Principal Application Pack

2020
From The Board Chair

Tēnā koe and welcome!

Thank you for expressing an interest in applying for the position of Principal at Poroutawhao School.

We are seeking a new principal to lead our school from Term 1 2021, with an official start date negotiated with the successful candidate.

We are looking for an innovative, proactive and inspirational leader with great management and communication skills. Our new principal will have a proven record of leading and developing staff, with an adept skill set to bring out the best in your team.

You will empower people, listen and empathise, know when to delegate and when to step in. You won’t shy away from making the tough calls when they need to be made, but be guided by your strong moral compass to realise the potential of each and every child.

You’ll understand the importance of collaboration and partnership, both within the school and with stakeholders within the wider community. You will have a willingness to deepen ties, foster relationships and lean into the culture our unique place in the world brings.

At Poroutawhao School you’ll find an engaged and supportive Board committed to empowering our Principal to lead our school into the future. You’ll find an enthusiastic student body, and engaged staff and community who are all led by delivering the most positive and successful primary education for the tamariki in our trust.

Within this pack you will find information about our school and community including:

- Appointment Timeline
- School Profile
- Job Description and Person Specification
- Application Forms

Further information about our school can be found at [www.poroutawhao.school.nz](http://www.poroutawhao.school.nz)

Applications for the position close on Friday October 23rd at 1600hrs. For further information or for any questions please don’t hesitate to reach out on the contact details below.

The whole Board and I are so very proud of Poroutawhao School. its rich history, culture, staff, and students. We believe this is an incredible opportunity for the right candidate to add their unique voice and character to our own, and weave into that rich history together.

Ngā mihi nui,

Ali Maguire
Chairperson - Poroutawhao Board of Trustees
alibot@poroutawhao.school.nz
027 333 4104
Application Process

The Poroutawhao Board of Trustees has set up the following timeline for the appointment of our new Principal, every effort will be made to adhere to this and communicate with candidates promptly any delays or changes.

What We Require From You

- Covering Letter and/or a video submission. The video submission should be of you and cover a bit about yourself, who you are, and why you are at the right person for this role. The video should be no more than 2 minutes
- Curriculum Vitae
- Completed Application Form
- Completed Person Specification with bullets of examples

If you have any questions, please contact Ali Maguire (Board of Trustees Chair) on 027 333 4104 or alibot@poroutawhao.school.nz

Job Advertised
- Education Gazette Online - Friday 2nd October
- Education Gazette Print - Monday 12th October

Applications Close
- Applications Close 4pm on Friday 23rd October
- Applications must be submitted electronically to alibot@poroutawhao.school.nz

Shortlisting
- All Candidates advised by Wednesday 28th October

Reference Checks
- Reference Checks completed by Friday 6th November

Interviews
- Interviews conducted Saturday 7th November

Candidate Notified
- All candidates notified by 10th/11th November

Start Date
- Term 1 - 2021, date negotiable and to be arranged with candidate
Poroutawhao School is a U3 Rural Primary School with a roll of circa 120 students. We’re located just to the west of the Tararua ranges in the heart of the Horowhenua. Founded in 1924, Poroutawhao is a small settlement between Levin and Foxton set just off State Highway One. We have strong links with Ngāi Huia, and value the partnership and support offered from local Hapū throughout the school’s almost one hundred year history.

We draw our students from a diverse background, with whānau coming from across the Horowhenua to attend our school. Whilst the majority of our student body come from the local beach side settlement of Waitarere, our rural focus extends out from the beach through to our Farming Families who bring with them a unique perspective and rural flair to our country school.

Our classes are split over three teams, comprising six teachers including a Deputy Principal and a number of additional support staff. Our Junior School, Team Teina, is made up of years one and two. Team Poutama is years three, four and five. And in our newest classroom learning environment, completed in 2019, our senior school Team Tuakana, serving years six, seven and eight.

