

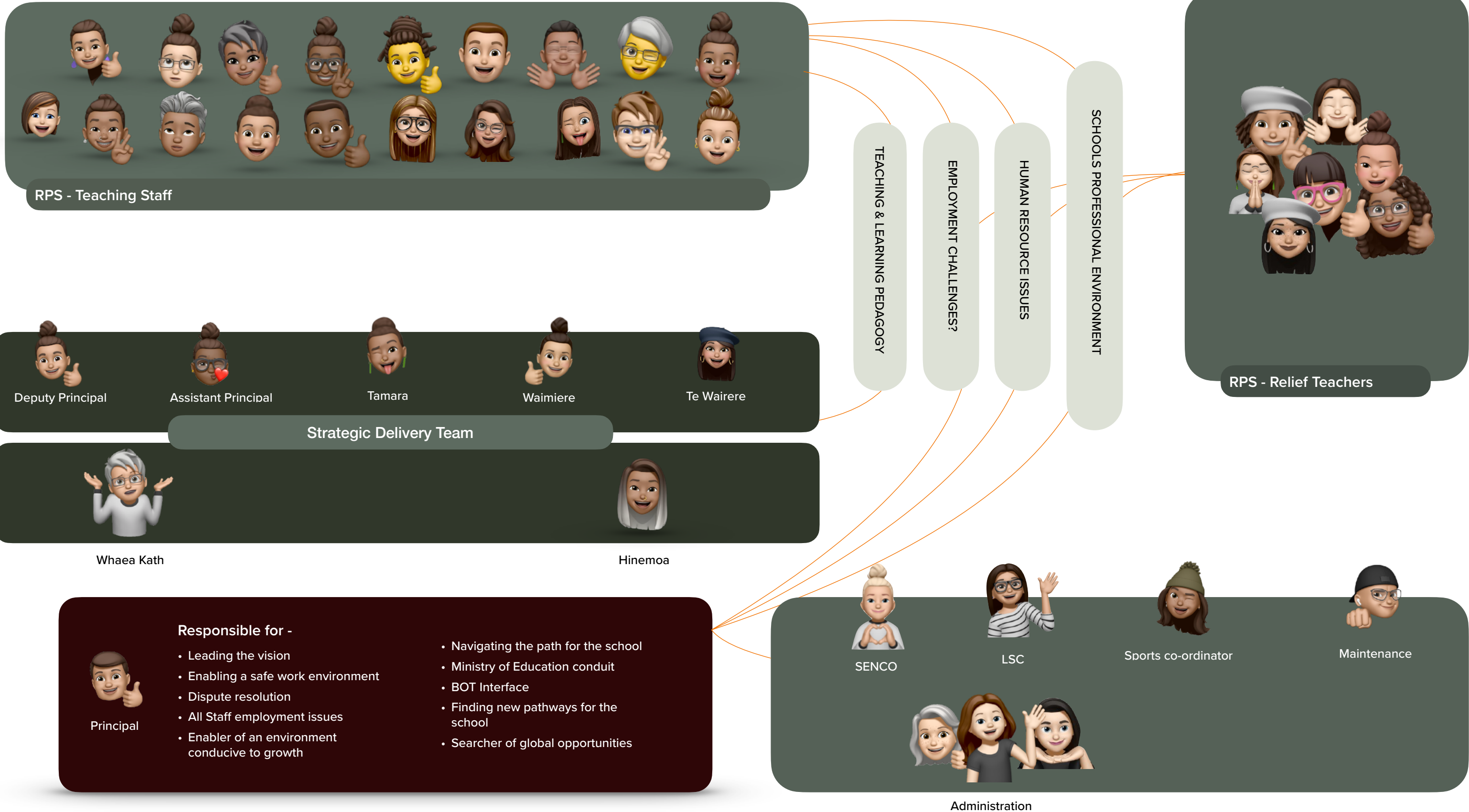
ROTORUA PRIMARY SCHOOL

PUKEROA ORUAWHATA

Te uru o te whetū - To be guided by the star.

RPS - ROLES AND RESPONSIBILITIES

ORGANISATIONAL STRUCTURE



1. Visionary Leadership with Relentless Clarity

- Articulates and drives a clear, compelling vision for the school — one that’s ambitious, inclusive, and unapologetically student-centred.
- Aligns strategy, systems, and culture to that vision — and stays the course through noise, resistance, and disruption.
- Is visible, intentional, and consistent in messaging and direction.

They don’t just lead the ship — they set the coordinates, inspire the crew, and keep it sailing straight.

2. Culture Architect & Guardian

- Establishes, models, and protects a strong, positive school culture built on equity, high expectations, and relational trust.
- Holds the line when culture is at risk — no matter how uncomfortable it gets.
- Empowers others to lead within a shared set of values — and calls out misalignment with clarity and care.

They understand that culture eats strategy for breakfast — and gossip for lunch.

3. System-Level Thinker & Decision-Maker

- Designs and maintains systems that are coherent, sustainable, and student-focused — from pedagogy to wellbeing to operations.
- Uses data and insight to make decisions — not popularity contests or avoidance strategies.
- Delegates wisely, but always remains accountable.

A Principal doesn’t chase fires — they build a fire-proof structure (and keep the matches locked).

4. Instructional Leadership at the Core

- Leads learning by knowing the curriculum, understanding pedagogy, and supporting great teaching.
- Is deeply involved in growing teacher practice — through modelling, coaching, and feedback loops.
- Sets a relentless focus on progress and achievement for all ākonga.

They don’t just “support teachers” — they raise the bar and walk the path with them.

5. People Leadership & Relational Depth

- Leads with manaakitanga, humility, and strength.
- Invests in growing other leaders — not hoarding power or dodging accountability.
- Communicates clearly, listens deeply, and builds high-trust relationships across the board — staff, students, whānau, and community.

They are respected not because of their title — but because they earn it every day.

6. Courageous Conversations & Unshakable Standards

- Doesn’t duck hard conversations.
- Confronts underperformance, misalignment, or toxicity early, honestly, and with dignity.
- Makes the tough calls for the good of the whole — even when it’s uncomfortable or unpopular.

If leadership is lonely sometimes, they walk that path with courage, not compromise.

Non - Negotiable's

- Alignment between words and actions.
- Relentless focus on the school’s mission and student outcomes.
- Zero tolerance for undermining, mediocrity, or misaligned leadership at any level.
- A willingness to be held accountable — and to hold others to account.

Being a Principal isn’t about being in charge — it’s about being the custodian of the kaupapa. When done right, the school thrives, people grow, and students rise. When done poorly, the wheels fall off quietly, then all at once.

WHAT DOES A GOOD LEADER LOOK LIKE?



Principal

Responsible for -

- Leading the vision
- Enabling a safe work environment
- Dispute resolution
- All Staff employment issues
- Enabler of an environment conducive to growth
- Navigating the path for the school
- Ministry of Education conduit
- BOT Interface
- Finding new pathways for the school
- Searcher of global opportunities

Strategic Delivery Team

EXPECTATIONS & PURPOSE

The Strategic Delivery Team exists to ensure that the school's strategic plan, pedagogical philosophy, and achievement objectives are embedded into everyday classroom practice. They operate as system-builders, culture-carriers, and instructional leaders—NOT as middle managers or staff problem-solvers.

Their focus is laser-sharp: deliver the strategy, lift practice, improve outcomes.

WHAT THE STRATEGIC DELIVERY TEAM IS HERE FOR

1. Delivering the Strategic Plan Into Practice

- Translate the school's strategic goals into clear, workable frameworks that teachers can implement.
- Ensure all actions, PLD, and systems align directly with the annual plan, strategic directions, and principal leadership priorities.

2. Embedding the School's Pedagogical Philosophy

- Ensure the school's teaching model, expectations, and non-negotiables are visible in classrooms and understood by all teachers.
- Support teachers to implement the pedagogy consistently so that ākongā experience the RPS method, not individual variations.

3. Supporting Achievement Objectives

- Work alongside teachers to design learning that meets the school's achievement goals.
- Connect curriculum planning and pedagogy to targeted student outcomes and progress expectations.
- Use data to guide teaching priorities and ensure teachers know where their students are and what needs to shift.

4. Keeping the Vision at the Centre

- Ensure the school's vision and values are present in every decision, resource, and learning design.
- Model and reinforce a culture that reflects the aspirations of Ngāti Whakāue, the Principal, the Board, and the community.

5. High-Quality Instructional Support

- Work shoulder-to-shoulder with teachers in classrooms to:
 - improve planning
 - support lesson delivery
 - refine practice
 - offer feedback
 - model effective pedagogy
- Ensure teachers feel supported, not judged, and know how to lift performance in practical ways.

6. Ensuring Consistency of Delivery Across the School

- Monitor alignment across teams and syndicates to ensure every child receives the same high-quality RPS experience.
- Identify gaps, patterns, or inconsistencies and respond through coaching, systems, and strategic action.

8. Acting as Strategic Connectors

- Bridge communication between the Principal's vision and teacher practice.
- Turn high-level strategy into day-to-day clarity for teachers: "This is what it looks like in your classroom."

WHAT DOES A GOOD STRATEGIC DELIVERY TEAM LOOK LIKE?

