

# DUNEDIN RUDOLF STEINER SCHOOL

## Principal's Job Description

- Accountable to: The Board of Trustees through the Chairperson and to the College of Teachers
- Responsible for:
- The overall management and professional leadership of the school, for the implementation of policies and programmes, retention and enhancement of the school's Special Character (Steiner Education) and the direction and supervision of all staff including administrative and all other non-teaching personnel
  - 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 principal is a board member in his/her own right and at the same time in the role of the school manager, fulfils a position as consultant to the board and its committees.
- Management Style:
- The school is a Rudolf Steiner School incorporated into the state system under the Private Schools Conditional Integration Act 1975 as an Integrated School with "Special Character". An essential element of Rudolf Steiner Schools special character is that management is conducted in a non-hierarchical fashion. The responsibility carried in an ordinary state school by a principal is, in this Rudolf Steiner School borne collectively by the College Principal's Group. Final legal responsibility for the school however rests with the Principal. This means that while accepting responsibility for the areas covered in this Job description the Principal shall work collegially within the structure and abide by the consensus decisions of the College Principal's Group.
  - The College Principal's Group shall for its part accept the responsibility to ensure the tasks of the Principal's Job description are adequately addressed.
  - Both the College Principal's Group and Principal shall accept that wherever in this Job Description reference to the Principal occurs it shall be understood in the sense of this description of management style.

The Principal will also work as a class teacher in the school. The class teacher work will be done in the mornings (see the attached class teacher job description).

	<b>Professional Standards</b>	<b>Key Tasks</b>	<b>Performance Standard Indicators</b>
Dimension 1 – Professional Leadership	<ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of current approaches to effective teaching and learning across the curriculum.</li> <li>• Provides professional direction to the work of others by encouraging vision and innovation in classroom practice and school organisation.</li> <li>• Analyses and makes effective, timely responses to school self-review, external audits, and outcomes of student learning.</li> <li>• Understands, and applies where appropriate, current practices for effective management from both within and beyond education.</li> <li>• Fulfils the role of chief executive to the board as outlined in the performance agreement.</li> </ul>	<p>1.1 Responsible for the classroom teaching/learning programmes which shall be in accordance with the New Zealand Curriculum Framework and the National Curriculum Statements along with the Dunedin Rudolf Steiner School’s curriculum and the school Charter.</p> <p>1.2 Foster the investigation of innovative educational strategies relating to classroom teaching and management</p> <p>1.3 Maintain systematic record keeping, pupil assessment and reporting to parents procedures</p> <p>1.4 Co-ordinate systematic self review systems and action external review recommendations</p> <p>1.5 Develop and maintain effective communication networks</p> <p>1.6 Provide professional leadership related to current management practices and educational issues</p> <p>1.7 Informs and involves the board in the day to day operations of the school</p>	<ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of current policies and practices in curriculum and assessment.</li> <li>• Demonstrates an ongoing willingness to learn about and participate in the delivery of Rudolf Steiner education.</li> <li>• Ensures high quality te reo Maori in teaching programmes.</li> <li>• Ensures that the planning and implementation of curriculum programmes is evaluated.</li> <li>• Ensures that teachers review their programmes and keep them up to date.</li> <li>• Encourages staff to develop, implement and evaluate high quality innovations.</li> <li>• Establishes and implements processes for regular school self-review.</li> <li>• Ensures that sound processes are in place to monitor and record outcomes of student learning.</li> <li>• Reflects on outcomes of student learning and implement strategies for improvement</li> <li>• Establishes, implements, and maintains effective and efficient management systems. Actively seeks out and implements best practice systems for management and leadership.</li> <li>• Makes difficult decisions after careful consideration.</li> <li>• Ensures that the board has access to information it requires.</li> <li>• Actively participates in policy development and implementation.</li> </ul>