In addition to our classrooms, we have a comprehensive library, technology suite, outdoor swimming pool, and recently refurbished community hub, that also serves as our staff room and general meeting space.

**Our Vision:**

Mauri māhi, mauri ora, work well, live well.

**Our Mission:**

“To provide opportunities for all students to develop attitudes, skills and knowledge to be life-long learners.”
Poroutawhao School Principal Job Description

POSITION TITLE: Principal

RESPONSIBLE TO: The principal will report and be accountable to the school board of trustees (as the principals’ employer) through the board chairperson.

DELEGATIONS: The Principal is responsible for the successful management and professional leadership of the school by taking direction from the Board, the school charter and Board’s policies and delegations.

WORKING RELATIONSHIPS:
Internal:
- Board of Trustees
- All staff
- All students

External:
- Ministry of Education
- Education Review Office
- Whanau
- School Community
- Other educational groups including schools in the Community of Learning (CoL)
- The Special Education Service
- The Poroutawhao Support Group (PSG) ‘A committee of parents who actively support the school’
- Unions
- New Zealand School Trustees Association (NZSTA)
- Other agencies/organisations as required

PRIMARY OBJECTIVES: The Principal is responsible for professional leadership, the day-to-day management of the school, compliance with legal requirements, the implementation of the Board’s policies and plans, the direction and supervision of all staff, and the educational achievement and general well-being of our students

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

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

Systems: Develop and use management systems to support and enhance student learning

Partnerships and Networks: Strengthen communication and relationships to enhance student learning
KEY RESPONSIBILITIES:

Leadership
The Principal as ‘Leader of Learning’ will maintain and enhance the standards of academic, physical and social excellence within the school through:

- Maintaining the vision
  - that has the interest and wellbeing of children at the centre of everything the school does.
  - that promotes high expectations of student achievement and supporting all students to achieve their potential using the best tools and methods available.
  - that promotes the use of technology, the environment, culture, physical education, and arts in education.

- Creating an environment that fosters a culture of collaboration, trust, and respect that empowers staff to provide teaching experiences that engages, excites and motivates all students.

- Ensuring that goals are set, and programmes are developed in line with the Curriculum Plan, NZ Curriculum Framework, National Curriculum Statements and the schools charter, policies and plans.

- Overseeing the planning, implementation and evaluation of culturally responsive teaching programmes in line with the national education guidelines, the national administration guidelines, the national curriculum, the school’s curriculum and the schools charter, policies and plans.

- Using a range of evaluation, inquiry and knowledge building activities to develop, implement, monitor and modify strategies for improvement.

- Ensuring teaching and learning environments are inclusive, equitable and uphold the school values.

- Ensuring teacher planning is coherent and equitable, reflecting the School Curriculum and school policies.

- Ensuring learning programmes are adapted to meet the specific learning needs of individual children and enlist the assistance of specialist agencies if necessary

- Provides a safe and positive learning environment for all students and monitors their welfare and conduct.

- Oversees the monitoring, recording and reporting of student progress and achievements to parents and the Board.

- Shows progressive and innovative educational practice by keeping up to date with curriculum and administrative developments.

- Provides a curriculum which will engage, excite and motivate all students.

Management
Has overall responsibility for staff performance and development. The Principal will:

- In conjunction with the Board, ensure the school is appropriately staffed.

- Allocate and delegate duties and responsibilities to all staff, conduct performance appraisals and report to the Board as required.

- Ensure the performance appraisal system is effectively used to identify and address ongoing improvement of the quality of teaching and goals are specifically linked to school goals and charter.

- Provide effective guidance and motivational leadership to all staff.

- Support staff and develop their skills through guidance, supervision, appraisal and the promotion of professional development programmes.

- Give staff the opportunity to express their ideas and views through good consultative practices.

- Assist the Board to achieve its good employer obligations.