Strategic
Instructional
Data-driven
Vision-aligned
Teacher-focused

Strategic Delivery Team

EXPECTATIONS & PURPOSE

WHAT THE STRATEGIC DELIVERY TEAM IS NOT HERE FOR

1. Not for Staff Issues

- They do not manage staff performance concerns, complaints, conflict, personal problems, or staffing decisions.
- Those are the Principal's responsibilities, supported by SLT where needed.

2. Not for Personal Conversations About Staff

- They do not engage in personal discussions, rumours, or opinions about colleagues.
- Their work is professional, strategic, and student-outcome-centred.

3. Not Union Delegates

- They do not represent teachers in contractual, union, or employment matters.
- Their job is to uphold and deliver the school's direction, not advocate for alternative pathways.

4. Not Compliance Officers

- They are instructional leaders, not rule enforcers.
- They support practice development, not punitive oversight.

5. Not Individual Teacher Managers

- They are not line managers of day-to-day staff issues, leave requests, conduct concerns, punctuality, or interpersonal disputes.

6. Not Barriers to the Principal

- They are not a buffer, shield, or filter between teachers and the Principal.
- Their purpose is to support the delivery of the Principal's aspirations—not reinterpret or dilute them.

7. Not an Admin Team

- They do not take responsibility for office tasks, admin workflows, operational scheduling, or non-instructional duties.

WHAT DOES A GOOD STRATEGIC DELIVERY TEAM LOOK LIKE?

Responsible for -

The Strategic Delivery Team exists to **deliver the Principal's vision**, implement the **school's strategic plan**, and ensure the **pedagogical model reaches every child**—consistently, effectively, and with fidelity.

They are:

Strategic
Instructional
Data-driven
Vision-aligned
Teacher-focused

Expectations of a Deputy Principal

1. Leadership Alignment & Professional Unity

- A great DP is loyal to the school's strategic direction and backs the Principal with clarity and consistency.
- Provides honest, thoughtful input behind closed doors, but never undermines leadership in front of staff.
- Helps embed the school's vision into everyday action — a force for cohesion, not confusion.

This role is about leading from beside, not pulling in another direction.

2. Culture Carrier & Role Model

- Actively shapes and protects the school culture — modelling the values, tone, and expectations every day.
- Intervenes when culture is at risk, whether from student behaviour, staff disengagement, or negative subcultures.
- Upholds high standards with fairness, consistency, and integrity.

A Deputy Principal sets the tone — for staff, students, and the wider school whānau.

3. System Leader & Problem Solver

- Owns and refines school systems that keep the place humming — from behaviour to curriculum, operations to wellbeing.
- Responds to issues with calm, clarity, and decisive action.
- Is solution-focused, anticipatory, and never waits to be told what to fix.

A great DP is the person who gets things done — without being asked twice.

4. Teaching and Learning Leader

- Deeply engaged in the instructional core — curriculum design, pedagogy, teacher capability, and student achievement.
- Supports teachers to grow through coaching, mentoring, and professional learning.
- Champions innovation and learning progress across the school — not just admin.

They are not just operational experts — they are educators first.

5. Trust Builder & Communicator

- Builds trust through transparent communication, follow-through, and empathy.
- Balances firm decision-making with humanity — especially in tough conversations.
- Connects well with students, staff, whānau, and the wider community.

People follow a Deputy Principal they respect — not one they fear.

6. Presence, Mana & Calm Under Pressure

- Carries themselves with professional presence — visible, available, and composed.
- Manages pressure without panic, and offers stability in challenging times.
- Balances assertiveness with emotional intelligence.

They are the steady hand that staff and students instinctively look to.

WHAT DOES A GOOD DEPUTY PRINCIPAL LOOK LIKE?



Deputy Principal

Responsible for -

- Implementing the Vision with the Strategic Delivery Team
- Being an Ambassador to the values of the School
- Supporting Staff with implementation of the pedagogical plan
- Ensuring all Beginning Teachers are supported in the Classroom
- Strategising with the SDT on how to implement the achievement objectives
- Vertical reporting to the principal on the delivery of those objectives

Expectations of an Assistant Principal (AP)

1. Strategic Alignment & Loyalty to Vision

- Champions the school's strategic direction as if it's their own.
- Models unwavering alignment with the Principal's leadership — in public and behind the scenes.
- Offers critique constructively and privately, but presents a united front in action.

If the waka's heading north, the AP isn't quietly paddling west.

2. Leadership Presence & Integrity

- Leads with mana, calm confidence, and emotional intelligence.
- Reinforces the school's values and culture — holds the line when others won't.
- Maintains high expectations for students and staff, and consistently leads by example.

Respect doesn't come from the badge — it comes from how they wear it.

3. Operational Mastery

- Keeps the school running with precision — from timetabling and behaviour systems to staffing logistics.
- Anticipates problems and solves them before they become headaches.
- Handles pressure without needing hand-holding or drama.

When things go sideways, the AP is the one quietly getting it sorted.

4. Instructional Leadership & Learning

- Takes an active role in teaching and learning, not just admin and discipline.
- Supports and coaches teachers using proven practices and honest feedback.
- Champions innovation and models lifelong learning.

A great AP doesn't just manage teachers — they help them grow.

5. Relational Trust & Community Credibility

- Builds strong, authentic relationships with staff, students, whānau, and the wider community.
- Communicates clearly, listens with intent, and follows through on promises.
- Holds people accountable with empathy, not ego.

Trust is earned through consistency and fairness.

WHAT DOES A GOOD ASSISTANT PRINCIPAL LOOK LIKE?



Assistant Principal

Responsible for -

- Implementing the Vision with the Strategic Delivery Team
- Being an Ambassador to the values of the School
- Supporting Staff with implementation of the pedagogical plan
- Ensuring all Beginning Teachers are supported in the Classroom
- Strategising with the SDT on how to implement the achievement objectives
- Vertical reporting to the principal on the. Delivery of those objectives

Expectations of an Teacher at Rotorua Primary

1. High Expectations for All Learners

- Demonstrates a belief in every ākonga's potential to learn, progress, and succeed.
- Establishes clear, rigorous learning goals and supports students to achieve them.
- Uses assessment information accurately and consistently to inform teaching.
- Celebrates progress, growth, and learner agency.
- Ensures all learners experience success through differentiated and scaffolded instruction.

2. Relational Practice & Whanaungatanga

- Builds authentic, respectful, and culturally sustaining relationships with ākonga, whānau, and colleagues.
- Creates a classroom environment where students feel safe, valued, and connected.
- Communicates effectively with whānau and maintains professional partnership.
- Demonstrates manaakitanga in all interactions.

3. Strong Pedagogy & Professional Knowledge

- Designs learning programmes that are engaging, culturally responsive, and well structured.
- Implements teaching practices that reflect deep understanding of how children learn.
- Integrates local curriculum, digital fluency, and real-world contexts.
- Reflects on practice regularly and seeks opportunities to improve.
- Aligns planning and delivery with schoolwide expectations and the RPS pedagogical model.

4. Cultural Responsiveness & Te Tiriti Commitment

- Embeds te reo Māori, tikanga Māori, and mātauranga Māori intentionally and respectfully.
- Upholds Te Tiriti o Waitangi in daily practice, decision-making, and classroom culture.
- Affirms the cultural identity, language, and heritage of every learner.
- Supports the vision, values, and aspirations of Ngāti Whakaue as mana whenua.

5. Behaviour Support & Classroom Climate

- Establishes and maintains clear routines, expectations, and boundaries.
- Promotes positive behaviour, self-regulation, and restorative practice.
- Responds to behaviour calmly, professionally, and in alignment with school systems.
- Maintains a high-quality learning environment where learners feel safe and engaged.

6. Professionalism & Team Culture

- Upholds high standards of punctuality, preparation, confidentiality, and professional conduct.
- Contributes positively to team collaboration, school culture, and collective responsibilities.
- Supports schoolwide events, initiatives, PLD, and operational expectations.
- Communicates respectfully and consistently within professional boundaries.
- Avoids undermining team decisions or engaging in siloed practice.

WHAT DOES A GOOD TEACHER LOOK LIKE?

Responsible for -

- Delivering an outstanding experience to our Taonga that keeps them engaged
- Inculcating the strategic objectives of the school into the classroom
- Living and breathing the values of the school and have them as the basis of how the culture of the classroom operates
- Ensuring the requirements for the Ministry of Education are met
- Delivering the schools achievement objectives in alignment with the schools mission.
- Modelling our values in the classroom
- Being an expert in your craft
- Defining your brand as a pillar of the community and demonstrating that brand as an ambassador of integrity, professionalism and truth.
- Professionalism in and outside of the classroom. Being on-time, appropriately dressed and ready to respond in kind.

Expectations of an Teacher at Rotorua Primary

7. Commitment to Growth & Reflective Practice

- Engages meaningfully in the Professional Growth Cycle.
- Welcomes constructive feedback and applies it effectively.
- Shares expertise with others and participates in collaborative inquiry.
- Takes responsibility for ongoing professional learning and development.

8. Health & Safety Obligations

- Complies with all Health & Safety policies, procedures, and legislative requirements.
- Ensures safe supervision of students during class, transitions, events, and duty.
- Reports hazards, incidents, and near misses promptly.
- Supports safe digital citizenship as per Digital Technology Guidelines.

