



Cambridge High School Values

We are respectful / *He kura whakaute taatou*

We take responsibility / *He kura eke taumata taatou*

We achieve / *He kura whakatutuki haepapa taatou*

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, teena koutou, teena koutou, teena koutou katoa.

All authorities, all voices, all people from around the world. Welcome to Cambridge High School.

Established in 1883 Cambridge High School has a proud tradition of meeting the educational needs of our local community. With a roll of 1700 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 value highly the development of the competencies and skills that our students need to navigate easily into life beyond school. Our school motto "Fortiter et Recte" reminds us to have the 'courage to do what is right' and this is based on our core values: Respect, Responsibility and Achievement.

Our community is very supportive of the excellent well-rounded education we provide and the range of high-quality opportunities available to our graduates. Our positive results in so many areas of school life reflect the combined effort of the students, staff, parents and Board of Trustees. We look forward to guiding and supporting you in your learning journey and welcoming you into our school community.

Nga 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

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Strategic Priorities

- Personalised and Academic Excellence
- Sport, Culture and Well-being
- Leadership and Development
- Partnerships



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.



DEPUTY PRINCIPAL

Overview of the role

The Deputy Principal (DP) plays a crucial part in the effective leadership of Cambridge High School (CHS). They reinforce the values-based culture at CHS, modelling our positive culture and actively developing the leadership capabilities of our staff. The DP will be both an effective leader in their own area and adept at working collegially across other areas of the SLT and the wider school, to deliver the strategy for Cambridge High School.

The Board of Trustees have recently re-designed the structure of our SLT to align with the Strategic Direction of CHS. The intention is to establish teams that lead on three 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 school 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 and Assistant Principal will work as a team, dividing responsibilities of the leadership in that area according to expertise and interest. The DP will deliver high quality leadership of this team, ensuring they develop and implement initiatives aligned with achieving the School's strategic vision.

We are looking for a leader whose approach is founded on building and sustaining high trust relationships, engaging respectfully, and fostering an openness in discussions and to differing perspectives. The ideal candidate values collaboration and their interactions with others nurture a caring environment where relationships, health and safety and the well-being of our community are enhanced. The Teaching Council's leadership framework underpins our approach to effective leadership.

The DP will think strategically, guiding the school response to developments in education, changes in policy and legislation and emerging national and international trends. In shaping the school response, they encourage discussions about potential solutions and actively seek input from stakeholders. Deputy Principals at CHS value giving and receiving constructive feedback as it reflects collaborative leadership and an ongoing commitment to their own learning, fostering a learning culture at CHS.

The DP will be skilled at self-review, evaluating our practice and use evidence to lead changes that are focused on improving outcomes for learners and enhance the well-being of our school community. They are solution driven and will seek opportunities for improvement, using patterns and trends to guide initiatives and change management.

All leaders at CHS take responsibility for growing their own and others' culturally responsive practice, and understanding of Te Tiriti o Waitangi, ensuring that Maaori whaanau and Maaori akonga contribute to and have a sense genuine connection to the vision, purpose and goals of CHS, and that all our students know and honour New Zealand's bi-cultural heritage.

The Senior Leadership Team (SLT) is collectively responsible for the leadership of the school and the strengthening of the school community. The SLT are proactive in exploring improvements, anticipating challenges, and building capability in others to achieve ongoing success. Within the team an openness to feedback is vital and a divergence in perspective essential in ensuring effective leadership of the school.

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 Deputy Principal – ‘Strengthening Us’

In this area of our Senior Leadership Team, we are looking for a Deputy Principal who is passionate about leading operational excellence in a secondary school. The ideal candidate will have had leadership experience from within a large or growing secondary school. They will bring a clarity to strengthening the systems and procedures that underpin effective school practice. For further details of the SLT structure and responsibilities attached to the role please see below.

Applications are due Friday 8th October. Shortlisted candidates will be interviewed during Week 2 of Term 4. For further queries on the role, or to apply for this position please contact vacancy@camhigh.school.nz. All applications need to include:

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

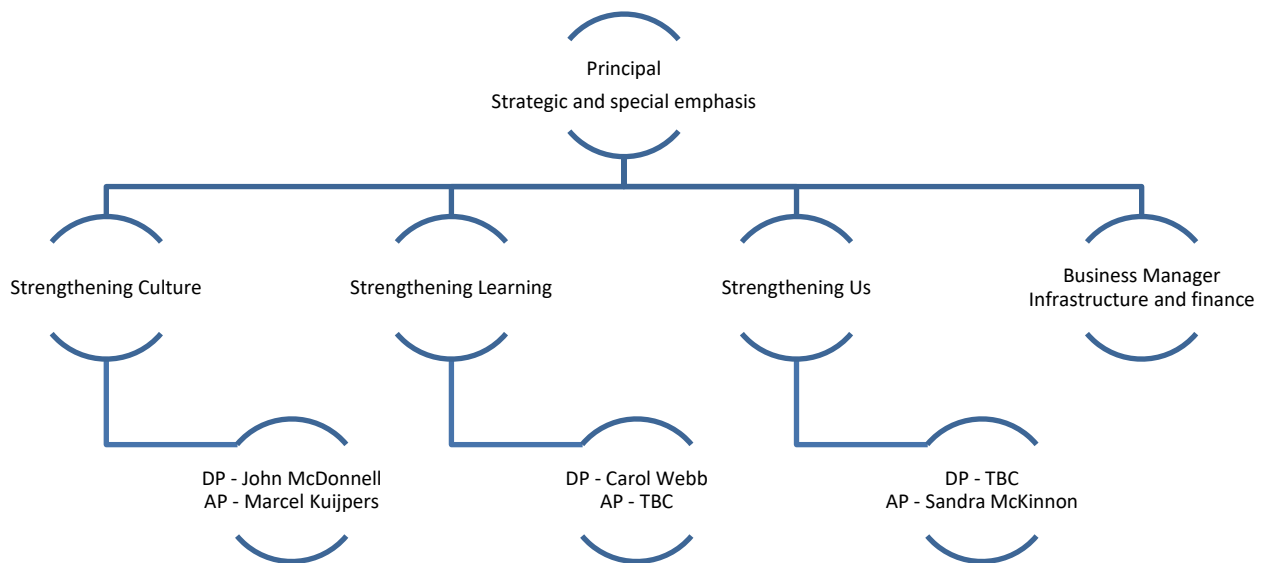
Structure of the Senior Leadership Team

The Board of Trustees and SLT have recently re-designed the structure of our SLT to align with the Strategic Direction of the school. The intention is to establish teams that lead on areas of strategic importance for the school. The DP and AP will work as a team on the strategic priority for the school, dividing responsibilities of the leadership in that area according to expertise and interest.

All members of the SLT are expected to contribute fully to the effect leadership of the school. They are to model the culture we want to see reinforced at CHS, underpinned by our school values and the leadership capability framework. All SLT members are to engage respectfully with staff and each other, seeking differing perspectives, recognising the strengths across the team and valuing input from others. They are required to be proactive in exploring improvements and anticipating challenges.

In general, the DP is senior leader in the team and will assume overall responsibility for the area of the school. They will have a greater responsibility for the support and development of staff, working with Heads of Faculties and House Deans. They will be required to deputise for the Principal on occasion.

In general, the AP will lead on specific aspects of the area of the school and work with the DP to support the implementation of strategic priorities and initiatives.



Leadership of others

The members will have a role in supporting effective leadership across the school, as represented in the following diagram.

Principal SLT leadership and special emphasis as needed school-wide	Strengthening Culture	DP	Overall pastoral support
			Middle Leader support (HoF x 3 + House Dean)
		AP	Year level support
			Middle Leader support (HoF + House Dean)
	Strengthening Learning	DP	Year level
			Middle Leader support (HoF x 3 + House Dean)
AP		Year level support	
		Middle Leader support (HoF + House Dean)	
Strengthening Us	DP	Year level support	
		Middle Leader support (HoF x 3 + House Dean)	
	AP	Year level support	
		Middle Leader support (HoF + House Dean)	
Business Manager - Infrastructure and finance	Office Manager		
	Property Management		
	Support staff		

Strengthening Us

This is predominantly focused on ensuring the cohesion and structure of CHS operations going forward. It includes the following specific areas of responsibility for the team.

- Timetable for the school, including:
 - Leadership of the timetable team
 - Student option selection process
- SMS (KAMAR) and other student systems, such as attendance monitoring
- School calendar including:
 - Start and end of year arrangements
 - SLT minutes and meetings
 - School meetings schedule, including internal professional development plan
 - Overall School Events and Trips planning, including EOTC
 - Ensuring SLT presence and visible support of school events
- School promotional material including:
 - Senior Curriculum Guide
 - Prospectus and enrolment
- Processes supporting smooth running of the school, including:
 - Effective internal communications
 - HR processes and PGC
 - Leading evidence-based analysis and self-review
 - Invoicing for school-related items, such as trips and co-curricular fees
 - Measurement of impact in key areas according to the Strategic Plan
 - Relief leadership
 - Staff handbook and new staff induction
 - Development of an IT plan summarising the school needs and future direction
 - Health and Safety, including emergency procedures

Strengthening Learning

This is predominantly focused on realising the strategic priority of Academic and Personalised Learning. This team has responsibility for the follow aspects that are focused on developing our learning community (staff and students):

- Curriculum development and delivery:
 - Junior curriculum review
 - NCEA changes
 - Kahui ako liaison
 - Outcomes for graduates, including learning pathways for students and Scholarships / Testimonials / References
 - Special programmes (GATE, Pathways, Careers, EXT4)
 - Examinations and Principal's Nominee
 - Areas of school-wide emphasis (Literacy and Science of Learning)
 - E-learning

- Staff development:
 - Evidence-led professional development to enhance learning and school programmes, especially the Form Time programme.
 - Professional Growth Cycle
 - Provisionally Certified Teachers
 - External Professional Development coordination (working with a committee)
 - Student teachers
 - Coaching and leadership development for new and existing managers within the school community

- Student academic progress and achievement:
 - Academic mentoring
 - Academic reporting
 - Academic recognition (assembly and other awards)
 - Track and support students involved in all secondary school qualifications with a special emphasis on targeted groups

Strengthening Culture

This area is predominantly focused on realising the strategic priority Sport, Culture and Well-being. This team has responsibility for the follow aspects that are focused on developing our learning community (staff and students):

- School-wide culture, including:
 - PB4L
 - Wellbeing Programme to strengthen our CHS community
 - Cultural competency (staff-focused)
 - Welcoming of new students and staff including connection and induction
 - Leadership of school-wide activities
 - Staff acknowledgements
 - Celebrating student success (non-academic)
 - Leadership of special school events such as the Y13 Graduation ceremony
 - Alumni network development and maintenance
- House system development, including:
 - House Deans
 - Director of Houses
 - Student leadership development
- Positively influence student culture:
 - 24/7
 - Child welfare
 - Student pastoral/support
 - Discipline
 - Peer support
- Ngaa Poutiaki (Maaori community group) liaison
- Leadership of Sports and Culture, including:
 - complaints resolution and guidance of committees/TICs/admin team
 - valuing staff and community support
 - Support strategic development and maintenance for the codes uniform, promotion and community image of CHS participants.