



Pigeon Mountain  
Primary School

# Deputy Principal Application Pack 2025





## THANK YOU FOR EXPRESSING INTEREST IN THE POSITION OF DEPUTY PRINCIPAL AT PIGEON MOUNTAIN PRIMARY SCHOOL.



Pigeon Mountain  
Primary School

**We are looking for a new Deputy Principal to join our team starting in Term 4, 2025.**

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

- Welcome letter from the Principal Phebe Rossiter
- School Profile
- Criteria for the appointment
- Instructions for completing the application
- Timeline for applicants
- Job Description
- Application Form (a separate document)
- Referee Report (a separate document)
- Current Strategic Plan

Further information about Pigeon Mountain Primary School can be found at the school website <https://www.pigeon-mountain.school.nz/>

The application for appointment is to be returned with your CV and covering letter by **1:00 pm, Friday 11 July 2025 either** by:

- Email to: [admin@educationgroup.co.nz](mailto:admin@educationgroup.co.nz) (subject line: Pigeon Mountain Primary School Deputy Principal position) OR
- Deliver to: Tanya Prentice, Office Manager, The Education Group Ltd, Level 2, 24 Manukau Road, Epsom

Referee report forms are to be given to your **three** referees for them to return directly to The Education Group Ltd by **1:00 pm, Wednesday 9 July 2025**

For any further queries please contact Tanya Prentice at the Education Group office (Ph: 09 953 0523) email [admin@educationgroup.co.nz](mailto:admin@educationgroup.co.nz) or Nicky Knight, the appointment advisor (Ph: 021 420 299)

Once again, thank you for your interest in applying for this position.

Ngā mihi

Dr Nicky Knight

Director, The Education Group

Advisor to the Pigeon Mountain Primary School Appointment's Committee





# Pigeon Mountain Primary School

May 2025

Tēnā koe,

Thank you for expressing an interest in the position of Deputy Principal at Pigeon Mountain Primary School. It is a large contributing, multicultural school with a roll of 510 serving the community of Bucklands Beach and Half Moon Bay.

With the departure of our Deputy Principal, we are seeking a dynamic educational leader to continue and enhance the current strategic direction of the school.

The primary role of this Deputy Principal is to lead the learning and pastoral care of our Junior School and implementation of structured literacy.

We offer:

- A highly supportive environment based on the school's four values of respect, responsibility, resilience and excellence
- Multiple opportunities for professional learning and development
- Highly engaged and motivated learners
- Structures that facilitate collaborative practice
- A highly supportive parent community
- Four permanent Management Units plus two additional Management Units

We have a very supportive school community whose emphasis is on our school values, with a caring and respectful culture that enables teachers and students to focus on learning.

The right applicant will nurture a caring and cooperative culture that enables teachers and students to focus on learning and achievement. You will proactively engage with the school community and emphasise the value of involvement and participation.

We are seeking applications from someone who demonstrates strong leadership and management skills and has the ability to engage and motivate those around them to achieve the best outcomes for the school.

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

- An introduction to Pigeon Mountain Primary School
- Criteria for appointment
- Information for applicants
- Recruitment process timeline
- Application form (separate document)
- Referee report template (separate document)
- Job description
- Strategic Plan 2024 -2025 (separate document)

Further information about our school can be obtained by contacting Tanya Prentice at 09 953 0523, emailing [admin@educationgroup.co.nz](mailto:admin@educationgroup.co.nz) or contacting Dr Nicky Knight, Director of The Education Group, 021 420 299.

We encourage you to visit our school's website at <https://www.pigeon-mountain.school.nz/> and to visit the school. Please email Wendy Hosking, Administrative Officer, at [wendyh@pmps.school.nz](mailto:wendyh@pmps.school.nz) or phone her on 09 534 9765, to arrange a school visit.

Should you have any queries or require further information, please do not hesitate to contact us.

Ngā mihi,  
Phebe Rossiter  
Principal, Pigeon Mountain Primary School



# PIGEON MOUNTAIN PRIMARY SCHOOL IS ...

## Overview

Pigeon Mountain Primary School is a vibrant State Primary School, catering to students from Year 0 to Year 6, with a vision to provide **Education with a Heart**. Established in 1979, our school has grown and evolved to meet the needs of modern learners, currently serving 510 students of diverse backgrounds. Located in the beautiful coastal environment of Half Moon Bay Marina, Bucklands Beach, and near the significant historical site Ōhūiarangi, we take full advantage of our unique surroundings for rich, local learning experiences.