9. Legal & Policy Compliance

- Upholds obligations under the Education and Training Act, Teaching Council expectations, and the PTCA.
- Maintains accurate assessment records and documentation.
- Protects student privacy in accordance with the Privacy Act.
- Follows school policies, including behaviour management, digital safety, reporting, and pastoral care.

Non-Negotiables

- Alignment with the school's values, vision, and strategic direction.
- Consistent implementation of schoolwide systems.
- Professional, respectful conduct at all times.
- Commitment to equity, inclusion, and the wellbeing of every learner.

WHAT DOES A GOOD TEACHER LOOK LIKE?

Responsible for -

- Delivering an outstanding experience to our Taonga that keeps them engaged
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- Being an expert in your craft
- Defining your brand as a pillar of the community and demonstrating that brand as an ambassador of integrity, professionalism and truth.
- Professionalism in and outside of the classroom. Being on-time, appropriately dressed and ready to respond in kind.

Expectations of an Assistant Teacher (Teacher Aide)

Aligned with the Support Staff in Schools' Collective Agreement (SSSCA) and Rotorua Primary School

Role Purpose

Assistant Teachers (Teacher Aides) are essential members of the Rotorua Primary whānau. They work alongside classroom teachers to support student learning, inclusion, and wellbeing — especially for tamariki who require additional learning, behaviour, or physical support. Their mahi ensures all learners can access the curriculum, participate fully, and feel valued in the classroom.

This role sits under the Support Staff in Schools' Collective Agreement and operates within the Work Matrix for Teacher Aides, which outlines expectations across key areas and pay scale levels.

Core Areas of Responsibility

As per the Work Matrix Table in the SSSCA, Assistant Teachers may be expected to carry out tasks across the following areas depending on their experience, training, and pay grade level:

1. Instructional Support

- Work with individuals or small groups under the direction of a teacher.
- Reinforce learning activities, literacy/numeracy tasks, or targeted programmes.
- Support students to stay focused, complete tasks, and participate meaningfully.
- Adapt materials or activities to suit individual learner needs (under guidance).

2. Behaviour and Wellbeing Support

- Provide calm, consistent behaviour support aligned with school and teacher plans.
- Use trauma-informed, restorative, or PB4L strategies as guided by staff training.
- Assist with emotional regulation, transitions, and calming strategies where required.
- Contribute to a safe, positive classroom culture.

3. Te Ao Māori and Cultural Support

- Affirm student identity and reflect the cultural values of tamariki and whānau.
- Support the integration of te reo Māori, tikanga Māori, and local context in the classroom.
- Help create an inclusive environment where all cultures are respected and celebrated.

4. Physical and Personal Care Support (if required)

- Assist with student mobility, toileting, feeding, or medical needs where agreed.
- Use safe lifting or care techniques as trained and instructed.
- Maintain confidentiality, dignity, and professionalism at all times.

WHAT DOES A GOOD ASSISTANT TEACHER LOOK LIKE?

Responsible for -

Support classroom learning by working with individuals or small groups to reinforce lessons, activities, and targeted programmes under the teacher's direction.

- Promote positive behaviour and wellbeing, using calm, consistent, trauma-informed strategies to help students regulate, transition, and participate.
- Uphold inclusive, culturally responsive practice, supporting te reo Māori, tikanga, and the cultural identities of all tamariki.
- Adapt learning materials and tasks (under guidance) to meet the needs of diverse learners and ensure equitable access to the curriculum.
- Provide physical or personal care support where required, using safe, respectful, and trained techniques to maintain student dignity and safety.
- Contribute to a safe, welcoming classroom environment, collaborating with teachers and maintaining professionalism, confidentiality, and positive relationships with students and whānau.

Expectations of a SENCO

Strategic Navigator for Diverse Learners

- Leads with vision, clarity, and empathy — championing equitable access and outcomes for all ākongā.
- Sees learning support as an essential thread in the school's fabric, not a bolt-on service.
- Builds pathways, systems, and partnerships that enable every learner — neurodiverse, disabled, twice-exceptional, or needing targeted support — to flourish.

They don't just respond to needs; they pre-empt barriers and build bridges.

Master Connector of People and Possibilities

- Forms strong, mana-enhancing relationships with whānau, agencies, iwi, RTLB, GSE, and specialists.
- Leads collaboration that is real, purposeful, and aligned — ensuring everyone around the learner is working with the same kaupapa.

They bring people to the table, make sure everyone eats, and don't leave until the dishes are done.

Relentless Advocate for Inclusion and Belonging

- Creates culturally sustaining, trauma-informed, identity-affirming environments where no one is left behind.
- Calls out deficit-thinking and mediocrity with clarity and care.
- Upholds dignity, mana, and high expectations — especially for those often underestimated.

They see potential others might miss — and won't rest until others see it too.

Precision Operator in a Complex Landscape

- Navigates IEPs, PLPs, ORS, RTLB referrals, GSE processes, and data systems like a seasoned pro.
- Keeps documentation tight and compliance sharp — not for box-ticking, but to drive real outcomes for students.
- Can zoom in on a dyslexic learner's needs at 9am and still have the next support plan drafted by 9:30.

They can juggle flaming swords — and still find your missing documentation.

Empowered Leader Who Grows Others

- Builds teacher and teacher aide capability to differentiate, scaffold, adapt, and personalise learning.
- Shares knowledge generously through coaching, modelling, provocation, and challenge.
- Holds high expectations for equity, inclusion, and excellence — and equips others to reach that bar.

They don't hoard the mahi — they multiply the impact.

WHAT DOES A GOOD SENCO LOOK LIKE?

Responsible for -

Learner Support & Inclusion

- Identify in collaboration with students requiring additional learning, behavioural, social, or wellbeing support.
- Lead IEP, PLP, and learning support planning processes.
- Coordinate interventions, support programmes, and specialist services (RTLB, MOE specialists, psychologists, speech-language therapists, etc).
- Track progress data for priority learners and report on impact.
- Ensure all learning support documentation is accurate, up to date, and compliant.
- Maintain referral systems, screening tools, and needs analysis processes.
- Provide guidance on differentiation, scaffolding, Universal Design for Learning (UDL), and classroom accommodations.
- Lead or coordinate funding applications (ORS, PLD, High Needs, ESOL funding, etc).
- Monitor ESOL/ELL provision, progress, and funding.
- Ensure transitions into, through, and out of school are smooth for learners requiring additional support.

Expectations of a Director of International Learning

Strategic Navigator for Global Learners

- Leads with intercultural competence, diplomacy, and care — championing positive outcomes and wellbeing for international ākonga.
- Sees international education as a vital strand in the school's identity and growth, not an add-on.
- Designs systems, pathways, and supports that help newly arrived, multilingual, or transitioning students thrive academically and socially.

They read the room, read the culture, and read the visa conditions — all at once.

Master Connector of People and Global Possibilities

- Builds strong, respectful relationships with whānau abroad, agents, homestay providers, cultural communities, and international partners.
- Leads partnerships that are ethical, sustainable, and aligned with NZ's Code of Practice.
- Ensures every adult involved in an international student's journey is aligned, informed, and accountable.

They bring people to the table — from Tokyo to Tauranga — and keep everyone on the same page.

Relentless Advocate for Safety, Inclusion, and Wellbeing

- Creates culturally safe, identity-affirming environments where international learners feel welcome, supported, and seen.
- Challenges low expectations, cultural misunderstandings, and practices that undermine student mana.
- Ensures robust wellbeing, academic tracking, and pastoral systems that reflect true care.

They make sure students aren't just enrolled — they belong.

Precision Operator in a Regulatory Jungle

- Knows the Education (Pastoral Care of Tertiary and International Learners) Code inside out.
- Keeps records, agreements, communications, attendance, and visa-related requirements impeccable.
- Can troubleshoot an accommodation issue at 8am and negotiate an agent contract at 8:15.

They can juggle flaming swords too — and remind you which one is a legal requirement.

Leader Who Grows Global Competence in Others

- Develops teachers' confidence in supporting multilingual learners and culturally diverse classrooms.
- Offers coaching, professional learning, and cultural insights that lift collective competence.
- Holds the bar high for cultural responsiveness, academic success, and global citizenship.

They turn international education into a whole-school superpower — not a side-hustle.

WHAT DOES A GOOD DIRECTOR OF INTERNATIONAL LEARNING LOOK LIKE?

Responsible for -

International Students & Global Learning

- Oversee International Student Code of Practice compliance.
- Manage international student enrolments, documentation, pastoral systems, and academic tracking.
- Coordinate orientation programmes and ongoing cultural, social, and academic support.
- Maintain relationships with agents, partner schools, and international families.
- Lead international marketing, partnerships, and programme development where relevant.

What Good Looks Like for a Learning Services Coordinator

1. The Glue Behind the Learning Support Machine

- Manages the backend so the frontlines can function. Systems are smooth, data is clean, and people know where to go.
- Keeps Learning Support Registers, IEP schedules, PLP templates, funding applications, and agency referrals flowing — with zero chaos and full clarity.

They're the silent engine room of inclusion — steady, reliable, and invaluable.

2. Connector of People, Paperwork, and Pathways

- Ensures communication between SENCO, teacher aides, teachers, whānau, and external providers stays sharp, accurate, and timely.
- Makes sure nothing slips through the cracks — from a Speech Language Therapist booking to a Teacher Aide's work schedule.

They don't just keep plates spinning — they know what's on the plate, who needs it, and what's missing.

