

A PREAMBLE

The Principal, together with the Deputy Principal, Head of Primary, Head of Secondary, Head of Chapman, and the Head of Biblical Foundations, carries the overall responsibility for the daily operation of the College, inclusive of three schools: Bethlehem College Primary (BCP), Bethlehem College Secondary (BCS), Bethlehem College Chapman (BCC). These roles require a deep level of mature Christian integrity and an absolute commitment to biblically-based, Christ-centred education and the Vision and Mission of the College.

In all of this, our model of serving leadership and our necessary daily inspiration come from the Lord Jesus Christ of whom we read: “... (He) made Himself nothing, taking the form of a servant, being made in human likeness. And being found in appearance as a man, he humbled Himself and became obedient to death – even death on a cross!” (Philippians 2: 7-8)

1. Bethlehem College is an entity of the Christian Education Trust which oversees a range of Christian educational entities including five early childhood centres and a private tertiary institute BTI.
2. The College was established as a private school in 1988 on a 180 acre rural property on the fringes of Tauranga city. It is now a co-educational, state-integrated Christian school catering for Years 1 – 13 with approximately 1750 students including 80 International students and 100 students who are enrolled at BCC in Rotorua, a satellite of BC Tauranga.
3. As an integrated school, the College is part of the New Zealand Government schools’ system but through an Integration Deed, is required to preserve and promote its special character. That character centres on the traditional evangelical faith as expressed through the Trust’s Statement of Belief and Statement of Special Character.
4. All staff are expected to be adherents of this faith through membership of and regular attendance at a local Christian church whose own articles of faith are in accord with those of the Trust. Staff are expected to be a living witness of this faith through their personal lives.
5. The College runs a programme based on the New Zealand Curriculum but expressed through its special character and with an emphasis on the training of its students for service and leadership as committed Christian people.

B LEGAL REQUIREMENTS

A State integrated school must on integration continue to have the right to reflect, through its teaching and conduct, the education with a special character provided by it (Education Act Section 416(Part 1)).

All teaching positions at Bethlehem College are” tagged” including the Principal position.

A tagged position acknowledges that the holder of that position makes a particular and strategic contribution to the delivery of an Education with a Special Character provided by the College.

Section 464(c)(ii) of the Education Act requires that a tagged position advertisement include the following wording: ‘willingness and ability to take part in religious instruction appropriate to that school shall be a condition of appointment’. For the Principal of Bethlehem College, ‘to take part in religious instruction’ is interpreted as meaning: ‘to lead, safeguard, develop, nurture and model the Special Character’.

C SUMMARY OF KEY TASKS

1. Lead the College
2. Act as the CEO of the Board of Trustees
3. Be the public face of the College, who articulates its vision
4. Manage relationships with stakeholders

D TASKS AND RESPONSIBILITIES

1. Leading the College

- 1.1 **Inspirational Leadership** of the staff and students through school assemblies and gatherings – e.g. sport, cultural, arts; staff meetings, management meetings. Provide inspiration to board, staff, students and parents as a Christian leader.
- 1.2 **Professional and Instructional Leadership** of staff and students through the promotion of instructional pedagogies that are culturally responsive and biblically based, having a presence in classrooms and at educational events, staff seminars, meetings.
- 1.3 **Modelling and Mentoring** to the Bethlehem College community the attributes the College desires to see expressed in its graduates and staff.
- 1.4 **Special Character Leadership** by ensuring that the College's culture is systematically enhanced and developed particularly through:
 - i. Personal demonstration and commitment to prayer and regular Bible reading
 - ii. The professional development of staff in Christian Education
 - iii. Promotion, development and preservation of the Mission and Vision Statements and the Statement of Special Character of the College
 - iv. Creating an environment of life-long learning that encourages students to develop world and life views based on a biblical worldview and God's plan of redemption
- 1.5 **Leadership of the Vision**
 - i. Continuously promote the College Vision to staff, students and parents. Inform them of the values that underlie the strategic plan; stress what is important to the College so that these values are broadly shared by the whole College community.
 - ii. Assist the Board to clarify and re-shape the College Vision to ensure its ongoing relevance.
 - iii. Ensure the College's Vision always aligns with that of the Christian Education Trust.
- 1.6 **Visionary Leadership** of the College through:
 - i. A constant and consistent practice of review and reflection
 - ii. Explaining the 'why' behind initiatives and intent
 - iii. Thinking ahead and plotting the way forward in incremental steps rather than random leaps
 - iv. Casting aspirational concepts of what could be and how to get traction towards this end point.

2. Board's CEO

- 2.1 Assist the Board of Trustees with:
 - the development of strategic and annual operational plans
 - advice on policy, professional and administrative matters
 - the implementation of policies and decisions of the board.
- 2.2 Provide the board with comprehensive reports on the achievement of strategic, educational, wellbeing, financial, property and administrative objectives.
- 2.3 Work with the board on the appointment of full-time teaching positions and be responsible for implementing and monitoring policy on staffing, staff performance, appraisal, and staff development.
- 2.4 Exercise prudent fiscal planning and management so as to ensure the ongoing viability of the College.
- 2.5 Delegate duties and responsibilities to staff, monitoring the effectiveness of this delegation and ensuring good communication is maintained throughout the College.
- 2.6 Develop, promote, and monitor a culture which values and positively encourages learning, competence, achievement, discipline, and high standards of conduct and integrity in line with manakitaanga and the special character of Bethlehem College.