The 2023 **ERO report** highlighted key strengths of the school, including:

- Leadership that enacts the school vision
- Leaders and teachers valuing professional learning and development to continually build their capacity
- Teaching team structures that enhance whakawhānaungatanga and relationships
- Effective monitoring and analysis of student achievement

## Learning Focus

Our teaching philosophy is centred around integrated concept inquiry units. These units are designed to engage students in deep learning across multiple subjects, developing our students' **seven Learner Profile Capabilities**, which guide them to be self-managing, collaborative, and reflective learners.

We prioritise student mental health and wellbeing through the **Positive Behaviour for Learning (PB4L) framework**, which builds a sense of belonging, resilience, and emotional intelligence in our learners. By embedding emotional wellbeing into daily learning, we ensure that students grow both academically and socially in a nurturing environment.

The school's values – **Respect, Resilience, Responsibility**, and **Excellence** – are embedded in everything we do. These values reflect our commitment to providing "Education with a Heart," and they guide students in their academic and social development.



## Classroom and Learning Environment

We value transition to school and offer a programme “Off to a Good Start” which is a ten-week programme run by the junior school Deputy Principal, supported by parent information sessions. We also have regular school tours and new family meetings.

We have fully integrated a structured literacy approach through the **Better Start Literacy Approach** and **Massey University’s Structured Literacy**, which equips our students with strong foundational literacy skills.

## Digital Learning and Technology

At Pigeon Mountain, we place great importance on digital technology as a tool to enhance learning outcomes. From **Year 3 onwards**, we run a **Bring Your Own Device (BYOD) programme**, supported by a strong digital network infrastructure. Students engage in blended learning opportunities, using technology to complement inquiry-based learning and develop digital literacy skills that will serve them in the future. Our commitment to digital learning ensures that technology remains an essential part of our educational approach.

## Extracurricular and Leadership Opportunities

Pigeon Mountain Primary School is actively involved in **HPPA (Howick Primary Principals Association) sporting and cultural fixtures**, where both students and staff are enthusiastic participants. Teachers play a key role in coaching sports teams and running a variety of extracurricular clubs, ensuring that students have access to a broad range of activities beyond the classroom.

Our **student leadership programme** is a highlight, offering students numerous opportunities to take on roles of responsibility and contribute to the school community. Leadership opportunities help build confidence and prepare students for their future learning journeys.





## Cultural Diversity and Inclusion

With students from over 20 nationalities, Pigeon Mountain is proud of its diverse and inclusive school culture. Our student roll is composed of 65% Chinese, 11% NZ European, 4% Māori, 4% of African origin, 4% Sri-Lankan, and 1% Pacific Islands. This rich cultural diversity is celebrated and integrated into daily school life, contributing to a global learning environment.

We are particularly mindful of our growing number of students requiring **ESOL support**, and we have significantly expanded our provision to ensure all students can thrive, regardless of their language background.

## Community and Partnerships

We maintain strong partnerships with our local community and surrounding schools, particularly **Bucklands Beach Intermediate** and **Macleans College** through our **Kāhui Ako** connections. These partnerships ensure a seamless transition for students as they move through their educational pathways.

Our **coaching framework** is a key aspect of professional development, providing opportunities for reflective practice and peer learning. Through a **video-enhanced peer coaching** programme, teachers are empowered to continuously improve their teaching, share best practices, and support one another in meeting the diverse needs of our learners.

## Future Developments

As we look ahead, Pigeon Mountain continues to adapt and evolve. Our commitment to innovative teaching, holistic student wellbeing, and meaningful community connections ensures that we remain at the forefront of education, providing a nurturing environment for every child to succeed.