	<b>Professional Standards</b>	<b>Key Tasks</b>	<b>Performance Standard Indicators</b>
	<ul style="list-style-type: none"> <li>Reflects on own performance appraisal and demonstrates a commitment to own on-going learning in order to improve performance</li> </ul>	<p>1.8 Participates in professional development related to the development objectives negotiated in the performance agreement.</p> <p>1.9 Actions the performance objectives as negotiated in the performance agreement.</p>	<ul style="list-style-type: none"> <li>Undertakes self-appraisal against the performance agreement.</li> <li>Builds networks with a range of organisations to enhance own learning.</li> </ul>
Dimension 2 – Strategic Management	<ul style="list-style-type: none"> <li>Understands the implications of N.Z.’s changing cultural, social and economic context and ensures that these changes are reflected in the policies and programmes within the delegated areas of responsibility.</li> <li>Actively works towards the development of a shared vision for the future of the school, which identifies priorities and targets for: <ul style="list-style-type: none"> <li>Addressing barriers to learning</li> <li>Fostering high achievement of students</li> <li>Employing teachers of the highest quality available</li> <li>Focusing the school on continued improvement.</li> </ul> </li> <li>Makes progress towards achieving the vision through the effective management of available resources</li> </ul>	<p>2.1 Develop a shared vision by identifying strategic goals and objectives related to the needs of the wider school community.</p> <p>2.2 Prepare an annual Operational Plan based on the strategic goals and objectives, school review and professional development.</p> <p>2.3 Manage the physical human and teaching resources to foster the achievement of the school’s shared vision.</p>	<ul style="list-style-type: none"> <li>Considers ways in which New Zealand/the school needs to adapt to reflect cultural, social and economic change.</li> <li>Recognises and responds to the needs and aspirations of ethnic groups within the school community.</li> <li>Works with the board to produce a strategic plan which is updated regularly to take account of changing circumstances.</li> <li>Provides opportunities for different groups in the school community to articulate their vision for the school.</li> <li>Ensures the provision of quality learning opportunities for students with special educational needs.</li> <li>Encourages high achievement in academic, cultural and sporting activities.</li> <li>Works with the board to set challenging targets in the school’s strategic plan to ensure continued school improvement.</li> <li>Operational/strategic plan is appropriately funded.</li> </ul>
Dimension 3 – Staff Management	<ul style="list-style-type: none"> <li>Staffs the school to support effective delivery of the curriculum, the implementation of the charter and improved learning outcomes for students.</li> </ul>	<p>3.1 Responsible, in partnership with the Board, for staffing the school to support effective delivery of the curriculum and improved learning outcomes for students.</p>	<ul style="list-style-type: none"> <li>Uses the strengths of teachers, managers and ancillary staff to greatest effect and delegates as required.</li> <li>Works effectively with other members of the senior management team.</li> <li>Keeps the board informed on the quality of the school’s teaching programmes.</li> </ul>

	<b>Professional Standards</b> <ul style="list-style-type: none"> <li>Establishes procedures and practices to maintain and improve staff effectiveness through appropriate recruitment, supervision, performance management, provision of professional development and encouragement of self-development.</li> <li>Motivates and supports staff to improve the quality of teaching and learning</li> </ul>	<b>Key Tasks</b> <p>3.2 Provide opportunities for staff to be fully involved in the decision making process within the school.</p> <p>3.3 Develop a performance management system that provides support and guidance related to appropriate professional development.</p> <p>3.4 Recommend to the Teacher Registration Board the registration of teachers.</p> <p>3.5 Create a positive environment of encouragement and recognition.</p> <p>3.6 Participate and contribute to the corporate and social life of the school.</p>	<b>Performance Standard Indicators</b> <ul style="list-style-type: none"> <li>Ensures that recruitment and appointment processes are consistent with the State Sector Act and reflect the school's EEO policies.</li> <li>Ensures that performance management systems are in place for all staff.</li> <li>Ensures that all staff have opportunities to access professional development.</li> <li>Ensures that beginning teachers have access to advice and guidance programmes.</li> <li>Addresses staff performance issues and ensure disputes resolution processes are in place.</li> <li>Works to ensure that staff feel motivated, valued and positive about teaching in a collaborative environment.</li> </ul>
Dimension 4 – Relationship Management	<ul style="list-style-type: none"> <li>Fosters relationships between the school and its community.</li> <li>Demonstrates an understanding of, and is responsible to, the diverse concerns and needs of students, parents, staff, board, community, government and non-government agencies.</li> </ul>	<p>4.1 Create a caring and supportive climate in the school by modelling social attitudes and behaviours.</p> <p>4.2 Foster a climate of trust and co-operation between the school and the community by communicating regularly, by consulting parents on important issues and by involving the community in the life of the school.</p> <p>4.3 Recognise and be supportive of the needs of children and parents within the school community.</p> <p>4.4 Liaise with support agencies.</p>	<ul style="list-style-type: none"> <li>Acts in a manner that encourages positive and co-operative attitudes and behaviours in the school community.</li> <li>Provides opportunities for parents/whanau and the wider community to be involved in the life of the school.</li> <li>Establishes procedures to assist parents/whanau to perceive the principal as accessible and approachable.</li> <li>Works with community agencies and groups on issues of concern to the community.</li> <li>Provides opportunities for student involvement in decision-making.</li> </ul>

