



# Queen's High School

*Empowering Young Women*



**Deputy Principal  
Application Pack**

Dear Applicant

Thank you for your interest in the Deputy Principal's position at Queen's High School. You will find enclosed all the information you will need to apply for this position.

Queen's High School is renowned for its ability to meet individual needs by providing a supportive, inclusive learning environment. All girls are encouraged to believe in themselves and their ability to succeed. We encourage the pursuit of excellence, upholding the principles of equality and promoting sound and socially acceptable conduct within a caring, positive environment. We are committed to empowering young women and to inspire in them a lifelong love of learning.

Our new Deputy Principal will be well supported by a collaborative leadership team, excellent staff, a motivated board and a welcoming parent community.

The following documents in this application pack provide more information about our school and the application process:

- General information for applicants
- Person specifications for the role of Deputy Principal
- Deputy Principal's job description
- Further information and application form

The application for the appointment is to be with the Principal's PA with your CV and covering letter by 2pm on Friday 4 September. It can be sent electronically to [ghs@queens.school.nz](mailto:ghs@queens.school.nz).

We look forward to receiving your applicatio



Ngā mihi  
Barbara Agnew  
Prinicpal

## INFORMATION FOR APPLICANTS

### Position

Deputy Principal

Member of the Senior Leadership Team

### Remuneration

5 x Management Units + 1 x Senior Management Allowance

### Employment Conditions

As per the Secondary Teachers' Collective Agreement (STCA) 2019-2022

### Appointment Timeline

Education Gazette Advertisement	Friday 7 August
Closing Date for Applications	Friday 4 September
Shortlisting completed	Friday 11 September
Interviews	Monday 14 – Friday 18 September
Appointment begins	Term 1, 2021

### Visits to Queen's High School

Applicants are able to arrange a visit to Queen's High School. Please contact the Principal's PA [ghs@queens.school.nz](mailto:ghs@queens.school.nz) to arrange a time.

Applicants must currently hold a teaching practising certificate

### Queen's High School Contacts

Address: 195 Surrey St  
St Clair  
Dunedin 9012

Phone 034557212

Email [ghs@queens.school.nz](mailto:ghs@queens.school.nz)

Website <http://www.queens.school.nz>

Queen's Facebook – [www.facebook.com/QueensHighSchoolNZ](https://www.facebook.com/QueensHighSchoolNZ)

Queen's Instagram - [@queenshighschoolnz](https://www.instagram.com/queenshighschoolnz)

## **PERSON SPECIFICATION FOR POSITION OF DEPUTY PRINCIPAL**

We are looking for a deputy principal who is innovative, committed to lifelong learning and is passionate about education. You will have a strong focus on fostering whanaungatanga within our community and to upholding our values and vision of empowering young women. This senior leadership role has significant influence on the wellbeing of students and staff, as well as the daily organisation of the school. Applicants need to have proven leadership experience and the ability to deal with complex situations. An exciting opportunity to contribute to an expanding school.

### **The ideal applicant for this position will have:**

Experience as an educational leader

A proven record of teaching excellence

An innovative and forward thinking approach

Excellent communication, interpersonal and organisational skills

A passion and joy in teaching and learning

A commitment to excellence and the confidence to set and expect the highest of standards

A commitment to on-going personal and professional development

A growth mindset, a positive outlook and a sense of humour

## **DEPUTY PRINCIPAL JOB DESCRIPTION**

Position: Deputy Principal

Responsible to: Principal

Functional Relationships: Principal, Assistant Principal, Learning Area Leaders, Teachers, Support Staff

### **Key Responsibilities:**

- Promote and demonstrate the ideals and behaviours that exemplify the vision and principles of the school and what is expected of the teaching profession
- Focus on improving student learning and achievement
- Focus on student and staff well-being
- Provide professional and instructional leadership
- Actively support the Principal to operate the school
- Be an active, participating and contributing member of the Senior Leadership and Management Team
- Be future focussed and actively seeking ways to improve the school

The Deputy Principal is a member of the Senior Leadership and Management Team which is made up of: The Principal, Deputy Principal and Assistant Principal.

The areas of specific leadership focus and individual responsibilities will be assigned based on the strengths and skills of the members of the Senior Leadership and Management Team and through a process of discussion and negotiation.