3. Data Whizz and Detail Demon

- Handles sensitive data with precision, discretion, and confidence.
- Tracks progress, attendance, referrals, service updates, and Ministry reporting with an eye for patterns and a nose for gaps.

They turn messy inputs into clean insights — and bring order where chaos used to live.

4. Support Crew Champion

- Knows the TA team's superpowers — and makes sure they're deployed wisely.
- Supports rostering, resourcing, and professional development tracking for teacher aides and support staff.

They know that support staff are gold — and they treat them like it.

5. Calm, Capable, and Quietly Commanding

- Has emotional intelligence for days and nerves of steel when it counts.
- Keeps things humming — even when the inbox is full, the schedule's tight, and the fire alarm's just gone off.

They don't shout or panic — they just get it done.

WHAT DOES A GOOD LSC LOOK LIKE?

Responsible for -

Maintain and manage all learning support systems, including registers, IEP/PLP schedules, referral logs, and agency communication records.

- **Coordinate communication** between SENCO, teachers, teacher aides, whānau, and external specialists to ensure everyone has accurate and timely information.
- **Prepare, track, and support funding applications** (e.g., ORS, ESOL, PLD, High Needs) and ensure required documentation is complete and up to date.
- **Manage data and reporting**, including attendance, progress updates, service involvement, and Ministry reporting requirements.
- **Oversee teacher aide allocations and rostering**, ensuring the right support staff are matched to the right learners and programmes.
- **Maintain organised digital and physical records**, ensuring confidentiality, accuracy, and compliance with school and Ministry expectations.
- **Support professional development tracking** for teacher aides and learning support staff, including sign-ups, records, and reminders.
- **Provide calm, solutions-focused operational support**, keeping learning support systems running smoothly even during high-pressure moments.

EXPECTATIONS: What a Good Administrator Looks Like

1. Front-of-House Excellence

- Every whānau member, student, and visitor is welcomed warmly, professionally, and with mana.
- Phone calls, emails, and walk-ins are handled quickly, calmly, and accurately.
- The office always feels organised, tidy, and efficient.
- You maintain confidentiality at all times — no leaks, no gossip, no slip-ups.

2. HERO Mastery (Student Management System)

- Attendance is entered accurately and on time, every day — no exceptions.
- Student details, enrolments, withdrawals, and whānau contacts are kept up-to-date.
- Staff receive helpful support using HERO without delay.
- Reports for SLT/Principal/Board are accurate and ready when needed.
- HERO communication (notices, updates, newsletters) is timely and polished.

3. XERO & Financial Accuracy

- Invoices, receipts, reimbursements, and coding are processed promptly and error-free.
- Accounts are reconciled consistently and accurately.
- You follow Delegation of Authority and financial policy every single time — no shortcuts.
- Petty cash, spending, and school purchases are tracked and tidy.

4. Office Operations That Run Like Clockwork

- Photocopying, mail, printing, stationery, and resource management are organised, stocked, and predictable.
- Calendars, bookings, and event logistics (hui, PLD, meetings) are well-prepared and well-communicated.
- Staff receive helpful, proactive support with supplies and digital systems.

5. Compliance, Records & Safety

- Student files and documentation meet MOE requirements and are stored correctly.
- Health & Safety expectations are followed: visitor sign-in, hazard reporting, incident recording.
- Privacy is upheld — student and staff info is protected at all times.
- You support emergency procedures smoothly and communicate clearly when required.

6. Teamwork & Leadership Support

- You work seamlessly with the Administration Officer and contribute to ED Pay, staffing docs, and reporting.
- SLT receive accurate data and admin support without delay.
- You help maintain a positive, calm, solutions-driven office culture.
- You lift others up, offer help, and communicate clearly and respectfully.

WHAT DOES A GOOD ADMINISTRATOR LOOK LIKE?

RESPONSIBLE FOR -

Front-of-house service: Welcoming and supporting whānau, visitors, students, and staff with professionalism and mana.

- **HERO management:** Maintaining accurate attendance, updating student records, and supporting staff with SMS functions.
- **Financial processing in XERO:** Managing invoices, receipts, reconciliations, coding, petty cash, and school spending workflows.
- **General office operations:** Overseeing photocopying, printing, mail, stationery, resource orders, and daily office organisation.
- **Compliance & records:** Maintaining student files, privacy, MOE-required documentation, and overseeing visitor/health & safety processes.
- **Event & logistics support:** Coordinating admin for hui, meetings, PLD, celebrations, and booking school spaces/equipment.
- **Staff & leadership support:** Assisting with ED Pay, data reporting, staffing documents, and admin support for SLT and the Principal.
- **Digital & communication systems:** Managing HERO notices, office communication, calendars, and supporting staff with digital tools.

A highly effective caretaker is the kaitiaki — the guardian — of the school’s physical environment. They create the conditions where teaching and learning can flourish by ensuring the kura is safe, clean, functional, and welcoming. The job description clearly outlines a role that is far more than “fixing things”; a good caretaker is a frontline contributor to wellbeing, safety, pride, and daily school operations.

1. Guardian of School Grounds and Buildings

A strong caretaker keeps the school’s physical spaces in excellent condition. They carry out minor repairs, maintain grounds, and ensure outdoor learning areas and playgrounds are safe and inviting. They work proactively — noticing hazards before others do — and maintain the kura with care, pride, and consistency.
(See Key Responsibilities: Grounds & Building Maintenance)

2. Protector of Safety and Security

A good caretaker is the calm, dependable presence who opens and secures the school daily, monitors locks and alarms, and supports emergency procedures. They maintain detailed safety records and understand their responsibilities under the Health & Safety at Work Act 2015.
(See Security and Site Safety)

3. Champion of Health and Safety Compliance

They maintain a safe environment across all areas of the school. A strong caretaker recognises hazards instantly, responds appropriately, uses PPE correctly, and handles tools, chemicals, and equipment safely. Their attention to detail ensures that the school remains compliant, organised, and risk-free.
(See Health & Safety Compliance)

4. Skilled Coordinator With Contractors and Property Services

A highly effective caretaker understands the property ecosystem of a school. They manage contractors on site, provide access and oversight, and ensure external workers meet compliance expectations such as RAMS and permits. They form strong working relationships with tradespeople, MoE property services, and suppliers.
(See Property and Contractor Liaison)

5. Responsible Steward of Tools, Assets, and Resources

They maintain all school-owned tools and machinery in safe working condition and ensure storage spaces remain tidy, secure, and organised. They monitor consumables and alert office staff before supplies run low — keeping operations running smoothly.
(See Asset and Resource Care)

6. Operational Backbone of School Events and Daily Logistics

A great caretaker supports school operations with flexibility and reliability. They help with event setup, move resources, assist with deliveries, complete seasonal maintenance, and respond to new tasks as they arise. Their calm presence ensures that even busy school days run smoothly.
(See Support to School Operations)

7. Reliable, Trustworthy, and Community-Focused

The person specification in the PDF makes it clear that the role demands someone who is reliable, respectful, physically capable, safety-conscious, and self-managed. A good caretaker works positively with staff, students, and contractors and maintains confidentiality and professionalism.
(See Person Specification)

8. A Kaitiaki of the School Environment

The final statement in the document sums up what “good” truly looks like: a caretaker is not simply a maintenance worker — they are a protector of the school environment and a contributor to its culture and pride.

WHAT DOES A GOOD MAINTENANCE CARETAKER LOOK LIKE?

Responsible for -

- Maintain school grounds, buildings, and outdoor learning areas through regular repairs, upkeep, and hazard removal.
- Open and secure the school daily, monitor site security, and respond to alarms or callouts.
- Ensure compliance with health and safety procedures by identifying hazards, using PPE, and maintaining safe environments.
- Liaise with contractors, tradespeople, and MoE property staff, ensuring safe and compliant site access.
- Maintain tools, equipment, storage areas, and consumable supplies in an organised and safe manner.
- Support school operations by setting up for events, moving equipment, and completing seasonal maintenance tasks.
- Keep accurate records of safety checks, hazards, maintenance issues, and property-related incidents.
- Uphold positive, professional relationships with staff, students, and visitors while demonstrating reliability, discretion, and strong self-management.

1. The Engine Room of School Sport

- Runs the full sports programme so teachers can focus on teaching and kids can focus on playing.
- Keeps registrations, draws, venue info, uniforms, equipment, transport, and comms humming without chaos.
- Anticipates issues before they become problems — “No surprises” is the standard.

They're the quiet force making sure every team gets on the field, on time, with the right gear.

2. Master of Communication & Organisation

- Ensures whānau, coaches, kaiako, office staff, and external sporting bodies all get clear, timely, accurate info.
- Sends out draws, reminders, cancellations, location changes, and transport needs early — and chases loose ends.
- Briefs teachers on expectations around supervision, equipment return, and behaviour.

They're the connector who makes the whole machine run smoothly.

3. Champion of Participation, Equity & RPS Values

Aligned with RPS values of Whakatangata, Hononga and Mana Motuhake.

- Promotes inclusive participation across Rumaki, Reo Rua and Auraki pathways.
- Ensures every child has a fair chance to join a sport — not just the confident or the talented.
- Models and reinforces behaviour that reflects our RPS culture: respect, teamwork, effort and pride.

They make sure sport builds identity, belonging, and confidence — not just scores.