## CRITERIA FOR THE APPOINTMENT

### We are looking for a Deputy Principal who:

- Has experience leading and teaching in the Junior School
- Has in-depth knowledge of a structured literacy approach
- Has experience with transition to school programmes
- Demonstrates empathy and an understanding of students with additional learning needs and builds connections with their families
- Demonstrates strong, relational skills such as being approachable, trustworthy, fair, supportive, and positive with a sense of humour
- Is a strong, confident educational leader who is capable of continuing the strategic direction of the school
- Values teamwork, collegiality and recognises the importance of their role within the current cohesive Senior Leadership Team
- Has an ability to lead change and the development of Te Mātaiaho, the New Zealand Curriculum
- Has a proven ability to build on culturally responsive practices and promote cultural diversity
- Strongly commits to upholding and giving effect to Te Tiriti o Waitangi
- Is someone who embodies our four values: responsibility, respect, resilience and excellence.
- Is student focused, emphasising wellbeing and academic excellence





## INFORMATION FOR APPLICANTS

Thank you for applying for the position of Deputy Principal of Pigeon Mountain Primary School.

**Please ensure you have a copy of the job description, the appointment criteria and have read all material provided, before completing the separate application form.**

1. Please fully complete the application form personally. Read it through first and then answer all questions. Make sure you sign and date where indicated.
2. Attach a *curriculum vitae* containing any additional information relevant to the position. If you include written references, please note that we may contact the writer of the reference.
3. Copies of qualification certificates should be attached. If successful in your application, you will be required to provide the originals as proof of qualifications. These will be needed to verify the copies which will be retained for the school's records.
4. If you are selected for interview, you may bring whānau/support people at your own expense. Please advise if this is your intention.
5. Failure to complete this application and answer all questions truthfully may result in any offer of employment being withdrawn or appointment being terminated if any information is later found to be false.
6. All applicants will be required to give consent to a Police Vet.
7. a) Applicants may not be employed as a children's worker if they have been convicted of a specified offence listed in [Schedule 2 of the Children's Act 2014](#), unless they obtain an exemption. The Criminal Records (Clean Slate) Act 2004 will not apply to these specified offences and these offences will be included in your Police vetting results.

b) The Clean Slate Act provides certain convictions do not have to be disclosed providing:

- You have not committed any offence within 7 consecutive years of being sentenced for the offence
- You did not serve a custodial sentence at any time
- The offence was neither a [specified offence under the Clean Slate Act 2004](#) nor a [specified offence under the Children's Act 2014](#)
- You have paid any fine or costs

Please note that you are not obliged to disclose convictions if you meet the above conditions but can do so if you wish. If you are uncertain as to whether you are eligible contact the Ministry of Justice.

8. Application forms and CVs of unsuccessful applicants will be held until the appointment process is completed and will then be securely destroyed after 90 days. For the successful candidate, these documents will be held in their personnel file. The successful candidate may access them in accordance with the provisions of the Privacy Act 2020.
9. You are required to request referees reports from three referees. The report template is included in this pack as a separate attachment. It is your responsibility to contact referees and provide them with a copy of the report template and the information that they need to complete and return it. These remain confidential to The Education Group Ltd and the School. All information collected from referees will be destroyed at the end of the selection process.
10. All information received will be confidential to the Appointment's Committee and The Education Group Ltd.
11. **Candidates may undertake a school visit. Please phone Wendy Hosking, Administrative Officer on 09 534 9765 or email [wendyh@pmps.school.nz](mailto:wendyh@pmps.school.nz) to arrange a school visit.**

If shortlisted, you will be required to bring to your interview, **the originals and copies** of the following:

1. Your current Practising Teacher Certificate
2. Two types of identification
  - If possible, this should be photo ID e.g. passport and a NZ Driver Licence
  - If you do not have one or other of the above documents, please supply a birth certificate, bank statement or IRD number



## RECRUITMENT PROCESS TIMELINE

Gazette Advertisement Online	3 June 2025
School Visit: Please phone Wendy Hosking, Administrative Officer on 09 534 9765 to arrange a school visit.	9-11 June 2025
Closing date for Referee Reports	1:00 pm Wednesday 9 July 2025
Closing date for applications	1:00 pm Friday 11 July 2025
Shortlisting completed and candidates notified	By Wednesday 16 July 2025
Visits to shortlisted candidates' schools	21 or 22 July 2025
Interview including a presentation <b><i>There may be a two-stage interview process</i></b>	Saturday 26 July 2025
Appointment commences	Term 4 2025 or as negotiated