Areas of Leadership	Expect Outcomes
Professional Leadership	<ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of current approaches for effective leadership and management.</li> <li>• Provides professional leadership within the delegated areas of responsibility.</li> <li>• Makes constructive contributions to the work of the senior management team in a manner which supports effective school organisation and improved learning outcomes for students.</li> <li>• Supports the Principal in the leadership and management of the school and deputises when required.</li> <li>• Reflects on own performance assessment and demonstrates a commitment to own on-going learning in order to improve performance.</li> <li>• Contributes to the running of the school as determined by the Principal.</li> </ul>
Student learning and achievement	<ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of current approaches to effective teaching and learning.</li> <li>• Identifies and acts on opportunities for improving teaching and learning.</li> <li>• Operates as a teacher with delivery of the NZC for a group/s of students each year. (The number of learning groups will be determined by the Principal).</li> <li>• Remains up to date with achievement evaluation and assessment techniques.</li> <li>• Champions the improvement of student learning and achievement.</li> <li>• Applies effective data collection, analysis, interpretation and reporting for student achievement data.</li> </ul>
Policy and programme management	<ul style="list-style-type: none"> <li>• Initiates, plans and manages in association with the Principal and other staff, policies and programmes which meet national requirements, are consistent with the school's charter and strategic planning, and which reflect the school's commitment to effective teaching and learning.</li> <li>• Understands the implications of New Zealand'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> </ul>
Staff management	<ul style="list-style-type: none"> <li>• Participates in the school's performance management systems and makes recommendations to the Principal on appropriate professional development opportunities for staff.</li> <li>• Motivates and encourages staff to improve the quality of teaching and learning.</li> <li>• Devolves responsibilities and delegates tasks when appropriate.</li> <li>• Supports staff to develop new skills and take on new responsibilities including leadership opportunities.</li> <li>• Participates in the appointment of staff.</li> </ul>
Relationship management	<ul style="list-style-type: none"> <li>• Develops and maintains positive and productive relationships with staff, students and their whānau.</li> <li>• Fosters relationships between the school and the community.</li> <li>• Communicates effectively both orally and in writing to a range of audiences.</li> <li>• Provides information to the Principal on areas of delegated responsibility in order to assist with effective day to day management and strategic planning in the school.</li> <li>• Understands and operates within the limits of the delegated authorities and adopts a consultative approach with the Principal and other staff on issues relating to school policy.</li> <li>• Establishes and maintains good communication processes with staff, and between staff and members of the senior management team.</li> </ul>
Financial and asset management	<ul style="list-style-type: none"> <li>• Provide assistance to the Principal re development of the Annual Budget.</li> <li>• Effectively and efficiently uses available financial resources and assets, within delegated areas of authority, to support improved learning outcomes for students.</li> </ul>
School wide involvement	<ul style="list-style-type: none"> <li>• Demonstrates the ideals and behaviours that exemplify the vision and principles of the school and what is expected of the teaching professional.</li> <li>• Promotion of high expectations, standards and an attitude of excellence.</li> <li>• Actively involved in school wide activities and events.</li> </ul>