	<b>Professional Standards</b> <ul style="list-style-type: none"> <li>Communicates effectively both orally and in writing to a range of audiences.</li> <li>Manages conflict effectively and actively works to achieve solutions</li> <li>Represents the school and acts to achieve its objectives.</li> </ul>	<b>Key Tasks</b> <p>4.5 Present a positive public relations image in promoting the school to prospective parents, groups and official agencies.</p> <p>4.6 Provide counselling/guidance and support for pupils and parents in the school community.</p> <p>4.7 Markets the school in the wider community</p>	<b>Performance Standard Indicators</b> <ul style="list-style-type: none"> <li>Listens actively.</li> <li>Ensures that parents/whanau receive information on issues of importance to the school.</li> <li>Knows when to get outside assistance for conflict resolution.</li> <li>Acts on decisions made to resolve conflicts.</li> <li>Acts in a manner that encourages others to make positive associations between the principal and the school.</li> </ul>
<b>Dimension 5 – Finance/Asset Management</b>	<ul style="list-style-type: none"> <li>Effectively and efficiently uses available financial resources and assets, with delegated areas of authority, to support improved learning outcomes for students.</li> <li>Operates an effective budget planning system and works within available resources.</li> <li>Works effectively and efficiently with the Board of Trustees in controlling, monitoring and reporting on the use of finances and assets.</li> </ul>	<p>5.1 Maintain, within the limits of the budget, up to date teaching and learning resources, and ensure that these resources are used in classroom programmes.</p> <p>5.2 Take an active role in developing and maintaining an attractive school environment by overseeing the duties of the school caretaker and other people involved in the maintenance of the school.</p> <p>5.3 Operate an effective budget planning system and work within available resources.</p> <p>5.4 Monitor and report to the Board on the use of finances and assets.</p> <p>5.5 Support the Trustees in their delegated areas.</p>	<ul style="list-style-type: none"> <li>Focuses available financial resources on areas which have the greatest benefit in improving student learning outcomes.</li> <li>Ensures areas for which special funding is targeted (e.g. special education, TFEA) are appropriately resourced.</li> <li>Works with the board to prepare a property development plan.</li> <li>Ensures that the fixed assets register is maintained.</li> <li>Manages ancillary staff to ensure that routine maintenance and replacement is carried out and that a caretaking and cleaning programme is in operation.</li> <li>Knows when to engage professional advice for financial and asset management.</li> </ul>
	<ul style="list-style-type: none"> <li>Complies with all relevant statutes and regulations, and with monitoring and reporting requirements</li> </ul>	<p>6.1 Advise maintenance needs of the school and develop long and short term goals. Inform and assure the Board of the school’s reaction to and participation in Ministry initiatives and educational opportunities.</p>	<ul style="list-style-type: none"> <li>Works within statutes and regulations relating to all aspects of the school’s operations.</li> <li>Ensures that all returns are completed by the required date.</li> </ul>