



Taikura Rudolf Steiner School

Job Description

Position Title:	School Principal
Responsible to:	Chairperson Board of Trustees
Responsible for:	Taikura Rudolf Steiner School Leadership
Date:	January 2017
Functional Relationships	Lower School Associate Principal High School Associate Principal Kindergarten Manager / Representative Office Manager Board of Trustees Chairperson Proprietors Trust Chairperson Management Unit Holders Teachers and Support staff
External Relationships	Parents and School community Ministry of Education and Education Review Office School Trustees Association NZ Federation of Steiner Schools Steiner Education Development Trust

GENERAL DESCRIPTION:

Taikura Rudolf Steiner School is a state integrated Waldorf school. The School's special character is inspired by the educational principles and work of Rudolf Steiner. While this philosophy is enduring, the School strives to keep its special character fresh, alive and evolving within the cultural, historical, educational and geographic environment of Aotearoa New Zealand and particularly the Hawke's Bay.

The health and wellbeing of the School is created through a strong and engaged community where students, parents and families, teachers, support staff and trustees are all connected. Through working together a school and community spirit is built that enables a healthy foundation for lifelong learning. The chosen name of the School, 'Taikura', speaks of the different currents that flow into the School, and recognises it is through the heartwood, and through many streams flowing together that the School stays strong.

Taikura Rudolf Steiner School has a culturally and socially diverse community. Families have a connection with, and a commitment to, the education, having made a conscious decision to join the School.

It is in this context the Principal of Taikura has accountability for the successful management and professional leadership of the School so that the School's educational ideals are everyday experiences for students, staff and community.

Leadership, both conceptually and practically, in a Steiner school can be complex. Leadership is not experienced through designated roles, but as individuals across the School step up to carry and lead specific tasks and projects. The structure for this school-wide pedagogical leadership, consultation and communication for all teachers is the 'College of Teachers'. Overarching leadership from the Principal centres on their role as a skilled communicator who provides a living and vital connection to the School's special character. The Principal's role is to articulate direction, values and priorities so there is certainty and engagement, provide feedback to the College, and adjust plans and manage resources so the sustainable delivery of the School's special character is maintained. They must work with empathy and

understanding to build and nurture connections with the teaching body, staff and families that make up our school community. In essence, leadership through the Principal role deepens the School's connection to its spiritual source so special character is rich, accessible and evident, and all in the community are nourished as they participate in school life.

The Principal leads the Management Group which includes the Associate Principals of the Lower and High Schools, Kindergarten Manager /Representative and the Office Manager. Direct executive assistance is provided to the Principal by the Office Manager.

As the first Waldorf School in Aotearoa New Zealand, Taikura recognises its responsibility in encouraging, sponsoring and developing other schools in the movement, the ongoing education of Waldorf teachers and the Steiner pedagogy itself. In this way the Principal has an active role beyond immediate school demands, as a member of the Fellowship of the Federation of Steiner Schools in NZ.

PRIMARY OBJECTIVES OF THE POSITION:

The Principal is responsible to the Chair of the Board of Trustees for effective school operation. The Principal's role has four main areas of responsibility as outlined below. In each of these areas, the Principal will implement approved school policies and procedures and meet the school's legal obligations as an Integrated State School:

1. **SPECIAL CHARACTER AND CULTURE:** providing professional leadership that focuses the school culture on enhancing learning and teaching
2. **PEDAGOGY AND CURRICULUM:** fostering a learning environment in which there is an expectation that all students will experience success as understood by Taikura's Special Character
3. **SYSTEMS:** developing and using management systems to support and enhance student learning and healthy school life
4. **PARTNERSHIPS AND NETWORKS:** strengthening relationship management and communication across the school community to enhance student learning and wellbeing.

The Principal, is expected to provide reporting and advice to the Board of Trustees and Proprietors Trust, keeping them informed and up to date with education issues and themes:

- ★ In requirements and intent of the School's agreements/contracts with Ministry of Education, National Education Goals, National Administration Goals and other related legislation and Ministry information;
- ★ In matter of best education practice and pedagogy;
- ★ In understandings of Waldorf Curriculum;
- ★ In developments within education in NZ;
- ★ By providing reliable and relevant data to enable evaluation of school performance, and;
- ★ By providing advice on issues which may impact the School's development.

The Principal's focus and priorities will be negotiated each year with the Chair of the BoT and will be expressed in an annual performance agreement. The Annual goals of the School's Strategic Plan will be considered an integral part of the Performance goals also. The Principal's responsibilities – as outlined in the four broad objectives above - are described by the standards set out in the attached table.

