



POSITION DESCRIPTION

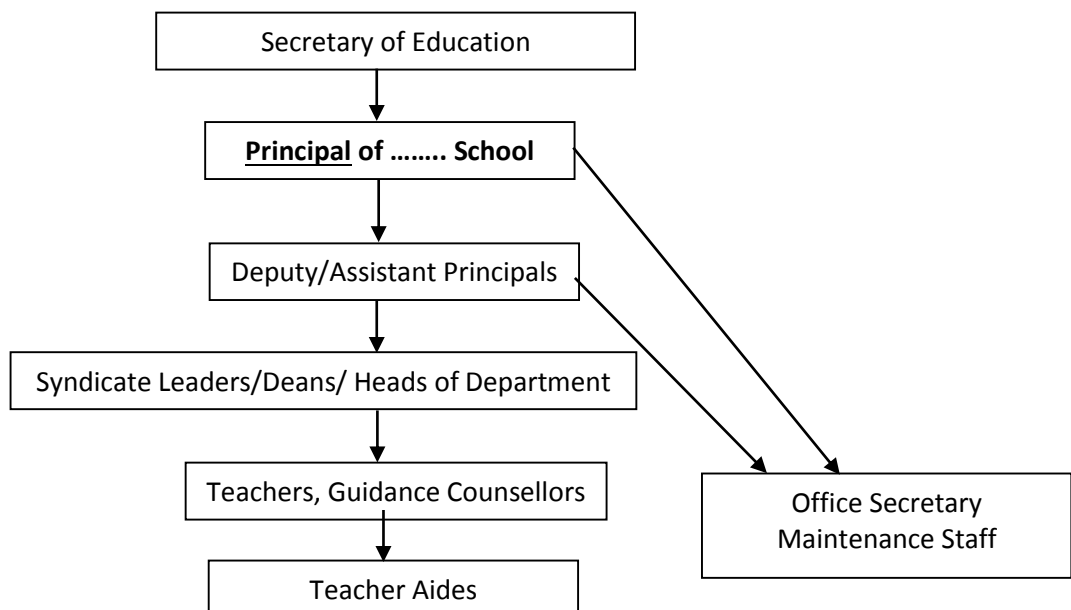
Position Title:	Principal – All Categories (A-E)
Division:	Schools – ECE, Primary, Area and Secondary
Responsible To:	Secretary of Education
Responsible For:	All staff
Job Purpose:	To lead, facilitate and co-ordinate all aspects of school management in order to maximize student learning opportunities and achieve the goals of the school and Education Master Plan.
Job Classification	
Date:	June 2020

MINISTRY VISION:

The Ministry of Education values the unique nature of the Cook Islands. We contribute to the effective governance of our country and are recognised as leaders in education throughout the region.

The Ministry of Education provides a dynamic and professional environment which promotes and supports lifelong learning through the provision of quality services.

ORGANISATION CHART:



KEY RESULTS AREAS:

K.R.A	Key Performance Indicators
<p><u>Professional Leadership</u></p> <ul style="list-style-type: none"> • To lead, co-ordinate and facilitate the learning community • To establish and maintain a school culture where learning is highly valued by all members of the community • To provide professional direction to the work of others by encouraging initiative and innovation in classroom practice and school organisation 	<ul style="list-style-type: none"> • Staff seek learning success for all students • Students receive quality instruction that meet their needs, interests and abilities and are provided access to qualifications • Student learning opportunities and achievement are maximised • Learners needs are identified and the curriculum is continually improved to meet these needs • Staff have access to quality current professional development improve performance • A safe environment is provided where staff feel able to try new pedagogical approaches • The school is held in high regard by the community • All staff continue to learn new skills, new approaches and to widen their curriculum knowledge • The school is effectively and efficiently managed, including the day to day running of the school • The school's quality management systems are reviewed and improved to meet purpose and intent, responding to recommendations from external audit
<p><u>Strategic Leadership</u></p> <ul style="list-style-type: none"> • To lead, co-ordinate and facilitate the school's strategic planning • To develop, refine and share a clear vision for the school, to enable priorities to be identified that will ensure success and highest standards of achievement for all • To develop, understand and implement quality policies and practices for the effective management of the school 	<ul style="list-style-type: none"> • Staff and the school community have a clear understanding of future development and are committed to work towards achieving the school's goals through the strategic plan framework • Up to date curriculum is delivered in a climate of change that meet the achievement goals of the school • School structure is supported through effective policy framework and review • The school committee and community are active and feel included in the strategic and day to day operation of the school. • Significant decisions are made based on evidence, consultation with relevant parties and careful evaluation of alternative options. • External review is prepared for and the recommendations/findings are acted upon.
<p><u>Staff Leadership</u></p> <ul style="list-style-type: none"> • To lead, organise and manage staff in order to maximize student learning opportunities • To develop an ethos in staff to strive for continual improvement through on-going professional development, reflection on performance and evaluation of their teaching 	<ul style="list-style-type: none"> • Staff are used to maximise benefit to student learning through careful class allocation and management responsibilities • Improved learning and achievement for all students • Staff feel valued and supported and work collaboratively and collegially to ensure that student learning outcomes are maximised. • Implement and monitor compliance with the Teacher Performance Development System to ensure continued professional growth of staff
<p><u>Relationship Management</u></p> <ul style="list-style-type: none"> • To represent and act for the school as the school's community leader 	<ul style="list-style-type: none"> • Members of the wider community associate the Principal with the school in a positive manner • The community is provided with opportunities to be involved in aspects of school life and learning

