



# BOTANY DOWNS SCHOOL

## APPLICATION PACK

Deputy Principal/SENCo Years 0-3





Nau Mai Haere Mai, Welcome

Thank you for your interest in the Deputy Principal position at Botany Downs School.

We are looking for an experienced and collaborative leader to join our team—someone who will work closely with the Principal, our other Deputy Principal, the Learning Support Coordinator, and a strong, future-focused leadership team and teaching staff to develop further and embed our shared vision for teaching and learning.

The position description is attached. This is a fully released leadership role, with 5 Permanent Management Units (PMU) and 1 Fixed-Term Unit (FTU) from the start of Term 3 2025 unless otherwise negotiated.

We look forward to receiving your application.

The following documents and links are included with this application pack :

1. Advertisement
2. Deputy Principal Areas of Professional Standards
3. Deputy Principal's Job Description
4. Recruitment process timeline
5. Application for appointment
6. Referee report template

Further information about the school can be obtained from the school website.

<https://www.botanydowns.school.nz/>

The application for appointment is to be returned with your CV and covering letter by **Saturday 24 May at 5 pm.**

- Email to: [vickip@botanydowns.school.nz](mailto:vickip@botanydowns.school.nz)

Referee report forms are to be given to your **three** referees for them to return directly to [vickip@botanydowns.school.nz](mailto:vickip@botanydowns.school.nz) by **Saturday 24 May at 5 pm.**

Ngā mihi nui  
Vicki Parkins  
Principal/Tumuaki



## 1. Advertisement: Deputy Principal/SENCo Years 0-3 - 5 PMU and 1 FTU

We are seeking an exceptional educational leader to join our collaborative and supportive team at Botany Downs School. This is a fantastic opportunity for an experienced Leader who is passionate about making a difference in the lives of our learners, growing teacher capability, while fostering positive relationships

The successful applicant will work alongside a strong team of educators, a strategic School Board, and a connected and invested whānau community.

At Botany Downs School, our values of *Relationships – Whanaungatanga*, *Respect – Manaakitanga*, *Resilience – Manawanui*, and *Responsibility – Kaitiakitanga* guide everything we do. Our vision “Our Best Always” underpins a school culture where learning is celebrated, and we strive to do our ‘Botany Best’.

We are looking for a Deputy Principal who:

- Has proven curriculum leadership experience, particularly within Years 1 to 3.
- Is committed to leading and enhancing our SENCo role, with a strong knowledge of inclusive practices
- Can lead the implementation of the refreshed New Zealand Curriculum in English and Mathematics
- Is skilled in using assessment data to inform practice and drive improvement.
- Transition to School for Year 0 students
- Is an excellent communicator, with the ability to motivate, coach, and inspire others.
- Values relationships and actively partners with family and whānau to support student success.
- Models integrity, empathy, and a growth mindset in all aspects of leadership.

If this sounds like your next leadership challenge, we would love to hear from you.

Please send your CV to Mrs Vicki Parkins, Principal: [vickip@botanydowns.school.nz](mailto:vickip@botanydowns.school.nz)

Term 3, 2025 start, negotiable.

An application pack can be found on our website under Our People menu:

<https://www.botanydowns.school.nz/staff-vacancy/>



## 2. Deputy Principal Areas of Practice Professional Standards

### Culture

**Provide professional leadership that focuses the school culture on enhancing learning and teaching:**

- In conjunction with the board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students.
- Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning.
- Model respect for others in interactions with adults and students.
- Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture.
- Maintain a safe, learning-focused environment.
- Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected.
- Manage conflict and other challenging situations effectively, and actively work to achieve solutions.
- Demonstrate leadership through participating in professional learning.

### Pedagogy

**Create a learning environment in which there is an expectation that all students will experience success in learning:**

- Promote, participate in, and support ongoing professional learning linked to student progress.
- Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand Curriculum documents.
- Ensure staff members engage in professional learning to establish and sustain effective teacher/learner relationships with all students, with a particular focus on Māori students.
- Ensure that the review and design of school programmes is informed by school-based and other evidence.
- Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice.
- Analyse and act upon school-wide evidence on student learning to maximise learning for all students, with a particular focus on Māori and Pasifika students.