2.7 Be responsible for the establishment and/or review of systems, policies, procedures and processes that efficiently serve the College in all areas of learning and administration.

2.8 Be responsible for balance and cohesion across the three schools (BCC, BCP, BCS) in terms of:

- resource allocation and staffing
- information sharing
- investment of time.

2.9 Be responsible for the delivery of curriculum by ensuring that:

- curriculum delivery is in line with the Special Character of the College
- students' educational needs are met and that parents are consulted when necessary and provided with timely advice of student progress and achievement
- students are given every practical opportunity to develop their sporting, cultural and social skills, with the goal of producing well rounded students who are using their talents, performing to their best, honouring God and growing in their faith i.e. flourishing.

2.10 Be responsible for Health and Safety within the College.

2.11 Ensure compliance with all relevant statutory and regulatory requirements, and liaise with relevant agencies.

3. The Public Face of the College

3.1 Be visible and engaged in the full life of the College.

3.2 Represent the College to the wider community through attendance at public meetings and occasions, membership of appropriate organisations and as a spokesperson through the media.

3.3 Develop relationships with the local churches, the Ministers' Association and local para-church organisations.

3.4 Develop and maintain relationships with professional educational organisations and the Christian schooling movement.

3.5 Be willing to influence the wider educational sector by offering a Christian perspective on educational and related issues.

4. Relationships with Stakeholders

4.1 Be committed to the Christian Education Trust's goal for quality Christian education for whole of life and be deliberate in maintaining positive and functional relationships with the CET, BCL, BOT and all entities that form part of the Christian Education Trust.

4.2 Giving pro-active, visionary leadership to the senior leadership teams, and ensuring that they function in a united, cohesive and focused manner across the three schools.

4.3 Attend and participate in Campus Lead Team meetings as a member of that team.

4.4 Foster a culture of collaboration and partnership with BCL, the CET, staff, students and parents.

4.5 Respect and develop the established relationship with Ngati Kahu.

E TERMS AND CONDITIONS

The terms and conditions of this appointment are covered by the Area Schools Principals Collective Agreement

Areas of Practice	Professional Standards
<p>CULTURE</p> <p>Provide professional leadership that focuses the school culture on enhancing learning and teaching.</p>	<p>With the board, develop and then implement a school vision with shared goals and values focused on enhanced engagement and achievement for all students, seamlessly across all year groups.</p> <p>Promote a culture whereby staff members assume appropriate leadership roles and work collaboratively to improve teaching and learning.</p> <p>Model respect for others in interactions with adults and students.</p> <p>Promote the bicultural heritage of New Zealand by ensuring that it is evident in the school culture.</p> <p>Maintain a safe, learning-focused environment.</p> <p>Promote an inclusive environment in which the identity, language and culture of students are acknowledged and respected.</p> <p>Manage conflict and other challenging situations effectively and actively work to achieve solutions.</p> <p>Demonstrate leadership in professional practice, through applying critical inquiry and problem solving.</p>
<p>PEDAGOGY</p> <p>Create a learning environment in which there is an expectation that all students will experience success in learning.</p>	<p>Promote, participate in and support ongoing professional learning linked to student progress.</p> <p>Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents.</p> <p>Ensure staff members engage in professional learning to develop and sustain effective teaching and learning relationships with all students. Promote and support the gaining of worthwhile qualifications and successful transitions to tertiary education or employment for all students.</p> <p>Ensure that the review and design of school programmes is informed by school-based and external evidence.</p> <p>Promote and participate in a professional learning community within which staff members are encouraged to be reflective practitioners engaging with research, and feedback on their professional practice.</p> <p>Ensure the use of best practices for assessment, and analyse and act upon evidence of student learning to maximise learning for all students.</p> <p>Focus in particular on success in learning for Māori and Pasifika students, students with special education needs, and students at risk of not succeeding at school.</p>

<p>SYSTEMS</p> <p>Develop and use management systems to support and enhance student learning.</p>	<p>Exhibit leadership that results in the effective day-to-day operation of the school.</p> <p>Operate effective systems within board policy and in accordance with legislative requirements.</p> <p>Provide the board with timely and accurate information and advice on student learning and school operation.</p> <p>Effectively manage finance, property, health and safety systems.</p> <p>Effectively manage personnel with a focus on maximising the effectiveness of all staff members.</p> <p>Use school / external evidence to inform planning for future action, monitor progress and manage change.</p> <p>Align resource allocation with the school's annual and strategic objectives.</p>
<p>PARTNERSHIPS and NETWORKS</p> <p>Strengthen communication and relationships to enhance student learning.</p>	<p>Work with the board to facilitate strategic decision making.</p> <p>Actively foster positive relationships with the school's community and local iwi.</p> <p>Actively foster professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider education community.</p> <p>Ensure regular interaction and consultation with parents and the school community (this includes hapu and iwi, where applicable) on student progress and achievement and other school-related matters.</p> <p>Actively foster positive relationships with other schools and participate in appropriate school networks.</p>

F OTHER DUTIES

- Be an active contributor to the Kahui Ako (Community of Learning).
- Provide leadership and support in the operation, marketing and management of the International department
- Any other duties agreed by the employer and employee