## Areas of Individual Responsibility

Responsibility	Performance indicators
<b>Daily Organisation</b>	
Leading and executing the daily organisational requirements of the school	<ul style="list-style-type: none"> <li>• Effective leadership of the daily activities and events, ensuring they are well managed and communicated appropriately.</li> <li>• An accurate school wide events calendar is maintained and accessible for relevant personnel – this includes an effective approval process and being published to the school website and other relevant social media platforms.</li> <li>• Student attendance processes operate effectively, with relevant documentation and regulations followed.</li> <li>• Leadership of the daily teacher relief. This includes an effective professional approval process for any relief teachers used on campus.</li> </ul>
<b>Pastoral Care</b>	
Leadership of the Pastoral Care Programme, practices and processes in assigned year levels across the school	<ul style="list-style-type: none"> <li>• Leadership and oversight of the Pastoral Care Programme.</li> <li>• Leadership of the processes that support the pastoral care and well-being of all staff, ensuring deliberate well-being measures are in place.</li> <li>• Student Management including Common Classroom Procedures.</li> <li>• Oversight for assigned Year Level(s) <ul style="list-style-type: none"> <li>○ Regular meetings with year level Dean and Counsellor</li> <li>○ A link maintained with form teachers</li> <li>○ New students are inducted into the school and placed in appropriate classes</li> <li>○ Year level assemblies are organised in conjunction with the Dean</li> <li>○ Following student misbehaviour, staff and parents communicated with and subsequent student behaviour is monitored, recorded and reported on</li> </ul> </li> </ul>
<b>Teaching and Learning</b>	
Leadership of the Teaching and Learning practices and processes across the school	<ul style="list-style-type: none"> <li>• Promote effective teaching and learning practices across the school.</li> <li>• Leadership in the monitoring and evaluation of teaching and learning across the school and contribute to school self-evaluation and the development of improvement plans.</li> <li>• Leads the implementation of high quality professional learning and development for all staff.</li> <li>• Provide leadership in the effective implementation of teacher inquiry and the professional appraisal cycle.</li> <li>• To keep updated with Professional reading, in particular in the areas of affecting teaching and learning and school leadership that promotes the engagement, progress and achievement of all students.</li> <li>• Provide leadership for student behaviour management.</li> <li>• Provide professional support and guidance where required.</li> </ul>
<b>Curriculum Learning Area Leadership</b>	
Leadership of middle leaders in assigned curriculum areas	<ul style="list-style-type: none"> <li>• Oversight for assigned Curriculum Learning Areas.</li> <li>• Provide professional support and guidance as required.</li> <li>• Conducts the annual performance appraisal process for each assigned curriculum learning area leader.</li> </ul>
Relationship Management	<ul style="list-style-type: none"> <li>• Works regularly with staff to ensure the learning, emotional and social issues of students are being met by systems and processes in the school.</li> <li>• Monitors interactions between staff/students, staff/staff and student/student to ensure positive working relationships are upheld.</li> </ul>



**QUEEN'S HIGH  
SCHOOL**

## **Information for Teacher Applicants Recruitment and Selection Procedures**

This page is for your information.  
Please tear it off and keep it  
when you send in your  
application.

Further information on Queen's  
High School can be obtained  
from our website:

[www.queens.school.nz](http://www.queens.school.nz)

A copy of the relevant Collective  
Employment Contract or  
individual contract will be made  
available to all new staff  
appointed.

- Please fully complete this form personally. Read it through first then answer all questions and make sure you sign, and date where indicated on the last page.
- The enclosed job description and person specification outline the main functions of the position and the skills required.
- All applications are acknowledged promptly by email.
- You are asked to supply on your CV names and contact details of three recent referees who can substantiate your suitability for this position. Referees will be contacted.
- All applicants for teaching positions must be registered.
- After applications close a short list of candidates are selected for interview based on the information contained in the application. Shortlisting usually takes place within one week of the closing date. Shortlisted candidates are contacted by telephone to arrange an interview time, and for this reason we request two contact phone numbers.
- Interviews are normally held within two weeks of the closing date. The selection panel will be made up of the Principal, the Board Chairperson, staff representative(s) and an Iwi representative. Applicants will be given further information about the panel at the time the interview is arranged.
- Interviews give applicants the opportunity to tell the selection panel how well their skills, experience and qualifications match those required for the position. We are particularly interested in hearing from applicants the strengths you would bring to the particular position and to the School as a whole.
- Interviews also give applicants the opportunity to find out more about the day to day aspects of the position.
- Candidates are welcome to bring whānau or a support group to the interview. Please advise the person who arranges the interview if you intend to do this.
- The successful candidate will be offered the position as soon as possible after the interview, by telephone. After discussion, a formal offer of appointment will be made in writing.
- All unsuccessful candidates are advised by email after the appointment has been confirmed. This is usually within two weeks of the close-off date or within one week of the interview.