## Systems

### **Develop and use management systems to support and enhance student learning:**

- Exhibit leadership that results in the effective day-to-day operation of the school.
- Operate within board policy and in accordance with legislative requirements.
- Provide the board with timely and accurate information and advice on student learning and school operation.
- Effectively manage and administer finance, property, and health and safety systems.
- Effectively manage personnel, with a focus on maximising the effectiveness of all staff members.
- Use school/external evidence to inform planning for future action, monitor progress, and manage change.
- Prioritise resource allocation on the basis of the school's annual and strategic objectives.

## Partnerships and Networks

### **Strengthen communication and relationships to enhance student learning:**

- Work with the board to facilitate strategic decision-making.
- Actively foster relationships with the school's community and local iwi.
- Actively foster professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider education community.
- Interact regularly with parents and the school community on student progress and other school-related matters.
- Actively foster relationships with other schools and participate in appropriate school networks.



### 3. School Deputy Principal/SENCo Years 0-3 Job Description

Schedule 2: Interim Framework of Professional Standards for DP and AP

Dimension: Professional Leadership	Specific Tasks
<ul style="list-style-type: none"> <li>♣ Demonstrates a thorough understanding of current approaches to effective teaching and learning</li> <li>♣ Provides professional leadership to staff 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>♣ Understands, and applies where appropriate, current practices for effective management from both within and beyond education</li> <li>♣ Supports the principal in the leadership and management of the school and deputises when required</li> <li>♣ Identifies and acts on opportunities for improving teaching and learning</li> <li>♣ Reflects on own performance assessment and demonstrates a commitment to own on-going learning in order to improve performance Policy and programme management</li> </ul>	<ul style="list-style-type: none"> <li>● The Deputy Principal is a professional leader and is responsible for school-wide curriculum and systems, pastoral care and the effective operation of Years 0-3.</li> <li>● The Deputy Principal Years 0-3 will support the Principal and Deputy Principal Years 4-6 and be Acting Principal in the Principal's and Deputy Principal's Year 4-6 absence - informing the Principal as soon as possible of any matters of concern.</li> <li>● The Deputy Principal is an effective change manager and an advocate for school improvement in the best interests of the students.</li> <li>● All aspects of professional leadership and management including PGC of years 0-3.</li> <li>● Effective operation and review of school-wide systems such as <i>assessment, and school programmes</i>. Etap 0-3. JAM (Number), Probe, Gloss, SEA, Structured Literacy</li> <li>● Reporting to Parents, school-wide procedures and leadership in parent information sessions and learning.</li> <li>● Liaison with ECE centres and Kindergartens.</li> <li>● Promotion of effective communication with staff and parents. Includes newsletters, .etap notices 0-3(support and guidance).</li> <li>● Hosts parent information sessions as per school plan.</li> <li>● Transition to school parent meetings and Bright Sparks sessions.</li> <li>● Models school values and code of conduct.</li> <li>● SENCO - Year 0-3 - assist teachers, team leaders and parents to support students with learning and behaviour needs, liaise with external support agencies.</li> <li>● Provisionally certified teachers PD, Mentoring of Mentors</li> <li>● Leader of Inquiry with Inquiry Team</li> <li>● Leader of Learner Agency with LA team</li> </ul>