I. SPECIAL CHARACTER AND CULTURE: providing professional leadership that focuses the school culture on enhancing learning and teaching	
Key Focus Areas: What the Principal does	Key Success Indicators: What is evident across the School
Vision and Strategic Plan	
<p>Understands the School in the context of a developing organisation</p> <p>Recognises and upholds enduring Waldorf educational principles</p> <p>Identifies and takes appropriate actions to maintain and enhance the School's development and wellbeing</p>	<p>Taikura's community (students, staff and families) experience the School as current and vibrant</p> <p>Educational life at Taikura consistently speaks of its special character</p> <p>Festivals and cultural events provide engaging opportunities for students, staff and families to connect and respond to the School's special character</p>
<p>Leads the School's strategic planning and reporting process – connecting it to NZ's changing social, economic and cultural context</p> <p>Connects the School's Strategic Plan to the Annual Plan</p>	<p>The School's Strategic Plan is an active document in school life</p> <p>The Strategic Plan has clear targets for</p> <ul style="list-style-type: none"> • Student achievements • Teacher quality • Continued improvement <p>The Strategic Plan reflects contemporary, NZ issues and priorities</p> <p>The draft Annual Plan for the coming year is presented to the BoT, by the end of each school year clearly setting out emerging goals and priorities for the following year</p> <p>Student achievement information is reported to the BoT comprehensively with end-of-year data in the first Board meeting of each year, and in summary for progressive data in Term I each year</p>
<p>Oversees the systematic use of data to adjust planning and programmes</p> <p>Uses data wisely so that it is a valuable tool but does not over-ride other sources of information for decision making</p>	<p>Special character resourcing is analysed, monitored, assessed and adjusted</p> <p>Student planning and assessment data is gathered according to the schedules agreed each year with the APs in the High School and the Lower School</p> <p>SATs are set as part of the annual planning and review cycle</p> <p>Adjustments to teaching programmes are supported by data</p>
<p>Demonstrates an understanding of, and is responsive to, the diverse concerns and needs of students, parents, staff, board and community, and government and non-government agencies</p>	<p>Clearly prioritises work and communicates with effected parties</p>

<p>Leads the School's enrolment process</p> <p>Meets with all incoming 6 year olds and their parents for a Special Character interview</p>	<p>School management recognises and responds to resourcing requirements for incoming students</p> <p>All students applying to enrol have a family Special Character interview that communicates commitments in joining the School</p> <p>Special Character is clearly articulated so new parents make a well informed decision that supports ongoing commitment</p>
<p>Demonstrates 'best practice' leadership and management style and approach</p>	<p>Staff experience effective leadership and management</p> <p>Delegation happens with clearly defined lines of responsibility</p> <p>There is respect and support for the Principal by staff, and from the Principal for the staff</p> <p>Students and families experience warmth and interest yet clear boundaries</p> <p>All meetings follow best practice: clear agenda, good time management, effective decision-making, agreed actions that are implemented</p>
<p>Resolves conflicts and difficult situations</p>	<p>Any conflicts are surfaced and dealt with in a timely manner</p> <p>Working relationships between school staff are professional and respectful</p> <p>Complaints are dealt with appropriately and according to Taikura Complaints Policy & Procedures</p>
<p>Demonstrates professional leadership competence</p>	<p>Problems and challenges are met with skilled inquiry and problem-solving skills</p> <p>Solutions for issues address underlying causes</p>
<p>Designs and implements delegation structures that enable nominated teachers to carry specific negotiated responsibilities and leadership</p>	<p>Staff willingly contribute beyond their base position description</p> <p>Delegated responsibilities are clearly defined</p> <p>Those who carry delegated responsibility prioritise this work within their overall teaching load</p> <p>Leadership is shared</p> <p>Individual strengths are available to enhance overall leadership</p>
<p>The bi-cultural heritage of NZ is an active part of school life</p>	<p>Maori language and culture is evident in the fabric of the School</p> <p>There is healthy dialogue about best practice inclusion of Maori language and culture in the context of Taikura as a Waldorf school</p> <p>Taikura is authentic in its practice and promotion of Maori language and culture</p>