### We need to receive:

- Letter of introduction
- Completed Application for Appointment Form (including self-assessment)
- Current Curriculum Vitae
- Reports from **three** referees (applicant to organise)



**Completed applications to be received by 1:00 pm, Friday 11 July 2025 and should be sent by email to:**

Tanya Prentice [admin@educationgroup.co.nz](mailto:admin@educationgroup.co.nz)

OR

Delivered to: The Education Group Ltd, Level 2, 24 Manukau Road, Epsom, Auckland

If you have any queries, please contact: Tanya Prentice, the Office Manager for The Education Group on 09 953 0523 or [admin@educationgroup.co.nz](mailto:admin@educationgroup.co.nz)  
OR Nicky Knight on 021 420 299 or [nickyknight@educationgroup.co.nz](mailto:nickyknight@educationgroup.co.nz).

If you wish to visit the school, please contact Ring Wendy Hosking, Administrative Officer on [wendyh@pmps.school.nz](mailto:wendyh@pmps.school.nz) or phone 09 534 9765 to arrange a school visit. School visits can be scheduled from 9-11 June 2025

## Deputy Principal - Job Description for 2025



Pigeon Mountain  
Primary School

Name:	
<b>Position:</b> Deputy Principal	<b>Remuneration:</b> 4 Permanent MU + 2 Fixed term MU
<b>Responsible to:</b> Principal and Board	<b>Directly responsible for:</b> Year 1 (Māhuri), Year 2 & 3 (Pohutukawa Team) CRT Puriri team

### Leadership Components [\(Kiwi Leadership for Principals\)](#):

<b>Culture:</b> Take a lead role in contributing to professional leadership that focuses the school culture on enhancing teaching and learning	<b>Pedagogy:</b> Take a lead role in creating a learning environment in which there is an expectation that all ākonga/ learners will experience success in their learning	<b>Systems:</b> Create the systems and conditions in which staff and ākonga/learners can function effectively and in which learning can occur	<b>Partnerships and Networks:</b> Ensure that relationships and practices support teacher and student learning
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### Primary Objectives:

- To support the Principal to ensure National Educational Learning Priorities are met.
- Builds and maintains quality relationships.
- To provide professional leadership with direct responsibility for staff across the school.
- Support the Principal to achieve strategic and annual goals.
- Is a highly effective communicator and liaison with parents/whānau.
- To meet the Professional Standards: Primary School Deputy/Assistant Principals, Primary School Teachers as per the requirements of the Primary Teachers (including Deputy and assistant Principals' and other unit holders) Collective Agreement.
- To contribute to the Senior Leadership Team and support the Principal in leadership, administration and curriculum across the school.
- To monitor teacher performance and support professional learning across the school.
- To deputise for the Principal in the absence of the Principal (*Term 1 and 3*).
- To abide by the Teachers Council Code of Ethics.
- Demonstrates a commitment to Te Tiriti o Waitangi and an inclusive education for all.
- Models an effective coaching approach.



**Portfolios** (Allocation of some of these roles to be negotiated annually between the Deputy Principals and the Principal):

**Lead:**

- **Year 0-3 pastoral care**
- Deputise for the Principal Term 1 and 3
- Strategic Goal 1
- ICT including Education Sector Logon (ESL) lead, Hapara/ Ludi
- Curriculum: Schoolwide English and Structured Literacy
- Relievers
- New Entrance enrolment
- Attendance
- Professional Growth Cycle (appraisal, teacher inquiry)
- School assemblies organisation
- Practicum placements
- CRT teachers and timetables
- Early childhood transition
- PCT programme co-ordinator
- H&S Committee Chair
- Road patrol roster
- ESOL liaison
- Intervention programmes - BLSA support and Rainbow Reading
- Off to a good start transition programme
- Resource room (Junior book room)