4. Systems Whizz & Detail Demon

- Maintains accurate sports registers, permission forms, risk assessments, uniforms lists, and equipment logs.
- Ensures compliance with Health & Safety, including venue safety, transport, and student supervision.
- Plans ahead for busy seasons so RPS is organised, not reactive.

5. Smooth Operator on Game Days

(Aligned with Management Document – Game Day Routines & Organising Events)

- Confirms coaches, transport, gear, and first-aid are sorted before the day arrives.
- Manages last-minute changes calmly — weather, absent players, missing refs, you name it.
- Ensures teams leave school prepared, punctual, and representing Rotorua Primary with pride.

They keep game days calm for everyone else, even when they're juggling 17 things at once.

6. Builder of Coaches, Teams, and Capability

- Identifies and supports staff/coaches — makes things easy for them, not harder.
- Provides simple guidance: expectations of conduct, safety, communication with whānau, equipment care.
- Tracks which teams need support, which coaches need backup, and where gaps exist.

They know their people and set them up for success.

7. Keeper of Gear, Uniforms & Resources

- Controls uniform distribution, returns, washing systems and stocktake cycles.
- Ensures equipment is safe, working, and ready when needed.
- Flags replacement needs early to SLT and the office for budgeting.

Nothing goes missing on their watch — and if it does, it finds its way home.

8. Calm, Capable & Reliably Present

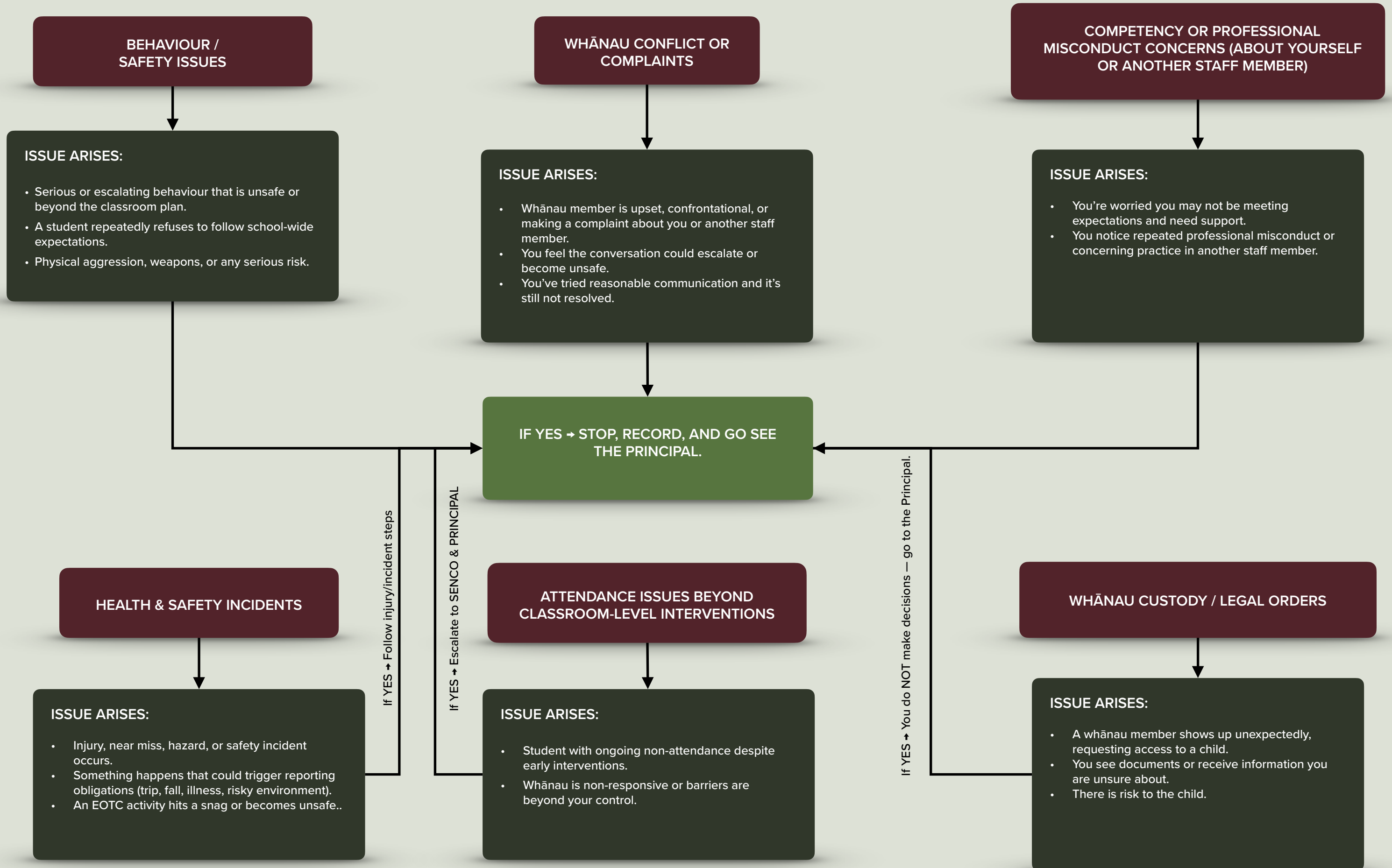
- Handles pressure with steady professionalism — the sports world can be manic, but they aren't.
- Keeps kids safe, staff informed, and whānau reassured.
- Remains approachable, positive, and solutions-focused, even on days with five cancellations and six buses missing.

WHAT DOES A GOOD SPORTS CO-ORDINATOR LOOK LIKE?

Responsible for -

- Organise and manage all school sports teams, including registrations, trials (if required), draws, transport, and communication with whānau.
- Maintain sports systems and admin, including permission slips, uniforms, equipment logs, risk assessments, and event planning.
- Coordinate with teachers, coaches, and external sporting bodies to ensure clarity of roles, expectations, and game-day requirements.
- Ensure Health & Safety compliance for all sports events, including supervision ratios, venue checks, and incident reporting.
- Manage all sports gear and uniforms, including issuing, collecting, stocktaking, and maintaining equipment to safe, usable standards.
- Promote fair, inclusive participation across Rumaki, Reo Rua, and Auraki, ensuring equity and strong alignment with RPS values.
- Communicate timely updates — draws, cancellations, transport changes, reminders, and weekly sports notices to staff and whānau.
- Support and monitor coaches and teams, providing guidance, troubleshooting problems, and ensuring teams represent RPS with pride and positive behaviour.

PROCESS FLOWCHART



BEHAVIOUR / SAFETY ISSUES

WHĀNAU CONFLICT OR COMPLAINTS

COMPETENCY OR PROFESSIONAL MISCONDUCT CONCERNS (ABOUT YOURSELF OR ANOTHER STAFF MEMBER)

ISSUE ARISES:

- Serious or escalating behaviour that is unsafe or beyond the classroom plan.
- A student repeatedly refuses to follow school-wide expectations.
- Physical aggression, weapons, or any serious risk.

ISSUE ARISES:

- Whānau member is upset, confrontational, or making a complaint about you or another staff member.
- You feel the conversation could escalate or become unsafe.
- You've tried reasonable communication and it's still not resolved.

ISSUE ARISES:

- You're worried you may not be meeting expectations and need support.
- You notice repeated professional misconduct or concerning practice in another staff member.

IF YES -> STOP, RECORD, AND GO SEE THE PRINCIPAL.

HEALTH & SAFETY INCIDENTS

ATTENDANCE ISSUES BEYOND CLASSROOM-LEVEL INTERVENTIONS

WHĀNAU CUSTODY / LEGAL ORDERS

ISSUE ARISES:

- Injury, near miss, hazard, or safety incident occurs.
- Something happens that could trigger reporting obligations (trip, fall, illness, risky environment).
- An EOTC activity hits a snag or becomes unsafe..

ISSUE ARISES:

- Student with ongoing non-attendance despite early interventions.
- Whānau is non-responsive or barriers are beyond your control.

ISSUE ARISES:

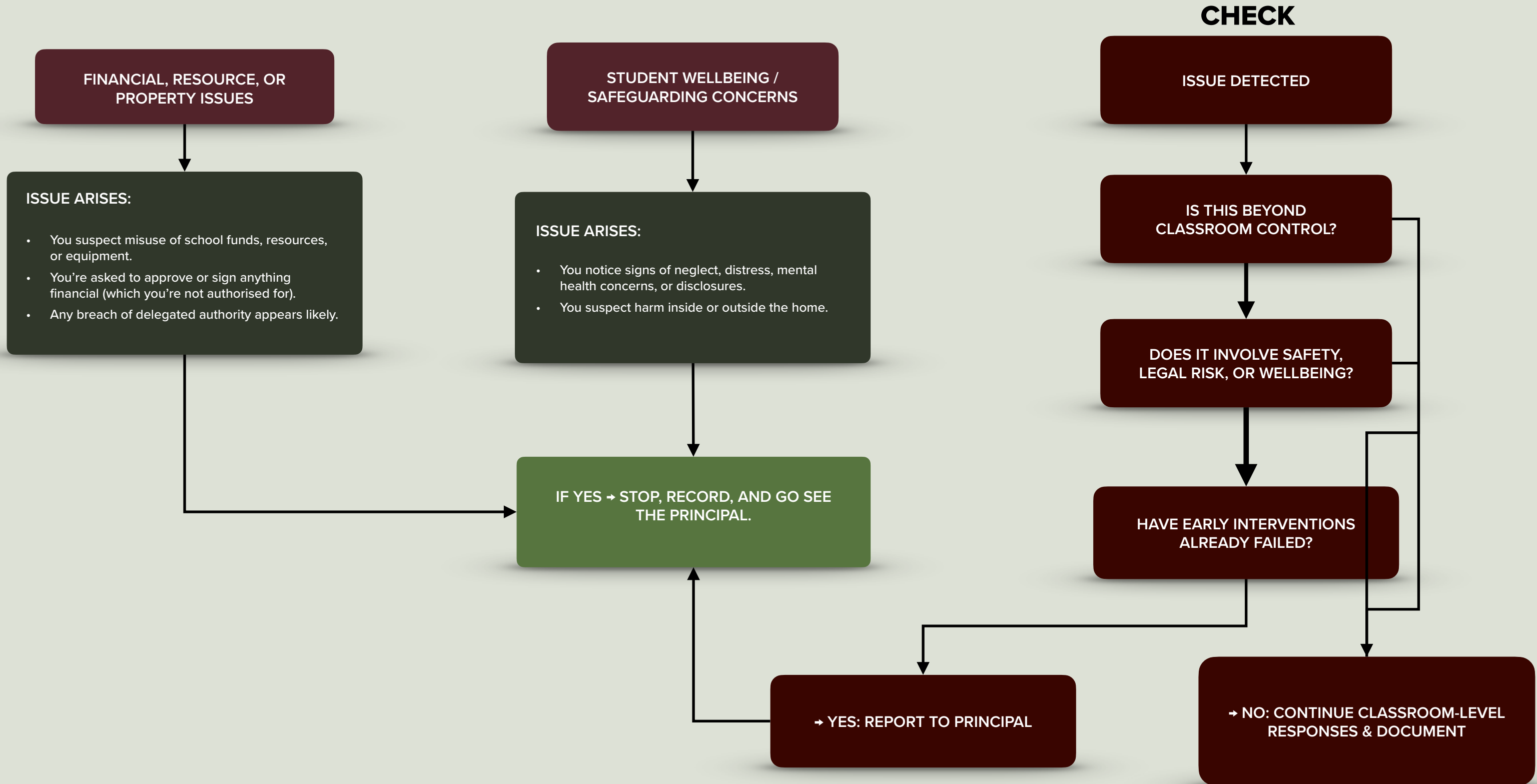
- A whānau member shows up unexpectedly, requesting access to a child.
- You see documents or receive information you are unsure about.
- There is risk to the child.

If YES -> Follow injury/incident steps

If YES -> Escalate to SENCO & PRINCIPAL

If YES -> You do NOT make decisions - go to the Principal.

PROCESS FLOWCHART



PRINCIPAL FRED WHATA	DEPUTY PRINCIPAL RUMAKI KELLY ANARU	ASSISTANT PRINCIPAL REO RUA CHERYL MANLEY
Strategic Leadership	Leadership Support and Strategic Implementation	Teaching & Learning Leadership
School vision, mission purpose, values and strategic direction	Support the Principal in leading the schools vision, mission, purpose values and strategic direction	Support high quality teaching and learning across the school
Ensure alignment with the School Charter and Strategic Plan	Translate strategic goals into practical actions for staff and learners	Provide guidance, coaching and modelling of effective teaching practice
Use data and evidence to set goals and drive improvement	Act as Principal when required	Lead curriculum areas or year level teams as delegated
	Lead and contribute to schoolwide reviews and planning	Assist teachers with planning, assessment and differentiation
Educational Leadership	Curriculum and Assessment Leadership	Student Wellbeing & Behaviour Support
Ensure high quality teaching & learning	Lead and monitor curriculum planning and delivery	Support classroom behaviour management systems
Lead curriculum design. Promote culturally sustaining pedagogy	Ensure localised curriculum and te ao Maori are embedded	Monitor attendance, engagement and well being of priority learners
Lead assessment and reporting systems	Oversee assessment systems, data collection and tracking progress	Promote a positive, inclusive, and safe school culture
Support innovation and digital learning	Analyse achievement trends and support improvement strategies	
People & Capability Leadership	Pastoral Care & Wellbeing	Staff Support & Professional Development
Recruit, induct and retain quality staff	Oversee behaviour management systems	Support induction and mentoring of new staff, teacher aides, and beginning teachers
Lead the Professional Growth Cycle	Support akonga wellbeing, safety and inclusion	Contribute to the Professional Growth Cycle, including observations and feedback
Provide coaching and mentoring	Mentor teachers in restorative practices	Lead or coordinate professional learning groups and schoolwide initiatives
Foster a collaborative professional culture	Work closely with whanau around engagement and attendance	Promote teamwork, collaboration, and positive staff culture
Manage staff wellbeing and performance		
Organisational & Operational Management	Staff Leadership & Development	Operational & Organisational Duties
Ensure safe, legal, efficient school operations	Coach, mentor, and support teachers and middle leaders	Assist with daily operational tasks, duty roster, timetables and event organisation
Support behaviour and well being systems	Lead aspects of the Professional Growth Cycle	Coordinate schoolwide activities, assemblies, trips and extracurricular programmes
Oversee policies, procedures, compliance, health and safety	Support PCT's, new staff, and teacher aides	Support Health & Safety systems, emergency procedures and risk management
Manage staffing, timetable, enrolments and daily operations	Promote collaborative and culturally sustaining school culture	Ensure smooth day to day running of the school in support of leadership
Support behaviour and well being systems		
Financial & Property Management	Operational & Organisational Management	Curriculum, Assessment & Data Support
Prepare and manage the annual budget with the Board	Assist with Daily operations and school management	Assist with implementation and monitoring of assessment systems
Ensure responsible use of school funds	Support staffing, timetables, rosters and internal systems	Support teachers with data analysis to inform teaching
Oversee property, capital works and asst management	Oversee schoolwide events and activities	Track progress and achievement of learners, especially priority groups
Lead emergency preparedness	Support emergencies procedures and health & safety processes	Contribute to internal evaluation and improvement planning
	Ensure staff follow policies and compliance requirements - School Docs	
Community & Whanau Engagement	Learning Support & Inclusive Practice	Learning Support & Inclusive Education
Build strong relationships with whanau, hapu, iwi and community	Work with SENCO / LSC to support learners with additional needs	Work with SENCO / LSC to support students with additional needs
Communicate regularly with parents	Coordinate interventions and agency support	Help coordinate interventions, programmes and agency support
Represent the school at events and networks	Support inclusive practice and differentiated teaching	Ensure classrooms use inclusive practices for diverse learners
Ensure whanau voice contributes to decisions	Monitor progress of priority learners	Track progress and wellbeing of students receiving extra support

PRINCIPAL FRED WHATA	DEPUTY PRINCIPAL RUMAKI KELLY ANARU	ASSISTANT PRINCIPAL REO RUA CHERYL MANLEY
Governance Partnership with Board	Community, Whanau & Cultural Leadership	Community & Whanau Engagement
Advise the Board on educational and operational matters	Build strong relationships with whanau and community partners	Build positive relationships with parents, whanau and community partners
Provide reporting on achievement, finance, H&S, attendance, property	Represent the school at meetings and events	Communicate effectively about student progress, wellbeing and school activities
Implement Board policies and decisions	Support cultural initiatives, kapa haka, and Te Reo Maori pathways	Support school events, cultural initiatives, kapa haka and whanau hui
Maintain an effective relationship with the Presiding Member	Promote whanau voice in school decision making	Promote whanau voice and involvement in learning
Student Wellbeing & Success	Administration, Reporting & Evaluation	Cultural Leadership
Ensure all akonga feel safe, valued and supported	Prepare reports and data summaries for the Principal and Board when required	Uphold Te Tiriti o Waitangi obligations
Oversee learning support and inclusive practices	Lead or support internal evaluation processes	Support Te Reo Maori, tikanga Maori, and RPS cultural identity
Promote equitable outcomes for Maori and all learners	Support documentation and communication systems	Integrate matauranga Maori in teaching & learning
Celebrate student success	Assist with enrolments and transitions	Encourage culturally responsive practices across classrooms
Cultural Leadership	School Culture & Success	Administration & Reporting
Uphold Te Tiriti O Waitangi commitments	Model high expectations for teaching, behaviour and values	Assist leadership with reporting requirements, documentation and communication
Ensure te Reo Maori tikanga, matauranga Maori are embedded	Celebrate student achievements	Contribute to Board reporting through data, summaries or updates
Strengthen cultural identity and marae partnerships	Support extra curricular and enrichment programmes	Support enrolment processes, transitions and new whanau orientation
	Promote safety, belonging and respect	Ensure communication with staff is clear, timely and constructive
Professional Ethics and Conduct	Professional Conduct & Leadership Expectations	Professional Conduct & Leadership Expectations
Model integrity, professionalism, and ethical leadership	Model integrity, professionalism, and ethical leadership	Model integrity, professionalism, and ethical decision making
Maintain confidentiality and high trust	Maintain confidentiality and fairness	Demonstrate strong relationships with students, staff and whanau
Uphold the Teaching Council Code of Professional Responsibility	Demonstrate reflective practice and ongoing leadership development	Maintain confidentiality, fairness and high standards of conduct
TEAM LEAD REO RUA YEAR 0 - 3 KELLY ANARU	TEAM LEAD REO RUA YEAR 4 - 6 WAIMIERE TAOHO	TEAM LEAD REO RUA YEAR 7 - 8 CHERYL MANLEY
Lead Vision, Cultural Values	Lead Vision, Cultural Values	Lead Vision, Cultural Values
Model professionalism, integrity, fairness and confidentiality	Model professionalism, integrity, fairness and confidentiality	Model professionalism, integrity, fairness and confidentiality
Uphold RPS vision, charter, values, kaupapa Maori	Uphold RPS vision, charter, values, kaupapa Maori	Uphold RPS vision, charter, values, kaupapa Maori
Promote equitable outcomes for all akonga	Promote equitable outcomes for all akonga	Promote equitable outcomes for all akonga
Celebrate student success and foster a positive team culture	Celebrate student success and foster a positive team culture	Celebrate student success and foster a positive team culture

