



Middleton Grange School

Associate Principal: Curriculum 8MU

Position Description

CHARACTER

EXCELLENCE

SERVICE

FOR THE GLORY OF GOD

Directly Accountable to Principal and Board

The Associate Principal is a crucial part of the School's Senior Leadership Team, contributing to the development and implementation of the School's Strategic Goals.

Key components of the position:

- Strong godly leadership amongst the staff and students
- Commitment to the schools Christian Character in all aspects of school life
- Leadership of staff to ensure effective and high-quality teaching and learning
- Demonstrates the willingness and ability to deputise for the Principal, leading the school during the Principal's absence. When required, assumes the role of Acting Principal, carrying delegated authority and responsibility to ensure the continued management and strategic leadership of the school.

Position Purpose

To provide inspirational educational leadership necessary to ensure Middleton Grange School's mission, and vision, and its required teaching and learning outcomes, are achieved across the school.

Functional Relationships (internal):

- Senior Leadership Team
- Head of Faculties, Learning Team Leaders
- Pastoral Care Team
- Guidance Team
- Learning Centre Staff
- Teachers and Support Staff
- Students

Functional Relationships (external):

- Parents and Caregivers
- Professional Associates
- Other Educational Organisations
- Christians Schools Network
- CEN Partner Schools

Line Manager to:

- Heads of Faculty
- Learning Team Leaders

A willingness and ability to uphold the Special Character of the School, and to take part in religious instruction appropriate to the Special Character of the School, is an essential condition of employment.

Matters that must be reported to the Principal

- Breaches of Special Character
- Breaches of Security/Standards
- Breaches of Professional Standards
- Allegations of abuse or other illegal actions

Special Character Responsibilities

Christ-centred Leadership by ensuring that the school's culture is protected and promoted for continuous improvement mainly through:

- Commitment to prayer and regular Bible reading
- The professional development of staff in Christian Education, specifically encouraging development in teaching as Christians in a deeply embedded and skilled way.
- Integrating the School's Special Character with the New Zealand Curriculum.
- Developing the school's Mission and Vision, including modelling Christian servanthood.
- Creating and maintaining an environment of life-long learning that encourages students to develop an instinct for Truth guided by Scripture and God's plan of redemption.
- Develop strong relationships based on Christian principles with pupils, staff, the school board and other members of the School community.

Senior Leadership Team Responsibilities

Personal Character and Conduct are shaped by the same biblically based, orthodox, evangelical Christian faith that provides the foundation for the school's special character. The Associate Principal will demonstrate an unqualified commitment to the school's special character.

Inspirational Leadership of the staff and students in the full life of the School —e.g., assemblies, gatherings, sports, cultural, and arts events; staff meetings; and management meetings. Inspire staff, students, and parents to love and serve God for his glory.

Professional and Instructional Leadership of staff and students through the promotion of instructional pedagogies that are biblically-based, knowledgeable in the best traditions, individually and culturally responsive, and with a presence across classrooms, educational events, professional development, and meetings.

Modelling and Mentoring to the Middleton Grange School community. The school desires to see these attributes expressed in its staff and graduates, including scriptural and academic rigour, pastoral availability, and advocacy for the vulnerable.

Embody the school ethos and encourage staff, students, and the wider community to respect the school's traditions and innovations deeply. This includes naturally expressing the fruit of the Holy Spirit and biblical hopefulness and righteousness.

Leadership of the School's Vision

Continuously promote the school's founding vision to staff, students, and parents.

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Responsibility	Performance Indicators
Special Character Leadership Work with Senior Leadership Team to be an excellent role model, to monitor the impact of the School's Special Character on the total curriculum, monitor staff involvement in Christian education programmes, implement school development features which focus on the Special Character and promote the Christian school in the wider community. To provide, in conjunction with the principal and other senior leaders appropriate professional leadership which is supportive of general policy direction.	• Takes part and leads in staff devotions. • Demonstrates a thorough understanding of special character statements within the school's foundational documents. • Take opportunities to integrate the Christian worldview with classroom teaching and other professional practice. • Actively encourages and supports other staff in the above. • Supports the Principal and Board in developing policy to enhance the Special Character of the school. • Undertakes any tasks delegated by the Principal to promote Christian education in the local community and beyond.
Planning and Policy Participate and take a lead role in development of policies and programmes for the ongoing effective management of the school	• Demonstrates an understanding of national requirements for planning and managing school programmes • Demonstrates an ability to plan strategically and to implement operational plans • Assist in the monitoring and development of policy and procedure as required • Understands and appreciates New Zealand's changing social and cultural context • Within delegated areas of responsibility ensures that these changes are heeded and taken into account • Appreciates and understands the content and intent of the Treaty of Waitangi as it relates to education in New Zealand.