2. PEDAGOGY AND CURRICULUM: fostering a learning environment in which there is an expectation that all students will experience success as understood by Taikura's Special Character	
Key Focus Areas: What the Principal does	Key Success Indicators: What is evident across the School
Pedagogical leadership school wide	
Leads staff by framing all activity in the context of the School's Vision (Strategic Plan and Annual Plan)	Staff are familiar with the Vision and it is evident in focus, planning and priorities
Demonstrates an applied understanding of and experience in: <ul style="list-style-type: none"> Steiner/Waldorf educational principles the Waldorf curriculum the NZ curriculum 	<p>Festivals, special events and occasions are hosted by the Principal so there is warmth and vitality experienced for the School's Special Character</p> <p>Taikura's curriculum reflects a contemporary understanding of Waldorf educational principles and practice, relevant to Hawke's Bay, NZ</p> <p>Daily teaching practice consistently reflects the content of the Taikura curriculum and the NZ National Curriculum</p> <p>Teaching and learning approaches are best practice and meet specific student needs</p>
Leads teaching staff in the planning, implementation and evaluation of educational programmes designed to deliver national and local curriculum goals, and meet annual planning targets and priorities.	<p>The Annual Plan focuses day-to-day teaching and learning priorities</p> <p>Teachers reference the curriculum in their daily planning</p> <p>Evidence is gathered by staff and used to review and adjust teaching programmes each term</p> <p>Student assessment and planning is completed by each teacher by the end of Term 1 each year</p>
Champions teaching staff	<p>All teachers are engaged with their own personal development and professional development</p> <p>Current education practices/research are explored and, as appropriate, adopted by staff</p> <p>Staff are focused on the educational intent of every activity/programme</p> <p>Teachers seek out feedback on their classroom effectiveness</p>
Actively connects to the Office Manager, Kindergarten Manager, and APs of each Lower and High School and carries a school-wide awareness of issues and opportunities	<p>Members of the Management Group are engaged in weekly connection, support and interest in their respective fields</p> <p>Overall school themes and issues are identified, communicated and responded to</p>
Provides professional direction by encouraging vision and innovation in classroom practice and school organisation	Teaching and learning programmes and approaches are visibly innovative and creative, are supported by

(while upholding Waldorf education principles)	the 'Student Outcomes, and speak of a thorough understanding of Waldorf education
Champions teaching and learning programmes that focus on providing a smooth transition across school phases	Teaching and learning programmes recognise and respond to key development thresholds for students Students transition smoothly as they change learning environments along their learning journey
Leads professional learning for staff so they develop and sustain effective teaching and learning relationships with all students	Effective classroom management enables consistent student engagement
Engages in a process of professional self-review and appraisal	Professional development opportunities are identified and steps are actively taken to address these
Leads the College of Teachers in pedagogical review, consultation and communication	The College is effective, timely and cohesive in progressing pedagogical issues and developments College meetings are motivational and energised
Provides opportunities for all staff to stay connected to school-wide issues and developments	Staff are appropriately involved in decision-making processes within the School
Ensures day-to-day classroom teaching and learning contribute to a coherent, balanced, equitable programme that reflects established school priorities	Students are well engaged Teacher aide resource is well managed by teachers and effective in its contribution to student learning Student progress and achievement is monitored against the priorities of the Annual Plan.
Stays in touch and supports daily classroom practice of all staff members	Every class is visited by the Principal at least once per term
Motivates and supports staff to improve the quality of teaching and learning	Professional development of staff is linked to improved teacher effectiveness Professional development is linked to targeted school improvements
Recognises effective teaching and learning practices needed across the School in all curriculum areas, and communicates these as standards for all teaching staff	Teachers know the standards they are working to Teachers are supported professionally through mentoring, feedback and coaching to continually review and improve their own practice Both individual and group teaching programmes are well directed
Supports inclusion of students with special learning needs	Students with special learning needs are well engaged in school life

Enlists the assistance of specialist agencies as necessary (where appropriate in support of APs)	Response from specialist agencies is timely, supportive and engaged e.g. RTLB
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3. SYSTEMS: developing and using management systems to support and enhance student learning and healthy school life	
Key Focus Areas: What the Principal does	Key Success Indicators: What is evident across the School
Personnel	
<p>Employs staff to:</p> <ul style="list-style-type: none"> enable effective delivery of the curriculum, enable best support for students, meet annual targets related to improving learning outcomes for students, maximise flexibility of staffing options. <p>All within budget</p>	<p>BoT is advised each meeting of upcoming personnel needs for the School</p> <p>Taikura policies and processes are followed in all staffing and personnel matters</p> <p>Employment contracts for staff best enable school resourcing priorities to be met while ensuring the School is a good employer</p>
Builds staff effectiveness through best practice recruitment, supervision, empowerment, performance appraisal, professional development and self-reflection	<p>New staff receive a thorough induction process</p> <p>Ongoing feedback and review are evident in daily school life</p> <p>All staff have an annual performance appraisal</p> <p>Staff are engaged in their own professional development</p>
Manages discretionary staff requests using clear criteria	Any special leave granted follows agreed criteria
Ensures staff contracts, registration, and attestation follow best practice	<p>Personnel files contain accurate records</p> <p>Leave and salary information are accurate</p>
Oversees the recording and monitoring of student progress in all programmes, including any therapy or extra lesson programmes	Student progress records are accurate and communicated effectively across the School as a basis for resource allocation
Analyses and makes effective, timely responses to school self-reviews, external audits and outcomes of student learning	Plans for improvements are made immediately after reviews, these are clearly documented then implemented in a timely way
Provides any information required by the Ministry of Education/other educational agencies	Statutory obligations are met on time
Ensures the School's Policy and Procedure framework is complete and communicated	Policies guide best practice evidenced by consistent approaches and processes

