



ESTABLISHED 1883

**CAMBRIDGE HIGH SCHOOL**

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E ngaa mana, e ngaa reo, e ngaa iwi puta noa i te ao. Nau mai, haere mai ki te kura tuarua o Te Okohoroi.

Established in 1883 Cambridge High School (CHS) has a proud tradition of meeting the educational needs of our local community. With a roll of approximately 1800 students, we are able to offer our diverse school population a wide range of academic, cultural and sporting opportunities. The school combines modern facilities and a progressive education programme with traditional core values and high expectations of student achievement.

Our aim is to offer students the opportunity to reach their academic potential and enjoy personal growth in a safe and positive learning environment. In addition to academic achievement and qualifications, we highly value the development of the competencies and skills that our students need to continue learning beyond school.

Our community is very supportive of the excellent well-rounded education we provide and the range of high-quality opportunities available to our students while at school and as they graduate. Our positive results in all areas of school life reflect the combined effort of the students, staff, parents and Board in contributing to the development of the youth of Cambridge.

Ngaa mihi nui

**Greg Thornton** - Principal

# Strategic Plan 2021 - 2025

## Purpose

To develop our learning community to best prepare students for life beyond school.



## Vision



We provide an inspiring, holistic learning experience so students leave school with choices, confidence and a sense of purpose.

## Values

**REACH**  
Realise your potential  
Engage with purpose  
Act with integrity  
Care for people and places  
Have the courage to succeed



## Strategic Priorities

- Excellence in Learning
- Our Culture Including Sports, Arts & Wellbeing
- Leadership and Development
- Partnerships
- Operations



## Culture

We actively reinforce the school's values to build a safe, inclusive and caring environment that encourages and supports students and staff to develop their key competencies, abilities and talents.



# ASSISTANT PRINCIPAL

## Overview of the role

The Assistant Principal (AP) plays an important part in the effective leadership of Cambridge High School (CHS). They reinforce the values-based leadership at CHS, modelling our positive culture and actively developing the leadership capabilities of our staff. The AP will be both an effective leader in their own area and adept at working collegially with other areas of the Senior Leadership Team (SLT) and the wider school.

The SLT works in three small teams that lead on areas of strategic importance for the school; Strengthening Us (a systems and process focused area focused on providing operational excellence), Strengthening Culture (focusing on all areas of CHS life and aimed at reinforcing a positive school culture) and Strengthening Learning (focusing on student and staff learning and development, delivering ongoing academic excellence and high-quality learning pathways for students). In each area the Deputy Principal (DP) and Assistant Principal will work as a team, dividing responsibilities of the leadership in that area according to expertise and interest. Within this team, the AP will be focused on the successful implementation of initiatives that are targeted at strengthening the school.

We are looking for a leader whose approach is founded on building and sustaining high trust relationships. In their leadership roles they have demonstrated an ability to engage respectfully with colleagues, value collaboration and communicate clearly. The Teaching Council's leadership framework underpins our approach to effective leadership.

The ideal candidate will have a proven track record of successfully implementing strategically important initiatives. They will be skilled at evaluating the effectiveness of initiatives, using data and feedback to guide ongoing adjustments. They are solutions focused and able to identify opportunities to build on existing strengths and investigate areas for improvement. Their work has been enhanced by keeping up to date with emerging ideas, new evidence and changes in policy and legislation. They encourage discussions about challenges and seek input from a range of stakeholders when finding solutions or exploring changes to practice. An AP at CHS values giving and receiving constructive feedback as it reflects collaborative leadership and an ongoing commitment to supporting our learning culture at CHS.

The SLT is collectively responsible for the leadership of the school and the strengthening of the school community. We are a proactive team that explores ongoing improvements and builds capability in others to achieve ongoing success. Within the team an openness to feedback is valued, ensuring the effective leadership of the school.

All leaders at CHS take responsibility for growing their own and others' culturally responsive practice, and understanding of Te Tiriti o Waitangi. It is important that Maaori whaanau and aakonga contribute have a sense of genuine connection to CHS. We aim for a learning environment that builds understanding of, and a respect for, New Zealand's bi-cultural heritage.

**Key capabilities for leaders at CHS** (selected from the Teaching Council's [leadership capability framework](#)).

Effective leadership at CHS is underpinned by a commitment to key capabilities in the Teaching Council's Leadership Capability Framework. A selection of these capabilities is highlighted here:

Building and sustaining high trust relationships:

- These relationships are based on credibility relating to deep educational expertise, treating others respectfully, with openness, and good self-awareness.
- High trust relationships are built and sustained with stakeholders beyond the organisation, so that we can draw on wider knowledge and support, both within education and beyond.

Strategically thinking and planning:

- Takes responsibility for ensuring that the organisation's vision, goals, and expectations are realised in an environment of continual improvement. Responses are developed in inclusive ways, building the understanding and commitment of all stakeholders.
- Works closely with organisational leaders in the review of progress, and identification of well-founded priorities.

Adept change management and use of resources including:

- Maintains positive relationships with the key stakeholders in the work of the organisation.
- Ensures that organisational change is effective, sustainable and aligned to the strategic direction.
- Recruits staff who can add to the vision, goals, and values of the organisation.
- Ensures that staff feel valued and are supported to grow their capability to perform well.
- Ensures that staff performance reviews are carried out to support professional development and ongoing organisational excellence.
- Seeks and uses expert advice so that the organisation maximises their best use for its vision and goals.
- Uses networks beyond the organisation to extend the resources available.

Evaluating practices in relation to outcomes including:

- Analyses relevant data in context, exploring what this indicates about progress towards the organisation's vision and goals.
- Uses this analysis and their knowledge in discussion with their team to identify actions to improve, and the best way to allocate resources.

Attending to their own learning as leaders including:

- Seeks and uses feedback for continued personal growth and guiding reflection on their own leadership practice.
- Keeps abreast of new evidence and research-based knowledge that could enhance their practice and challenge their thinking.
- Maintains the personal and professional relationships that nurture and stretch them.

Embodies CHS values including:

- Reinforces by their behaviour and how they treat others the values expected by the organisational vision and goals, and the moral purpose at the heart of this work.
- Shows courage, determination, and hope in the face of difficulties.

Building and sustaining collective leadership and professional community including:

- Using their educational expertise to develop leadership and knowledge within the area they are responsible for by:
  - providing opportunities for others to actively contribute to initiatives and extend their knowledge and skills.
  - drawing on individual and collective strengths.
  - ensuring that knowledge required to improve learning is built and shared.
  - ensuring that barriers impeding learning and wellbeing in the area are identified and resolved.
  - taking the initiative to explore options out on the basis of good inquiry related to current practice.

### **Application for Assistant Principal – ‘Strengthening Learning’**

In this area of our Senior Leadership Team, we are seeking an Assistant Principal with a passion for creating outstanding learning pathways that engage a range of students. The ideal candidate will have a proven ability to focus on improved outcomes for learners, working with others to implement school-wide change in learning programmes. For further details of the SLT structure and responsibilities attached to the role please see below.

Applications are due 9am on Monday 25<sup>th</sup> March.

Shortlisted candidates will be interviewed on the 27<sup>th</sup> and 28<sup>th</sup> March.

For further queries on the role, or to apply for this position please contact

[vacancy@camhigh.school.nz](mailto:vacancy@camhigh.school.nz). All applications need to include:

- Cover letter, outlining how you would contribute to the values-based leadership of CHS, with particular emphasis on the strengthening of our learning environment.
- CV of no more than 3 pages, emphasising your leadership experience relevant to the role.
- Completed CHS [teacher application form](#)