TEAM LEAD REO RUA YEAR 0 - 3 KELLY ANARU	TEAM LEAD REO RUA YEAR 4 - 6 WAIMIERE TAOHO	TEAM LEAD REO RUA YEAR 7 - 8 CHERYL MANLEY
Curriculum & Assessment Leadership	Curriculum & Assessment Leadership	Curriculum & Assessment Leadership
Ensure curriculum alignment with school priorities	Ensure curriculum alignment with school priorities	Ensure curriculum alignment with school priorities
Lead assessment processes and data conversations	Lead assessment processes and data conversations	Lead assessment processes and data conversations
Support assessment-capable and self directed learners	Support assessment-capable and self directed learners	Support assessment-capable and self directed learners
Guide observations, reflections and inquiry cycles	Guide observations, reflections and inquiry cycles	Guide observations, reflections and inquiry cycles
Lead assessment processes and data conversations	Lead assessment processes and data conversations	Lead assessment processes and data conversations
Support assessment-capable and self directed learners	Support assessment-capable and self directed learners	Support assessment-capable and self directed learners
Guide observations, reflections and enquiry cycles	Guide observations, reflections and enquiry cycles	Guide observations, reflections and enquiry cycles
Team Management & Organisation	Team Management & Organisation	Team Management & Organisation
Run team meetings, minutes and weekly organisation	Run team meetings, minutes and weekly organisation	Run team meetings, minutes and weekly organisation
Ensure reflections and team documentation are up to date	Ensure reflections and team documentation are up to date	Ensure reflections and team documentation are up to date
Manage duty rosters, day to day operations and team systems	Manage duty rosters, day to day operations and team systems	Manage duty rosters, day to day operations and team systems
Support class placements and transitions	Support class placements and transitions	Support class placements and transitions
Staff Support, Mentoring & Growth	Staff Support, Mentoring & Growth	Staff Support, Mentoring & Growth
Coach team members and model best practice	Coach team members and model best practice	Coach team members and model best practice
Support teacher PGC cycles and appraisals	Support teacher PGC cycles and appraisals	Support teacher PGC cycles and appraisals
Help manage performance expectations within the team	Help manage performance expectations within the team	Help manage performance expectations within the team
Facilitate team access to PLD	Facilitate team access to PLD	Facilitate team access to PLD
Student Well-Being, Learning & Attendance	Student Well-Being, Learning & Attendance	Student Well-Being, Learning & Attendance
Monitor student achievement and support interventions	Monitor student achievement and support interventions	Monitor student achievement and support interventions
Support health, safety, EOTC procedures	Support health, safety, EOTC procedures	Support health, safety, EOTC procedures
Assist with truancy/absence follow up	Assist with truancy/absence follow up	Assist with truancy/absence follow up
Promote positive behaviour and well being	Promote positive behaviour and well being	Promote positive behaviour and well being
TEAM LEAD RUMAKI YEAR 0 - 3 TAMARA SIMPKINS	TEAM LEAD RUMAKI YEAR 4 - 6 TAMARA SIMPKINS	TEAM LEAD RUMAKI YEAR 7 - 8 TE WAIRERE NGAIA
Lead Vision, Cultural Values	Lead Vision, Cultural Values	Lead Vision, Cultural Values
Model professionalism, integrity, fairness and confidentiality	Model professionalism, integrity, fairness and confidentiality	Model professionalism, integrity, fairness and confidentiality
Uphold RPS vision, charter, values, kaupapa Maori	Uphold RPS vision, charter, values, kaupapa Maori	Uphold RPS vision, charter, values, kaupapa Maori
Promote equitable outcomes for all akonga	Promote equitable outcomes for all akonga	Promote equitable outcomes for all akonga
Celebrate student success and foster a positive team culture	Celebrate student success and foster a positive team culture	Celebrate student success and foster a positive team culture
Curriculum & Assessment Leadership	Curriculum & Assessment Leadership	Curriculum & Assessment Leadership
Ensure curriculum alignment with school priorities	Ensure curriculum alignment with school priorities	Ensure curriculum alignment with school priorities
Lead assessment processes and data conversations	Lead assessment processes and data conversations	Lead assessment processes and data conversations
Support assessment-capable and self directed learners	Support assessment-capable and self directed learners	Support assessment-capable and self directed learners
Guide observations, reflections and enquiry cycles	Guide observations, reflections and enquiry cycles	Guide observations, reflections and enquiry cycles

TEAM LEAD REO RUA YEAR 0 - 3 KELLY ANARU	TEAM LEAD REO RUA YEAR 4 - 6 WAIMIERE TAOHO	TEAM LEAD REO RUA YEAR 7 - 8 CHERYL MANLEY
Team Management & Organisation	Team Management & Organisation	Team Management & Organisation
Run team meetings, minutes and weekly organisation	Run team meetings, minutes and weekly organisation	Run team meetings, minutes and weekly organisation
Ensure reflections and team documentation are up to date	Ensure reflections and team documentation are up to date	Ensure reflections and team documentation are up to date
Manage duty rosters, day to day operations and team systems	Manage duty rosters, day to day operations and team systems	Manage duty rosters, day to day operations and team systems
Support class placements and transitions	Support class placements and transitions	Support class placements and transitions
Staff Support, Mentoring & Growth	Staff Support, Mentoring & Growth	Staff Support, Mentoring & Growth
Coach team members and model best practice	Coach team members and model best practice	Coach team members and model best practice
Support teacher PGC cycles and appraisals	Support teacher PGC cycles and appraisals	Support teacher PGC cycles and appraisals
Help manage performance expectations within the team	Help manage performance expectations within the team	Help manage performance expectations within the team
Facilitate team access to PLD	Facilitate team access to PLD	Facilitate team access to PLD
Student Well-Being, Learning & Attendance	Student Well-Being, Learning & Attendance	Student Well-Being, Learning & Attendance
Monitor student achievement and support interventions	Monitor student achievement and support interventions	Monitor student achievement and support interventions
Support health, safety, EOTC procedures	Support health, safety, EOTC procedures	Support health, safety, EOTC procedures
Assist with truancy/absence follow up	Assist with truancy/absence follow up	Assist with truancy/absence follow up
Promote positive behaviour and well being	Promote positive behaviour and well being	Promote positive behaviour and well being
SENCO ESTHER BEATTIE	LEARNING SUPPORT COORDINATOR LAVINIA SHEPARD	SPORTS COORDINATOR MEL RIKA
If the SENCO is the architect, the LSC is the builder – making sure everything runs smoothly and no learner falls through the cracks.	The LSC is the operational lead for day-to-day learning support systems at Rotorua Primary.	Programme Planning & Implementation
Learning Support Leadership	Systems, Register & Documentation	Coordinate and oversee the whole school sports calendar, aligning with school terms and major events like: Swimming, Across country, athletics, interschool competitions, waka ama
Oversee learning support systems and ensure schoolwide consistency	The LSC manages the backend systems that make learning support function effectively	Plan and implement seasonal fitness foci such as: Aquatics, athletics, aerobic endurance
Maintain and monitor the Learning Support Register	Manage and maintain the Learning Support Register (LSR)	Curriculum Integration
Coordinate interventions and ensure follow through	Coordinate schedules for IEPs, PLPs, learning reviews and support hui	Align physical education and sports with Health & PE achievement objectives from the NZC Level 2-4
Teacher & Teacher Aide Support	Track and file all learning support documents and referrals	Integrate Te Whare Tapa Wha model for holistic wellbeing
Provide strategies and guidance to teachers and TAs	Ensure compliance with privacy, data, protection, and record keeping	Promote school values through sport particularly: Hohonga Tu Rangatira Mana Motuhake Pukeroatanga
Model inclusive practices and behaviour supports	Teacher Aide & Resource Coordination	Student Development & Participation
Mentor staff and build capacity in differentiation and neurodiversity	The LSC ensures Teacher Aide support is correctly deployed, consistent and aligned with student needs	Ensure all students (Y0-*) participate in a wide range of sporting activities
Collaboration & Liaison	Coordinate timetables and deployment of Teacher Aides alongside the SENCO	Provide inclusive opportunities for students with diverse needs and talents