**Support:**

- E-tap Assessment

## Interim Professional Standards for Primary Associate and Deputy Principals

Dimension	Indicators
<b>Professional Leadership</b>	<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</li> <li>• 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</li> </ul>
<b>Policy &amp; Programme Management</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>
<b>Staff Management</b>	<ul style="list-style-type: none"> <li>• participates in the school's performance management systems and makes recommendations to the Principal on appropriate professional development opportunities for staff</li> <li>• motivates and encourages staff to improve the quality of teaching and learning</li> <li>• devolves responsibilities and delegates tasks when appropriate</li> </ul>
<b>Relationship Management</b>	<ul style="list-style-type: none"> <li>• fosters relationships between the school and the community</li> <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</li> </ul>
<b>Financial &amp; Asset Management</b>	<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>



## Specific responsibilities, tasks and outcomes

AREA OF RESPONSIBILITY	KEY TASKS	EXPECTED OUTCOMES (MEASURES OF SUCCESS)
<b>1. Professional Standards/ Standards for the Teaching Profession</b>	<ul style="list-style-type: none"> <li>Ensure Professional Standards as per the Collective Agreement are met and achieved</li> <li>Participate in professional goal-setting, reflection, and development.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate Professional Standards as per Collective Agreement are being met.</li> <li>Attested annually with supporting documentation.</li> <li>The professional Growth Cycle is embedded in practice.</li> <li>High level of compliance and engagement with the Standards.</li> </ul>
<b>2. Junior School Pastoral Care and Transition</b>	<ul style="list-style-type: none"> <li>Lead and oversee the pastoral care program for Year 0-3 students.</li> <li>Manage and monitor student attendance</li> <li>Develop and implement a comprehensive transition program for new entrants and their families.</li> </ul>	<ul style="list-style-type: none"> <li>Consistent and effective systems and structures for care and support designed and implemented for the junior school.</li> <li>Implement strategies to improve engagement and reduce absenteeism.</li> <li>Networks and connections with local Early Childcare centres are strong and transitions to our school are effective and demonstrate 'Education with a Heart'.</li> <li>Develop and implement a comprehensive transition program for new entrants and their families.</li> </ul>
<b>3. Leadership and Deputy Principal Responsibilities</b>	<ul style="list-style-type: none"> <li>Deputise for the Principal Term 1 and 3</li> <li>Strategic Goal #1</li> <li>Plan, coordinate, and oversee the organisation of school assemblies, ensuring they are engaging, informative, and aligned with school values.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure smooth school operations and leadership continuity in the absence of the Principal</li> <li>Track progress and ensure desired outcomes of Strategic Goal #1 objectives are achieved.</li> <li>Develop cycle of assembly that is well managed and executed.</li> </ul>
<b>4. Curriculum Development and Implementation</b>	<ul style="list-style-type: none"> <li>Lead the development, implementation, and review of an inquiry-based curriculum across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a comprehensive and sustainable programme of inquiry school-wide.</li> <li>Guide teams in reflecting and reviewing the effectiveness of inquiry themes.</li> <li>Develop and maintain a positive and engaging learning environment.</li> <li>Actively build partnerships with families, whānau, and caregivers to maximise students' success.</li> <li>Access and manage key assessments.</li> </ul>
<b>5. Digital Technologies and Learning Platforms</b>	<ul style="list-style-type: none"> <li>Lead the strategic integration of Information and Communication Technologies (ICT) across the school to enhance teaching, learning, and administration.</li> <li>Manage and maintain the school website</li> <li>Administer and support the effective use of Hapara and Ludi</li> </ul>	<ul style="list-style-type: none"> <li>School website content is current, accessible, and engaging.</li> <li>Enhance teaching practices and student learning outcomes through digital pedagogies, systems and environment.</li> </ul>