Dimension: Policy and Programme Management	Specific Tasks
<p>♣ 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</p> <p>♣ 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 Staff management</p>	<ul style="list-style-type: none"> <li>• Assessment (moderation), recording and evaluation of school data including data required by the MoE and presenting to the BOT.</li> <li>• Year 0-3 curriculum delivery and documentation on the teaching and learning programmes and responsibility to the Principal in terms of curriculum delivery.</li> <li>• Mentoring/coaching Within School Kahui Ako Leader Years 0-3.</li> <li>• To take a lead role in the development of curriculum programmes which reflect the school's strategic vision</li> <li>• To take a lead role in the development of and implementation of curriculum initiatives through targeted professional development Years 0 - 3.</li> <li>• Work with the Team Leaders 0-3 on prizegiving</li> <li>• Leader for Literacy 0-3, Maths 0-3, Transition to school, Structured Literacy.</li> <li>• To demonstrate an ability as a highly competent classroom teacher. (Release of the classroom teacher as required).</li> <li>• Takes responsibility to keep up to date with professional reading and attendance at appropriate seminars.</li> <li>• Report school trends and promote educational initiatives.</li> <li>• Seeks to use Te Reo as part of the role.</li> <li>• Mentor Curriculum Leaders as decided each year</li> <li>• Lost property support</li> </ul>
Dimension: Staff Management	Specific Tasks
<p><b>Staff Management</b></p> <p>♣ Participates in the school's performance management systems and makes recommendations to the principal on appropriate professional development opportunities for staff</p> <p>♣ Motivates and encourages staff to improve the quality of teaching and learning</p> <p>♣ Devolves responsibilities and delegates tasks when appropriate</p> <p>♣ Fosters relationships between the school and the community</p>	<ul style="list-style-type: none"> <li>• To participate in the appointments of staff</li> <li>• Appraisal / Confirmation of PGC- Librarian, LSC, Team Leaders Year 1, 2 and 3.</li> <li>• Encourage a coaching approach and help develop/maintain school-wide expectations for teaching and learning.</li> <li>• Assist staff with parent interviews/meetings.</li> <li>• Class placements/inter-year transitions 0-3..</li> <li>• Student Teachers Year 0-6</li> <li>• Organising of evening events and special events</li> </ul>

Dimension: Relationship Management	Specific Tasks
<ul style="list-style-type: none"> <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 Financial and asset management</li> </ul>	<ul style="list-style-type: none"> <li>• Model and promote a climate of collaboration, cooperation and collegial support.</li> <li>• Work with the principal to liaise with all agencies concerned with the welfare of the students</li> <li>• Work with parents/LSC/Teachers and Team Leaders/Teacher Aides as SENCO to support special needs students.</li> <li>• Manage the school rosters and timetables Buddy Reading, CRT/Relievers and relievers folders.</li> <li>• School assemblies</li> <li>• Play a part in the corporate life of the school.</li> <li>• Pastoral care/behaviour, Years 0-3.</li> <li>• Collaboratively assist in community consultation.</li> <li>• PTA Liaison with SLT</li> <li>• Librarian/Resource Teacher Mentor</li> </ul>
Dimension: Financial and Asset Management	Specific Tasks
<ul style="list-style-type: none"> <li>♣ Effectively and efficiently uses available financial resources and assets, within delegated areas of authority, to support improved learning outcomes for students</li> </ul>	<ul style="list-style-type: none"> <li>• Financial and administrative effective management of budgets held authorising expenditure/payments of delegated budget up to the value of the budget line. Maths/Literacy years 0-3.</li> </ul>

The Board of Trustees and Principal acknowledge that I am entitled to the necessary personal professional support to enable me to carry out these responsibilities.

Appraisal Annual Against:

- The objectives in this job description
- Code of Professional Responsibility (CPR) and Standards for the Teaching Profession
- Interim Professional Standards for Primary Associate and Deputy Principals · Primary Teachers Collective Agreement

Signed: \_\_\_\_\_ (Deputy Principal)

Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (Principal)

Date: \_\_\_\_\_





#### 4. Appointment Timeline

The Botany Downs School Principal has set the following timeline for the appointment of the Deputy Principal/SENCo Years 0-3 . Every effort will be made to keep to the following schedule in determining the successful candidate.

Timeline	
Application Pack on the BDS Website Under Our People - Vacancies	
Closing date for referee reports	<b>Saturday 24 May</b>
Closing date for applications	<b>Saturday 24 May</b>
Shortlisting completed, applicants notified if successful for an interview	<b>Wednesday 28 May</b>
Interviews with applicants presentation	<b>Saturday 7 June</b>
Appointment commences	<b>Week 4 Term 3 unless otherwise negotiated</b>

*\* The Appointment Committee reserves the right to conduct a 2<sup>nd</sup> interview if required.*

#### We need to receive:

- A completed application form
- A cover letter
- A current Curriculum Vitae
- Reports from **three** referees (applicant to organise)

Completed applications to be received by **Saturday 24 May** and should be emailed to [vickip@botanydowns.shool.nz](mailto:vickip@botanydowns.shool.nz)