QUEEN'S HIGH SCHOOL	APPLICATION FOR EMPLOYMENT						
<p>Under the Privacy Act 1993, all information given will be treated as confidential and will only be made available to those involved in the selection and appointment process. You have the right of access to personal information and to see any correction you think necessary to ensure accuracy.</p> <p>Unsuccessful applications will have their curriculum vitae returned to them if requested and any others will be destroyed once the appointment process is complete.</p> <p>For ease of processing and photocopying, please do not send CVs and applications bound or in folders.</p> <p>Please check that you have supplied the required information and mark the boxes off as you go.</p> <p>Unless you are just entering or re-entering the workforce, at least one referee should be your Principal. Other referees should have worked closely with you and be able to give work-related information.</p>	<p><b>Position applied for:</b> _____</p> <p><b>PERSONAL DETAILS</b> <i>(please print clearly)</i></p> <p><b>Title</b> :Dr, Mr, Mrs, Ms, Miss</p> <p><b>Full Name:</b> _____</p> <p><b>Postal Address:</b></p> <p>Teacher Registration No: _____</p> <p>Expiry Date: _____</p> <p><b>Other contact details:</b> <span style="float: right;"><i>(delete as appropriate)</i></span></p> <p>Home telephone number: <span style="float: right;">Leave Message Yes / No</span></p> <p>Business telephone number: <span style="float: right;">Leave Message Yes / No</span></p> <p>Cell Phone: <span style="float: right;">Leave Message Yes / No</span></p> <p>Email address:</p> <p><b>CURRICULUM VITAE CHECKLIST</b></p> <p>Applicants are asked to complete this Application for Employment form and return it with a covering letter of application and Curriculum Vitae for each position applied for. Your Curriculum Vitae should contain the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Full employment history (most recent position first)</li> <li><input type="checkbox"/> Education, training and qualifications; including conferences and courses attended in recent years relevant to this position.</li> <li><input type="checkbox"/> Subjects you are prepared to teach (levels)</li> <li><input type="checkbox"/> Specific skills, strengths and abilities relevant to this position.</li> <li><input type="checkbox"/> Names and contact details of three recent referees who can substantiate your suitability for this position.</li> <li><input type="checkbox"/> Any other relevant information and experience.</li> </ul> <p><b>CITIZENSHIP</b> <i>(please tick the appropriate box)</i></p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> NZ Citizen</td> <td><input type="checkbox"/> Require NZ Work Permit</td> </tr> <tr> <td><input type="checkbox"/> Permanent NZ Resident</td> <td><input type="checkbox"/> Hold NZ Work Permit</td> </tr> <tr> <td><input type="checkbox"/> Australia Citizen</td> <td><input type="checkbox"/> Permanent Australian Resident</td> </tr> </table>	<input type="checkbox"/> NZ Citizen	<input type="checkbox"/> Require NZ Work Permit	<input type="checkbox"/> Permanent NZ Resident	<input type="checkbox"/> Hold NZ Work Permit	<input type="checkbox"/> Australia Citizen	<input type="checkbox"/> Permanent Australian Resident
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<p align="center"><b>QUEEN'S HIGH SCHOOL</b></p>	<p align="center"><b>APPLICATION FOR EMPLOYMENT</b></p>
<p>The information under the heading <i>Health</i> is required to assist the School to meet its obligations under the Health and Safety Act 1992 and the Accident Rehabilitation and Compensation Insurance Act 1992</p> <p>The Acts require that where possible we should reasonably accommodate applicants with such conditions.</p>	<p><b>HEALTH</b></p> <p>Have you had an injury or medical condition caused by gradual process, disease or infection – for example, hearing loss, sensitivity to chemicals, repetitive strain injuries – which the tasks of this job may aggravate or contribute to?</p> <p><input type="checkbox"/> Yes                      <input type="checkbox"/> No</p> <p>If yes, please give details and describe any technical aids, equipment or adaptations to the workplace which you would need to make your work easier and/or increase your performance.</p>
<p>The information under the heading <i>Court Convictions</i> is required because some convictions will be unacceptable in some positions.</p> <p>If yes, you may be asked for further details at interview.</p>	<p><b>COURT CONVICTIONS</b></p> <p>Have you been convicted of any offence against the law in the last ten years?</p> <p><input type="checkbox"/> Yes                      <input type="checkbox"/> No</p>
	<p><b>DECLARATION</b></p> <p>I declare that to the best of my knowledge, the answers to the questions asked here and all information submitted with my application are correct. I understand that if any false information is given, or any material fact suppressed, I may not be employed, or if I am employed, I may be dismissed.</p> <p>I do formally give permission to Queen's High School to contact relevant persons in order to gain information relating to my application for the above position.</p> <p>Signature: .....</p> <p>Date: .....</p>
	<p><b>WHAT TO DO NEXT</b></p> <p>Please send your application to the address shown below, in time to reach us on or before the closing date.</p> <p><b>The Principal</b>  <b>Queen's High School</b>  <b>195 Surrey Street</b>  <b>DUNEDIN 9012</b></p> <p align="right"><b>OR</b>  <b>E-mail: qhs@queens.school.nz</b></p>