AREA OF RESPONSIBILITY	KEY TASKS	EXPECTED OUTCOMES (MEASURES OF SUCCESS)
<b>6. Staff Induction, Mentoring, and Development</b>	<ul style="list-style-type: none"> <li>• Develop, implement, and manage the school's induction program for new staff</li> <li>• Coordinate and oversee the school's Provisionally Certificated Teacher (PCT) program</li> <li>• Coordinate and manage practicum placements for student teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Smooth and supportive onboarding experiences.</li> <li>• Guidance, support, and ensuring compliance with relevant regulations.</li> <li>• Organise and facilitate the placement of student teachers from various tertiary providers, ensuring associate teachers understand their responsibilities.</li> </ul>
<b>7. Teacher Appraisal and Growth</b>	<ul style="list-style-type: none"> <li>• Professional Growth Cycle (appraisal, teacher inquiry)</li> </ul>	<ul style="list-style-type: none"> <li>• Plan a clear system for Professional Growth Cycles including: appraiser/ appraisee, timeframes, minimum expectations, examples of documents that need to be completed.</li> <li>• Ensure that all appraisal documentation is completed, signed and given to the Principal</li> </ul>
<b>8. School Operations and Safety</b>	<ul style="list-style-type: none"> <li>• Chair and lead the Health and Safety Committee</li> <li>• Manage the allocation of Classroom Release Teachers (CRT) and the creation of their timetables, ensuring adequate and entitled release is available</li> <li>• Organise and oversee the school's road patrol roster</li> <li>• Serve as the lead administrator for the Education Sector Logon (ESL) system</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the school environment is safe, compliant with regulations, and that effective safety procedures are implemented and monitored.</li> <li>• Meet with CRT teachers to maintain clear communication and ensure programmes align with curriculum priorities.</li> <li>• Adequate staffing coverage and minimal disruption to learning.</li> <li>• Ensure the safety of students before and after school through effective scheduling and training of patrollers.</li> <li>• Managing user access for ESL. Troubleshoot issues and ensure data integrity for relevant school systems.</li> </ul>
<b>9. Community Engagement and Support</b>	<ul style="list-style-type: none"> <li>• Ensure a smooth and welcoming experience for new students and their families</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities are available for new families to visit the school and develop a sense of connection and belonging</li> <li>• Oversee the first day procedures for students connecting with their new classroom - especially in the junior school.</li> </ul>
<b>10. Relievers</b>	<ul style="list-style-type: none"> <li>• Coordinate the engagement of relievers, ensuring appropriate staffing coverage across the school</li> </ul>	<ul style="list-style-type: none"> <li>• Responsive approach to staff absenteeism.</li> <li>• Staffing coverage meets organisation needs, optimising support for smooth transitions and quality teaching and learning</li> <li>• Coordinate relievers through health and safety induction and delegate responsibility to teams. Act as liaison for any queries or questions that the reliever may have.</li> </ul>



AREA OF RESPONSIBILITY	KEY TASKS	EXPECTED OUTCOMES (MEASURES OF SUCCESS)
<b>11. ESOL supervisor</b>	<ul style="list-style-type: none"> <li>Assist the ESOL teacher with resources and timetabling and advocating for the needs of ESOL learners across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Clear communication channels between ESOL department and classroom teachers</li> <li>Support structures are adequately meeting the needs of ELLs.</li> </ul>
<b>12. Crisis Management and School Operations Support</b>	<ul style="list-style-type: none"> <li>Use school emergency management process to support and manage crisis.</li> <li>Ensure staff and student wellbeing and safety is prioritise and managed</li> <li>Clear, planned, organised communication.</li> <li>Ensure confidentiality.</li> </ul>	<ul style="list-style-type: none"> <li>Supports the Principal in crisis management and emergency planning.</li> <li>Collaborates with leadership to ensure school safety and readiness.</li> <li>Support pastoral care of staff (SLT to connect with staff who they appraise/manage)</li> </ul>
<b>13. Contribute to the corporate life of Pigeon Mountain School</b>	<ul style="list-style-type: none"> <li>Model and uphold the Code of Professional Responsibility.</li> <li>Actively participate in school-wide events and initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>Positive professional relationships and school culture are maintained.</li> <li>Staff contribute actively to a cohesive, collaborative school environment.</li> </ul>
<b>14. Health and Safety</b>	<ul style="list-style-type: none"> <li>Ensure a safe environment for students, staff, and visitors.</li> <li>Follow and model Health and Safety procedures and policies.</li> </ul>	<ul style="list-style-type: none"> <li>Compliance with Health and Safety expectations.</li> <li>Safe physical and emotional environment for all members of the school community.</li> </ul>

**Review Period:** 6 October 2025 - 12 December 2025

Signed: \_\_\_\_\_

Signed PGC reviewer: \_\_\_\_\_