SENCO ESTHER BEATTIE	LEARNING SUPPORT COORDINATOR LAVINIA SHEPARD	SPORTS COORDINATOR MEL RIKA
Central contact for RTLB, MOE, SLT, Public Health and external providers	Monitor TA hours, strengths, PD needs workload balance	Encourage students to: Develop fundamental movement skills Work in teams Reflect on sportsmanship and personal goals
Coordinate referrals, meetings and service scheduling	Organise TA Meetings, minutes, PD logistics and communication	Events & Competitors
Maintain communication loops and track agency actions	Agency & Service Liaison	Register and coordinate RPS participation in: Interschool sports Mini Marathon Athletics
Whanau Engagement	The LSC is the communication hub between RPS and external specialists	Resource & Equipment Management
Co-lead whanau hui and support shared decision-making	Book and coordinate visits with specialists: RTLB, MOE Learning Support, SLT, Public Health etc..	Manage the PE and sports equipment inventory
Ensure whanau voice is heard and valued	Communicate service times, student groupings and staff involvement	Maintain safe and accessible storage areas
Maintain professionalism and safe communication boundaries	Manage feedback loops so external input becomes action in classrooms	Order new equipment as needed within allocated budget
Administration & Reporting	Data Management & Reporting	Staff & Community Engagement
Manage IEP docs, referrals, minutes, and funding applications	Maintain clear records of progress, interventions, updates and support status	Work with kaiako and whanau to support student attendance and preparation
Ensure compliance with MOE requirements	Assist the SENCO with termly reports to SLT or the Board	Engage local community groups for support
Report to SLT and Board as needed	Support compliance with MOE funding systems: ORS, IRF, HLN and other applications	EOTC & Risk Management
Inclusive Practice Leadership	Kaiako Support	Support EOTC requirements Camps , Offsite events
Promote schoolwide inclusion, UDL, and equitable outcomes	The LSC provides the practical, logistical support that helps teachers and whanau stay aligned	Complete risk assessment and align with schools Health & Safety procedures
Support teacher planning, behaviour, pathways and wellbeing initiatives	Help coordinate whanau hui, parent-teacher meetings and plan updates	Reporting & Data Tracking
Lead early intervention systems	Act as a key go-between for kaiako needing follow-up on learning actions	Contribute to assessment of students physical capabilities eg beep test
This role is	Ensure support plans are practical and workable for busy classrooms	Provide input for: BOT reports Academic Review Days Reflections on participation and sport value
Leadership - focussed	School-Wide Inclusion Support	Contribute to the school: Newsletter Facebook Social Media
Coordination heavy	The LSC strengthens inclusive practice by supporting: Differentiation and classroom adjustments	
Relational and strategic	Timely interventions	
Essential for ensuring no learner falls through the cracks	Smooth transitions between classes or across schools (supports transition systems) alongside SENCO and agencies) This aligns with the SENCO/LSC document	

HINEMOA ANARU ASSESSMENT / INTERVENTION PROGRAMME RR	KATH MASON WHAKAPIKI TE REO
Assessment & Evaluation Coordinator	Whakapiki Te Reo - Schoolwide Te Reo Maori Support
Completing, updating and maintaining all schoolwide tracking sheets for assessment cycles (literacy, numeracy, intervention tracking) all kept in HERO	Supporting the uplift and development of Te Reo across classrooms
Ensuring support staff log and record all intervention work so that leadership has visibility of progress and resource needs all kept in HERO	Working with leaders across syndicates to guide language planning and delivery
Providing leadership as one of the school Assessment Leaders for 2026	Providing modelling, coaching or resource support
Supporting the collection, marking, moderation and analysis of assessments as part of the Aromatawai and assessment leadership teams	Reo Strategy - Cultural Integration & Linguistic Development
Structured Literacy Support	Supporting the Te Reo Language Immersion Programme
Modelling Structured Literacy lessons for staff and support workers	Contributing to curriculum development that embeds Maori values, language and perspectives
Supporting teachers with Structured Literacy planning, delivery and resource use	Assisting in developing, monitoring and evaluating Te Reo Maori progressions
Developing and maintaining SL assessment tools and systems alongside the assessment / SL team	Helping gather and interpret teacher feedback, student voice, assessment, data and other metrics
Leading or contributing to PLD for Structured Literacy across the school	Working with Reo Rua, Rumaki to ensure alignment with Te Aho Arataki Marau and school reo goals
Providing data analysis to determine next steps for targeted SL support	Participation in Cultural Events & Immersion Initiatives
Intervention Programmes (Tier 2 & Tier 3 Support)	Matariki Festival
Supporting the assignment of taonga into intervention tiers based on assessment data	Marae based learning experiences
Meeting with Teacher Support Staff to set expectations, roles, record keeping processes and intervention planning	Cultural immersion activities (waiata, sessions, kapa haka event support, taiao learning experiences)
Facilitating modelling lessons in Structured Literacy for intervention staff	Planning and supporting schoolwide events embedded in tikanga Maori
Ensuring teachers and TTS have necessary resources, assessment data and intervention tools	Strengthening cultural identity and student engagement
Support implementation of SLIP including coordination with SENCO, LSC and Kaumatua programmes	Ensuring quality Te Reo experiences across the school
Contributing to termly analysis of assessment results to determine next steps for Tier 2/3 learners	Involvement in Te Reo a Waha Tracking & Assessment
Teacher Coaching & Professional Development	Delivering a Te Reo a Waha instruction
Providing classroom observations, modelling and direct teacher support in literacy and assessment	Contributing to language assessments
Helping guide teachers in Structured Literacy delivery, assessment use, intervention alignment and instructional shifts	Supporting intervention pathways, teacher support and SENCO/LSC collaboration
Contributing to schoolwide upskilling and PLD opportunities	Classroom Release, Mentoring and Cultural Allowances
Supporting new teachers with assessment frameworks, marking and moderation sessions	Mentoring colleagues (likely in reo or culturally responsive practice)
Additional Leadership & Schoolwide Support	Providing leadership in Te Reo Maori programmes
Teacher Aide Oversight	Contributing to strategic cultural development
Tracking Sheets Leadership	Intervention Programme - Reo Korero, Panui, Tuhituhi
Intervention Programme Co Leadership	Daily delivery of Reo Korero, Panui and Tuhituhi intervention programmes
Transition & Engagement Roles	Targeted support for akonga requiring reo development

CLASSROOM TEACHERS	CLASSROOM TEACHERS	CLASSROOM TEACHERS
Core Teaching Role & Responsibilities	Wellbeing & Holistic Development	Professional and Strategic Responsibilities
<p>Curriculum Planner Plan and deliver learning that aligns with New Zealand Curriculum (NZC) and the local curriculum including Ngati Whakaue contexts, using clear Learning Intentions and Success Criteria</p>	<p>Wellbeing Champion Foster hauora through the lens of Te Whare Tapa Wha, promoting physical, mental, spiritual and whanau wellbeing</p>	<p>Data-Driven Practitioner Use assessment data to adapt teaching, target learners, and report progress. Participate in BOT presentations and professional inqui</p>
<p>Culturally Responsive Educator Integrate Te Ao Maori, Matauranga Maori and local stories (He Pataka Korero o Ngati Whakaue) into everyday learning, affirming students' identity and mana</p>	<p>Behaviour Supporter Apply trauma-informed practices, positive behaviour strategies and culturally grounded behaviour support (refer to UDL and Inclusive TKI guides</p>	<p>Collaborative Colleague Work closely with teams Reo Rua , Rumaki support transition programmes and contribute to school-wide events (Matariki, Ahurei)</p>
<p>Inclusive Practice Use Universal Design for Learning (UDL) to cater for diverse learning needs including Tier 2/3 interventions, ESOL, Dyslexia and trauma-informed practice</p>	<p>Whanau Connector Build strong, trust-based relationships with whanau through hui, digital platforms and regular communication. Support learner profiles and whanau aspirations</p>	<p>Reflective Practitioner Participate in teaching as inquiry, goal setting and regular professional development aligned with the school strategic goal</p>
<p>Literacy and Numeracy Expert Deliver high-impact programmes such as Structured Literacy, Maths No Problem, and DIMIC in line with the RPS curriculum</p>	<p>Role Model Uphold RPS values: Pukeroatanga, Mannakitanga, Kawenga, Hohonga, Tu Rangatira, Mana Motuhake, Kaitiakitanga - explicitly modelling these in actions and interactions</p>	<p>Guardian of Culture Protect and promote RPS's unique cultural identity through curriculum delivery, classroom practice and school kaupapa (Powhiri, waiata, haka, kapa haka)</p>
<p>Assessment Facilitator Regular assess learning uses tools like e-asTTle, PaCT, anecdotal notes, and learning stories. Track and report on target students and contribute to Academic Review Days</p>		<p>Contributor to Sustainability Encourage sustainable practices and integrate Kaitiakitanga into classroom practice 9 reducing waste, looking after school resources</p>
<p>Digital Facilitator Use digital tools to enhance learning, create artefacts and support student voice. Teach digital citizenship</p>		
<p>Aligned with RPS Strategic Focus Areas</p>		
<p>Pukeroatanga Value Te Ao Maori in all learning contexts</p>		
<p>Whakatangata Create inclusive classrooms that support academic excellence</p>		
<p>Hononga Build strong relationships with whanau, hapu and iwi</p>		
<p>Tu Rangatira Grow leadership in self and students</p>		
<p>Mana Motuhake Empower student voice, choice and agency</p>		
<p>Kaitiakitanga Integrate sustainable and responsible practices in daily learning</p>		