	<ul style="list-style-type: none"> Stakeholders have confidence in the school knowing that all are treated with fairness, dignity and respect All members of the school community are well-informed and regularly up dated on developments and events
<p><u>Financial and Asset Management</u></p> <ul style="list-style-type: none"> To implement an effective budget planning system Maintains and manages the school's finance, assets and a safe work and learning environment To meet MOE/MFEM reporting and audit requirements 	<ul style="list-style-type: none"> Available finances, resources and assets are used to support student learning outcomes Funds and resources are clearly linked to the priorities documented in the school's strategic and annual plan All health and safety and DRM regulations are met All spending and money received is properly approved and receipted and follows the process as set out in the relevant school and MoE policies.
<p><u>Statutory Obligations</u></p> <ul style="list-style-type: none"> To comply with Ministry of Education instructions, relevant statutes and regulations, and with monitoring reporting requirements 	<ul style="list-style-type: none"> Any non-compliance or any allegation of same, with relevant statutes is to be referred to the Secretary of Education for discussion and agreed course of action The integrity of any investigation arising from noncompliance is managed and reported in a professional manner.

WORK COMPLEXITY:

<i>The most challenging duties typically undertaken by the Principal include:</i>	
1	The total responsibility for the management of a school including understanding the responsibilities and requirements of the position, managing staff and students, and maintaining an effective and current knowledge of educational theory and practice.
2	Creating a vision for the school and articulating this in a manner that staff, students, Ministry of Education and the wider community can understand.
3	Effective and current educational leadership and management – including ability to plan strategically, be innovative, and respond to new educational initiatives and practice.
4	Keep abreast of technological change and developments and how technology can be utilised as an enabler for quality learning and teaching
5	National monitoring of student achievement requires the ability to analyse and interpret students' achievement data and use it to inform intervention strategies.
6	Creating and maintaining a safe and supportive learning environment for all students.
7	High level of effective human resources management skills which encourages reflective thought and action and supports and maintains high levels of staff performance as well as the retention of highly skilled and effective teachers and support staff.
8	Keeping abreast of best educational pedagogical practice and maintaining a culture of learning throughout the school (staff and students).
9	Visionary leadership which will ensure the maximisation of student outcomes for all.
10	Creating and maintaining a positive reputation for the school and a learning environment in which all stakeholders have confidence and trust
11	Judicious allocation of available resources (plant, people and equipment) and excellent financial management skills and practice
12	Providing a learning environment which encourages high levels of student retention

AUTHORITY:

The Principal has the following levels of authority:

Financial	In accordance with the Education Act, the principal is responsible for the financial management of the school including a full annual audit of all funds received and expended. In collaboration with the Director of Finance from the Ministry of Education and the School Committee the principal oversees all financial income and expenditure for the school, particularly as it relates to resources, activities, administration, equipment, minor building maintenance or assets. Can authorise spending of up to \$1000.
Staff	In conjunction with the HRM Division of the Ministry of Education, participate in the recruitment of staff, oversee the completion of staff Performance Appraisals, and inform the Ministry of Education of all significant matters relating to staff, in particular staff leave, discipline, conduct and performance.
Contractual	Able to negotiate routine school maintenance and improvement contracts up to \$1000

FUNCTIONAL RELATIONSHIPS:

The Principal is required to demonstrate effective Human Resources Management skills in dealing with all internal and external relationship matters:

<i>Internal Relationships</i>	<i>Nature of Contact</i>	<i>External Relationships</i>	<i>Nature of Contact</i>
HOM, Directors and MOE central administration staff	Governance compliance, learning and teaching, human resources management, financial accountability, ICT resource management, school audit and review, skills training and other matters as required (Heavy)	Community Services and the Wider School Community	Health and safety of staff and students; life skills programs; sponsorship; resource people; environment issues and other matters as required (Promoting)
School staff	School management, curriculum delivery, performance management (Heavy)	Government Ministries, Agencies, Aid Donors, Educational institutes/organisations overseas	National matters of interest; DRM, health & safety; NZQA, Te Kura other matters as required (Routine)
Students	Welfare, discipline, student progress, opportunities and achievement (Heavy)	NGOs	Disaster Risk Management; Health & Safety; Life Skills and other matters as required (Routine)
Students' Families, PTA committees	Pastoral care and welfare of students, student progress and achievement, PTA financial/assets management (Heavy)	Island Councils, Mayors and Administration (Pae Enea)	All matters affecting the school (Routine)
Principals, staff in other schools	Collaborate in inter-school activities, transfers, subjects, other matters (Medium)	Government Representative (if applicable)	Act on behalf of the Ministry of Education and report findings as required (Routine)

QUALIFICATIONS:

Level of education required to perform the functions required of the position of Principal. This combines formal and informal levels of training and education.

A principal of a Category E School is required to have the following qualifications:

Essential: (least qualification to be competent)	Desirable: (specific qualification for job)
<ul style="list-style-type: none"> • Bachelor's Degree in Education, Teaching or an equivalent discipline and • Diploma in Teaching or equivalent and • Current Cook Islands Teacher Registration 	Post Graduate Diploma or a Master's Degree in Educational Leadership

EXPERIENCE:

The length of practical experience and nature of specialist or managerial familiarity required. This experience is in addition to formal education.

Essential (least number of years considered):	Desirable (target number of years preferred):
Minimum of five to seven years' teaching experience with at least two year's senior management experience, preferably as a Deputy/Assistant Principal in a medium-large school	More than seven years' teaching experience with at least three years' senior management experience as a Deputy/Assistant Principal

KEY SKILLS/ATTRIBUTES/JOB SPECIFIC COMPETENCIES:

Key skill & level of ability required for the Job	<i>Key Skills/attributes/competencies</i>
Expert	<ul style="list-style-type: none"> • He/she has the skills, experience and ability to achieve educational objectives, improve student achievement, staff motivation and the efficient running of the school. • Meets the requirements of the standard classroom teacher's job description and perform at a level of competence which provides an excellent standard of role modeling for other staff. • Proven educational leadership experience • Extensive knowledge and understanding of current and best practice pedagogy • Ability to conduct curriculum review and implement change • Experienced in conducting staff performance reviews, appraisals and the implementation of performance improvement plans (PIPs) • Extensive knowledge and understanding of effective and relevant student support and intervention strategies • Fully conversant with school review, qualifications and accreditation requirements
Advanced	<ul style="list-style-type: none"> • A proven empathy for advancement of indigenous culture and language • Highly effective oral and written communication skills and maintain open, transparent and regular communication channels with the school community and the Ministry of Education. • Show wise and considered judgment when faced with complex issues and dilemmas. • Have a sound understanding of educational policies and regulations from which to base effective decision making. • Analyse and apply student assessment data to provide intervention strategies to address areas of concern and/or strengthen practice. • Have a bank of educational research upon which to draw to form conclusions. • Strong interpersonal skills including advocacy, public speaking and presenting (preferably in Cook Islands Maori and English) • Collaborative approach to leading and managing change
Working	<ul style="list-style-type: none"> • A sound understanding of the EMP and be able to present the plan to others in a manner that they will be able to comprehend and apply. The Education Master Plan, and the four outputs of the Annual Business Plan: (i) Taku Ipukarea Kia Rangatira

	(ii) Learning and Teaching (iii) Learning and the Community (iv) Infrastructure & Support) <ul style="list-style-type: none"> • Improving management and leadership skills through further study and research. • Initiating alternative modalities for curriculum delivery • Level Four ITC competency. • Collaborating with other principals/schools. • Participating in ongoing personal professional development.
Awareness	<ul style="list-style-type: none"> • Relevant Government legislation and policies • External educational organisations and institutes developments, programs and opportunities for collaboration and research

CHANGE TO JOB DESCRIPTION:

Changes to the Job description may be made from time to time in response to the changing nature of the Ministry's work environment - including technological or statutory changes.

Secretary of Education

Date

Employee

Date