- Promote a culture of health and safety in the school.
Governance

The Principal is a Board member, and the school manager. Within the role of school manager, the Principal fulfils a position as a consultant to the board and its committees to:

- Provide effective executive advice to the Board to help ensure it meets all its statutory and other obligations.
- Report Literacy, Mathematics and curriculum student progress and achievement at a minimum of twice yearly.
- Regularly report on the progress of annual and charter goals (as relevant).
- Assist the Board with Policy development and the ongoing review of its policies and plans.
- Develop/review and present for consultation, the annual school development plan, updated Charter, school budget and Ministry of Education annual reports.
- Provide professional advice to the board and act on board decisions.
- Support the Board in its aim of establishing good working relationships between the school and the community.
- Supply information to the Board and highlight issues on all matters relevant to the Boards responsibilities.

The Principal will always liaise with the chairperson and other board members over matters of mutual interest or concern.

Understand legislation that impacts our children and school:

- Implement changes to ensure full compliance, including communication, understanding and adherence.
- Provide the Board with insight for any up and coming legislative changes.
- Seek external feedback when necessary to ensure full compliance.

School Community and Relationships

To promote a warm, open, welcome environment for staff, students, parents and the community:

- Be a positive role model for staff, students, parents and the community
- Recruit staff who will promote positive interaction with people
- Be available to parents and staff for discussion, follow up outcomes from such discussion and report back to parties involved

Develop partnership with the school community, including:

- Involving the community in our students learning where appropriate.
- Maintaining and strengthening existing relationships with Māori whanau and local hapu/iwi, Ngati Huia.
- Actively fostering relationships with all other ethnic groups within the school community.
- Providing opportunity for school community input through good consultative practices.
- Promote the school and lead school involvement in wider community activities (e.g. Community of Learning).
- Promote parent participation to further enhance community partnership.
- Foster links with pre-schools and their families.

Be sensitive to parent and community concerns and address them effectively and promptly, and following school policies where appropriate.

Set and maintain appropriate standards for conduct and behaviour of children:

- Consistently reinforce and model the School values.
- Lead and champion the Positive Behaviour for Learning Programme (PB4L)

Maintain and develop effective communication between the school, parents, and the community.
Finance and Administration
Is responsible for the efficient day-to-day management of the school’s finances. The Principal will:
- Help the Board and staff to develop sound financial plans and budgets which reflect the current and future needs of the school.
- Administer and monitor the schools’ funds according to approved annual budget and financial policies, and report to the Board as required.
- Advise the Board on policy development, budgeting, planning and resources.
- Assist the Board in meeting its annual audit and reporting requirements.

Supervision of Property and Resources
With full support from the Board, the Principal is responsible for ensuring the school environment and school property are well maintained, safe and secure. The Principal will:
- Ensure the school is kept safe and clean.
- Provide for the acquisition, management and upkeep of the schools’ equipment and resources.
- Provide advice to the Board on the maintenance, development and enhancement of school property and facilities.

Professional Appraisal:
The Principal negotiates an annual performance agreement with agreed and described specific goals for that year.

The Primary Principals Professional Standards and the Education Council Standards are the baseline for assessing satisfactory performance.

The Principal is appraised annually through an agreed Board/Principal method.

DECLARATION:
Approved by: Ali Maguire
Chairperson, Poroutawhao Board of Trustees
Date approved: 29/09/2020
Person Specification

The School Board of Trustees requires the principal to be an enthusiastic, committed, and forward-thinking professional leader and chief executive to lead the school.

The skills and personal attributes required for the principal of the school are:

Personal Attributes:

- A passion and commitment to ensure that the best quality education is delivered to students.
- High expectations of success and the ability to give effect to these expectations.
- Has the interest and wellbeing of children at the centre of everything the school does.
- Great interpersonal and communication skills which result in well-informed students, staff, and community.
- Has a strong belief in the Poroutawhao School culture and values.
- A desire to engage with tangata whenua, learning and incorporating te reo me ona tikanga.
- Able to inspire, motivate and challenge staff to reflect on their practice in a supportive environment where they feel valued.
- Works in a collaborative nature with staff to build a strong team environment where staff feel valued and empowered in their roles.
- A strategic thinker who can see the ‘big picture’ of a child’s education and the evolving role the school plays for students and the community.
- Innovative and forward-thinking approach to education which empowers all learners to maximise their potential.
- Recognises and embraces diversity of learners.
- Is approachable, open and empathetic to staff, student, parents and community needs/concerns.
- Values setting and maintaining appropriate standards for conduct and behaviour of children.
- Believes in the value of developing partnership with the school community and is comfortable to embrace the role of a community leader.
Skills and Experience:

- A competent trained teacher with experience in senior leadership and/or experience as a principal.
- Has a relevant teaching degree or tertiary qualification
- Has sound knowledge and demonstrated successful experience of providing education based on current research and practice.
- Has a sound and extensive knowledge of the NZ curriculum and pedagogy.
- Ability to support and engage staff in progressive and modern learning practices.
- Proven experience of improving student achievement using the best tools and methods available.
- Strong interpersonal skills which include communicating orally and in writing, listening, negotiating, consulting, leading, motivating, counselling, and mediating.
- Knowledge and experience in managing staff including personnel, and performance management.
- Experience in administration including budgeting, delegating, developing systems and computer literacy.
- Demonstrated strong self-management skills including good time management, decision making, and self-control.
- Demonstrates an understanding of working:
  - with students with high learning needs including those who are funded by the Ongoing Resourcing Scheme (ORS)
  - in a multicultural environment
  - in a Play-based learning environment
  - with Positive Behavior for Learning (PB4L)
  - with strategies designed to see Māori students achieving education success as Māori (Ka Hikitia and Tau mai te reo).
  - with use of technology, the environment, culture, physical education, and arts in education.
- The ability to address parent and community concerns effectively and promptly, and following school policies where appropriate.
- Able to work in partnership with the school Board.
APPLICATION FOR EMPLOYMENT

Important Notes for Applicants

Thank you for applying for the position of Principal at Poroutawhao School. Please ensure you refer to a copy of the Person Specification and Job Description included within this pack before completing the application.

1. Please fully complete this form personally. First, read it through, then answer all questions and make sure you sign and date where indicated on the last page.

2. Attach a curriculum vitae (CV) containing any additional information, if necessary.

3. Copies only of qualification certificates should be attached. If successful in your application you will be required to provide the originals as proof of qualifications.

4. If you are selected for an 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\(^1\) 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 fines 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. Shortlisted applicants being interviewed will need to provide originals of both a primary identity document (e.g. passport) and a secondary identity document (e.g. New Zealand driver license). A list of acceptable primary and secondary documents is available in the last sections of the Children’s Regulations 2015.

9. This information will be held by the employer. For the successful candidate this document will be held on their personal file, otherwise the information provided will be securely destroyed after 90 days. You may access it in accordance with the provisions of the Privacy Act 1993.

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\(^1\)Custodial sentence means a sentence of imprisonment and includes corrective training, preventive detention, a sentence of imprisonment served by home detention, borstal training, detention centre training and any other sentence that requires the full-time detention of an individual. Non-custodial sentence includes, but is not limited to, a community-based sentence, a sentence of home detention, a sentence of a fine or reparation, a suspended sentence of imprisonment, and a specified order.
APPLICATION FOR EMPLOYMENT

Position applied for  Location  Vacancy/Reference Number

Tick one
Mr □  Mrs □  Ms □  Miss □

Or other preferred title: Click or tap here to enter text.