Upholds and promotes all school rules and regulations	
Complies with all relevant statutes and regulations, and with monitoring and reporting requirements related to MOE Funding	Systems in place identify impediments to the School meeting its legal obligations Roll returns are prepared accurately and punctually Reports for MOE and ERO are prepared as required The Board receives accurate information about school performance, as part of the Annual Report and in the context of MOE requirements.
Effectively and efficiently uses available financial resources and assets to support improved student learning outcomes Operates an effective budget planning system and works within available resources Works effectively and efficiently with the BoT, in controlling, monitoring and reporting on the use of finances and assets	A draft budget is developed and presented to the BoT in November/January. The BoT's financial policies for day-to-day management of finances are implemented by: <ul style="list-style-type: none"> • Administering the school's funds in accordance with the budget, financial policies and procedures and priorities • Ensuring Ministry of Education/GSE policy, procedures and agreements with the School are adhered to. • Ensuring the Board's auditor has all the information necessary to carry out an audit of the School's financial accounts The physical environment aesthetically reflects special character, is safe and well maintained
Oversees finance, property, and health and safety systems	Monthly financial reports reconcile school financial activity against budget The School operates within budget Health and safety is effectively managed by designated staff Data is collected to ensure risk management is acceptable

4. PARTNERSHIPS and NETWORKS: strengthening relationship management and communication across the school community to enhance student learning and wellbeing	
Key Focus Areas: What the Principal does	Key Success Indicators: What is evident across the School
External	
Participates in professional clusters or organisations to provide up-to-date knowledge of current practices and issues relevant to Waldorf education in the context of the NZ educational climate	Current issues/thinking in state education are evaluated and responded to for effective school practice Teaching and learning practices at Taikura are rooted in Waldorf pedagogy and respond to current educational developments Taikura's participation in various school networks is valued

Encourages and facilitates family involvement in the school	<p>Communication strategies enhance engagement and connection to the School from families</p> <p>Taikura's vision, values and objectives are promoted to the community</p> <p>Parents/caregivers are accurately and regularly informed of individual student's progress and wellbeing</p> <p>Families support and involve themselves in school life</p> <p>Opportunities are created for parent learning about Waldorf education</p>
Develops effective relationships with MoE	MoE staff are well informed of any issues affecting Taikura and are asked to provide effective advice and guidance
Develops effective relationships with STA	STA provide effective, timely support so the school deals competently with any employment or legal issues
Participates as a member of the Fellowship of the Federation of Steiner Schools in NZ	Taikura is actively connected to wider issues and concerns of the Federation of Steiner Schools
Internal	
<p>Participates fully as a member of the Board of Trustees</p> <p>Lliaises with the BoT/PT chairpersons in all matters of mutual interest or concern, providing any professional advice needed</p>	<p>School interests/concerns are understood and carried by BoT and Proprietors Trust</p> <p>Goals and priorities set by the Board inform strategic school focus</p>
Represents the School at both Board and Proprietors Trust levels	There is a constructive and supportive relationship with the Board and the Proprietors Trust
Builds strong and supportive professional relationships with the BoT chairperson and the Proprietors Trust chairperson	<p>Regular, open and constructive dialogues happen with each chairperson</p> <p>The BoT and Proprietors Trust experiences the Principal as competent and professional and open to dialogue</p>
Builds strong and a supportive relationship with Tū Mai Taikura Whanau	Works with the group to support the school to align with ministry and community/parent aspirations for Maori achievement
Runs warm, effective professional relationships with direct reports	All direct reports give feedback that they experience clear leadership along with active interest and support

Personal Profile

Key qualification/skills/experience

- NZ teacher registration
- Connection and commitment to Steiner Waldorf educational principles
- Good working understanding of Waldorf pedagogy from Early Childhood through High School
- Recent experience in educational leadership
- Experience in working with governance bodies
- Capacity for financial management
- Works collaboratively yet provides clear direction through leading by example and engaging others
- Can lead and facilitate change and improvement
- Communication skills including active listening skills, public speaking and professional and report writing skills
- People management and development skills
- Problem solving and decision making skills
- Meeting facilitation and participation skills that create opportunities for collaboration, teamwork, effective decisions, and sound implementation
- Demonstrated knowledge of issues impacting on NZ education
- Planning competencies

Personal qualities include:

- A clear path of personal and professional development
- A sincere and engaging style that connects warmly yet authoritatively with students (as well as staff and families)
- A track record of achievement both personally and professionally
- An ability to keep the strategic perspective constantly in view while maintaining a commitment to the day-to-day running of the School
- A strong sense of self-belief and an ability to project a calm manner
- An openness to feedback and ideas for improvement
- An innovative, able to bring fresh perspectives and inspire others to engage in new ways