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Curriculum, Reporting and Assessment Lead excellence in curriculum, assessment, and reporting to parents	• Ensure biblical perspectives and Christian values are authentically embedded and evidenced across all curriculum planning, assessment, and reporting practices • Ensure curriculum delivery is fully aligned with NZ curriculum requirements • Maintain accuracy, quality, and consistency of assessment and reporting practices across the school • Lead moderation processes that strengthen assessment reliability and practice • Monitor and analyse student achievement data to support continuous improvement • Ensure effective use of assessment data to inform teaching and learning • Report to parents in ways that honour their role as their child's first educator
Student Flourishing Provide leadership in student engagement, achievement, and attendance, ensuring every child is supported to flourish academically, socially and spiritually.	• Facilitate and oversee systems that capture and respond to student voice/feedback • Lead the tracking, analysis, and reporting of student achievement data to support informed decision-making and improved learning outcomes • Oversee attendance monitoring processes and coordinated interventions to promote student engagement and regular school attendance
ICT Oversight Provide strategic leadership and oversight of the school's Information and Communication Technology (ICT) systems	• Oversee ICT pedagogy and best practice development • Monitor lease agreements to ensure value, efficiency, stewardship and equitable opportunity • Oversight of Student Management System Y1-13 • Ensure SMS is used to its full advantage to inform teaching and learning. • ICT usage agreements for staff and students • Liaise with ICT Admin support (Cyclone)
Building and Maintaining Relationships	• Shows an ability to develop sound, trusting relationships with staff, the

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Take a full role in fostering and developing effective and supportive relationships both within the school and to its community.	school Board and with the wider school community • Demonstrates the ability to use a range of communication techniques to address audiences as appropriate • Assists in the day-to-day leadership of the school both generally and in specific areas of delegated authority and provides appropriate feedback • Demonstrates an understanding of consultative management in dealings with the Principal and other staff • Is able to relate appropriately with students in understanding their needs and in communicating school management procedures
Communication Provide, in conjunction with the Principal and other senior leaders effective internal communication links.	• Is able to communicate effectively with staff, parents and students • Maintains workable links between senior leadership and staff in delegated areas of responsibility • Acts as an effective liaison between staff, students, and school leadership • Provides appropriate and understandable information to staff and students on school events and issues as deemed appropriate according to delegation • Is able to articulate to the school and its community, policies and procedures relating to the school.
Material Resources and Budget Effectively manage, within delegated limits, financial and asset resources to support the teaching and learning programmes.	• Demonstrates an understanding of the need to manage school assets appropriately and effectively • In line with delegated authority implements school policies relating to financial and asset management • Teaching teams are supported to access the resources required to deliver high-quality learning programmes. • Supports the Principal with both Property and Finance management

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Professional Learning Participate, as appropriate, in own personal professional development in line with school development needs and identified professional objectives	• Participate in performance management system within the school as it relates to personal performance • Seeks to enhance own understanding of pedagogical and management practices • Actively seeks professional development opportunities to support and enhance own personal development. • Adopts and leads with an attitude of 'continuous improvement'
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Day to Day Management
• Hospitality – manaakitanga to visitors to our school • House System Oversight • Teacher Only Day planning • Contribute to School Newsletter as required • Maintaining Uniform Standards • Maintain Standards of Behaviour and dealing with incidents of serious misbehaviour • Leadership of Assemblies • Assist with Annual Reports and Term Reports • Appointment Panels – as required • Budget Holder – various budgets • Enrolments support for the Principal as required • At-Risk Student Register • Attends Board meetings as required • Student Leadership and Service • Additional tasks as required

Teaching Allocation
• Teach 4 periods per week or equivalent, 0.2FTE • The Associate Principal will also assume opportunities to work in classes from time-to-time, e.g., one-off lessons, reading to classes, storytelling, taking occasional devotions etc.

The appointment should be based on a strong calling from the Lord as agreed by both the School and the individual. The Associate Principal should be a leading servant seeking to serve the rest of

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the school community in achieving the Mission Statement and Strategic Goals of the School. It should be noted that, while detailed, this job description is not exhaustive and the Principal may, at his discretion, vary these responsibilities as required.

Principal: _____

Date: _____

Associate Principal: _____

Date: _____

By signing this document, you confirm that you accept the role and responsibilities as outlined in this Position Description.

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