Surname/First names (in full)
Family name

Birth name (if applicable)

Are you known by any other name(s)? (if yes please provide below)  Yes □  No □

Full postal address

Email address

Contact telephone numbers

Personal:  Business:
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<th>Identity Verification, Criminal Record and Right to Work</th>
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<tr>
<td>Please tick the appropriate boxes:</td>
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<td><strong>Immigration information</strong></td>
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<td>Are you a New Zealand citizen?</td>
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<td>If not, do you have resident status, or</td>
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<td>A current work permit</td>
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<td>Have you ever had a criminal conviction?</td>
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<td>If “Yes” please detail:</td>
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<tr>
<td>(A board may not employ or engage a children’s worker who has been convicted of an offence specified in Schedule 2 of the Children’s Act 2014. The Clean Slate Act does not apply to schedule 2 offences.)</td>
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<td>Have you ever received a police diversion for an offence?</td>
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<td>If “Yes” please detail:</td>
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<td>Have you ever been discharged without conviction for an offence?</td>
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<td>If “Yes” please detail:</td>
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<td>Do you have a current New Zealand driver’s licence?</td>
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<td>Have you ever been convicted of a driving offence which resulted in temporary or permanent loss of licence, or imprisonment?</td>
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<td>If “Yes” please detail:</td>
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<td>Are you awaiting sentencing or do you have charges pending?</td>
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<td>If “Yes” please state the nature of the conviction/cases pending:</td>
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<td>In addition to other information provided are there any other factors that we should know to assess your suitability for appointment and your ability to do the job?</td>
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<td>If “Yes”, please detail:</td>
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<td>Have you ever been the subject of any concerns involving child safety?</td>
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<td>If “Yes” please detail:</td>
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Are you aware of any injury or medical condition that could impact on your ability to perform this job effectively?  Yes □ No □

If “Yes”, please detail

For teaching/principal positions:

Do you hold a current practising certificate from the Teaching Council of Aotearoa New Zealand?  Yes □ No □

Please enter your registration number:

### Educational Qualifications

<table>
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<tr>
<th>Name</th>
<th>Location</th>
<th>Number of years completed</th>
<th>Highest Qualification Gained</th>
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**Secondary School**

**University**

**Other**

### Employment History

Please list your work experience for the last five years beginning with your most recent position. Please include months as well as years worked and explain any gaps in employment. If you were self-employed, give details. Attach additional sheets if necessary.

<table>
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<tr>
<th>Period worked (please specify the start and end dates)</th>
<th>Employer’s name (or reason for gap in employment)</th>
<th>Position held</th>
<th>Reason for leaving</th>
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<td>Start date</td>
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**Referees**

Please provide the names of three people who could act as referees for you. One of these should be your current or most recent employer. Please indicate which referee is your current/previous employer in the table below.

<table>
<thead>
<tr>
<th>Name</th>
<th>Organisation</th>
<th>Position/Relationship</th>
<th>Contact Number</th>
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**Key Criteria**

The position you have applied for requires specific knowledge, skills, attributes and personal characteristics. These key criteria are stated in the person specification and job description. Please outline 2-3 bullets below on how you meet each of these attributes and abilities. Even if you are attaching a CV, please fill this out in full.

<table>
<thead>
<tr>
<th>Person Specification</th>
<th>Evidence</th>
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<tr>
<td>A passionate education leader with an ability to realise the potential of each student.</td>
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<td>A holistic, relationship driven approach to learning, with the well being of staff and students at its heart</td>
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<td>An excellent communicator, who is able to motivate, engage and inspire both students and staff</td>
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<td>Excellent interpersonal skills, a keenness to empathize, listen and understand and an ability to adapt those skills based on individual needs.</td>
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<td>A willingness to engage in partnership with stakeholders and local hapū</td>
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<td>A Proven people leader with experience managing staff performance.</td>
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<td>Organized and professional, experience with budgeting and administration. Knows when to own and when to delegate</td>
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I certify that:

- The information I have supplied in this application is true and correct.
- I confirm in terms of the Privacy Act 1993 that I have authorised access to referees.
- I know of no reason why I would not be suitable to work with children/young people.
- I understand that if I have supplied incorrect or misleading information, or have omitted any important information, I may be disqualified from appointment, or if appointed, may be liable to be dismissed.

Signature __________________________________         Date

Note:  If completing this electronically a hard copy (signed) must be provided.