure that all school equipment is respected, used correctly and accounted for each day
- Ensure bikes and scooters are maintained according to the maintenance and repair contract
- Organise PALs to assist with the sign in. sign out of the school equipment
- Review the track and ensure that the school caretaker is aware of any maintenance issues

Parent Learning to promote Child and Community Connection

- Organise learning events for parents and whanau that will create opportunities for them to be better able to support their children at home e.g. phonics, reading, maths, writing
- Delegate tasks where appropriate to the “expert” teacher

Communication and School Promotion

- Maintain an information and events update page for the school website



- Promote our school through the media
- Utilise Skool Loop to keep our community informed contingently

Extra curricular responsibilities which may involve break times and/or after school clubs

We run a huge range of programmes for extension and gifted and talented. You will be involved with at least one of these. These include, but are not limited to :

- code club/robotics
- videography
- choirs
- jump jam
- dance
- fuse drumming
- guitar
- ukulele
- sewing
- athletics
- basketball/touch/netball/rugby/football

There is a definite advantage if you have knowledge, experience and skills in:

- leading a team
- developmental theory and attachment
- change management – both theory and practice are critical
- deeper learning pedagogy and practice (Michael Fullan)
- curriculum development
- ICT and be able to translate those skills into anywhere, anytime opportunities for teaching and learning
- teacher professional leadership
- teacher growth cycle
- student management systems including eTap, Google Docs and Forms
- assessment: overseeing data entry and analyzing data for reporting and for future learning
- student and staff pastoral care
- staff induction programmes
- leading professional development in areas of strength as it pertains to our Community of Schools. Willingness to learn and grow is essential.
- Strengths and leadership in Te Reo Māori, Kapa haka and tikanga



In consultation with the Principal, complete any other tasks on request

Agreement between:

Marriene Langton signed: date:
Principal Te Ara Koropiko West Spreydon School

Name: signed: date:





Application Form

Email a PDF to: helen.ross@westspreydon.school.nz

Position applied for: Permanent Position
Te Ara Koropiko West Spreydon School
Deputy Principal Position beginning Term 2 2022

PERSONAL DETAILS

Surname			
Given names			
Preferred name			
Address			
Date of birth			
Contact details	HOME		WORK
	MOBILE		EMAIL

Certificated Teacher Status	<input checked="" type="checkbox"/>	Registration No.	Expiry date
Certificated teacher	<input type="checkbox"/>		
Provisionally certificated	<input type="checkbox"/>		
Not certificated	<input type="checkbox"/>		

Present Teaching Position	
School	
Date appointed	
Type of appointment	

Educational Qualifications	Type of qualification	Date received	Received from



SCHOOL	POSITION	DATES	CLASS LEVEL

Please indicate any breaks in service and give reasons, e.g. overseas travel:

DATES	REASON FOR BREAK

Total certificated service

A | In permanent positions years month s

B | In relieving positions years month s

Professional Development

Please provide a summary of recent professional learning and development.

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1	<p>I certify that the information given in this application is, to the best of my knowledge, true and correct. I understand that the claims made in my application may be checked.</p> <p>I understand that if I have supplied incorrect or misleading information, or have omitted any important information, I may be disqualified from appointment, or if appointed, may be dismissed.</p>	YES	NO
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2	I am currently registered to teach in New Zealand.	YES	NO
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3	<p>In accordance with the Privacy Act, I authorise the board of trustees to:</p> <ul style="list-style-type: none"> ● Obtain further information from the referees listed in this application, and I consent to the referees disclosing such information to the board ● Obtain information in relation to my application from persons not listed as referees, and I consent to these persons disclosing pertinent information to the board. ● Contact the Education Council. 	YES	NO
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4	<p>STUDENT SAFETY [Cross out the statement that doesn't apply to you]</p> <ul style="list-style-type: none"> ● I am fully vaccinated and have a current vaccination passport ● I have not been vaccinated ● I have never been the subject of a complaint about the safety of a student. ● I have been the subject of a complaint about the safety of a student. <i>Please give dates and details:</i>
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5	<p>OFFENCES AGAINST THE LAW [Cross out the statements that don't apply to you]</p> <ul style="list-style-type: none"> ● I have never been convicted of an offence against the law (excluding minor traffic convictions). ● I have no pending charges of an offence against the law.
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	<ul style="list-style-type: none"> I have been convicted of an offence against the law. <i>Please give dates and details:</i> I have pending charges of an offence against the law. <i>Please give dates and details:</i>
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6	I have no physical or mental health condition that may affect my ability to carry out a teaching role safely and satisfactorily. I know of no reason why I would not be suitable to work with children or young people.	TRUE	FALSE
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Applicant's signature *Date*

Please provide the names and contact details of three referees below. Referees' reports are confidential to the board. Referees will only be contacted for candidates who are short-listed.

REFEREE'S DETAILS				
Full name				
Position				
Relationship to the applicant				
Contact details	PRIVATE		WORK	
	MOBILE		EMAIL	

REFEREE'S DETAILS				
Full name				
Position				
Relationship to the applicant				
Contact details	PRIVATE		WORK	
	MOBILE		EMAIL	

REFEREE'S DETAILS	
Full name	
Position	



Relationship to the applicant				
Contact details	PRIVATE		WORK	
	MOBILE		EMAIL	

