MAHI TUMUAKI
Foundation Principal JOB DESCRIPTION

School: Pookino No. 2 School – working name
School type: Full primary, Years 1–8
Reports to: Establishment board, through the presiding member
Anticipated commencement: Term 1, 2027
Planned school opening: Term 1, 2028

Term 1 2027 establishment leadership

The foundation principal will lead the educational and operational establishment of Pookino No. 2 School, working closely with the establishment board, mana whenua, whaanau, the Ministry of Education, governance facilitator and the developing school community.

During 2027, the principal will translate the school's emerging vision into a coherent curriculum, a capable founding team, effective systems and a welcoming learning environment. From opening, the principal will lead teaching, learning and day-to-day operations, with a clear focus on achievement, equitable outcomes, belonging and wellbeing.

The principal will provide professional advice to the board and act within agreed policies, budgets and delegations. The board retains responsibility for governance, strategic approval and oversight.

2027 – Establishment phase

Responsibility	Key expectations	Evidence of readiness before opening
Strategic direction and establishment planning	Work with the board, mana whenua and community to develop the school's vision, values and priorities. Develop an establishment board approved principal work plan with clear milestones, responsibilities, dependencies and risks. Prepare strategic and annual planning documents for board approval.	An agreed educational direction; approved plans; a maintained milestone and risk register; timely escalation of matters requiring board decisions.
Mana whenua relationships and cultural foundations	Build respectful relationships with mana whenua, drawing on existing engagement with the Ministry of Education. Support the agreed naming and cultural narrative processes. Work with mana whenua to inform the school's identity, local curriculum, tikanga and use of te reo Maaori. Give practical expression to the board's commitment to Te Tiriti o Waitangi.	Agreed ways of working with mana whenua; clear permissions for using local knowledge and narratives; cultural foundations reflected in curriculum, induction and school practices.
Curriculum, teaching and assessment	Lead the design of a coherent Years 1–8 curriculum aligned with national requirements applying at opening. Establish shared expectations for effective teaching, assessment, moderation and reporting, including strong foundations in literacy and mathematics. Plan how learner information will inform teaching from entry.	A documented curriculum ready for implementation; agreed teaching and assessment approaches; reporting arrangements; staff preparation and resources matched to the opening year levels.
People leadership and founding culture	Develop a staffing structure within approved resources. Lead recruitment within delegated authority, with robust selection, safety checking and appointment processes. Induct staff, clarify responsibilities and establish professional learning, growth and performance expectations.	Required appointments completed; employment documentation and checks in place; staff inducted; roles understood; a professional learning programme and shared expectations for practice established.

Learner support, wellbeing and attendance	Establish inclusive systems for learning support, attendance, behaviour, pastoral care and child protection. Identify incoming learners' strengths and support needs with whaanau and relevant providers. Plan accessible participation and effective transitions.	Clear referral and response procedures; identified support arrangements; attendance monitoring and follow-up systems; transition plans for learners requiring additional preparation.
Whaanau and community engagement	Develop accessible, two-way communication with prospective families and the wider community. Provide meaningful opportunities to influence the school's development and explain how feedback has informed decisions. Build relationships with early learning services, local schools and relevant agencies.	A communication and engagement plan; evidence of community input and responses; welcoming enrolment and orientation processes; established transition relationships.
Governance support, policy and assurance	Provide concise, evidence-based advice and reporting to the board. Develop operational procedures and recommend policies for approval. Establish systems for board administration, records, complaints and monitoring obligations.	A prioritised policy framework; supporting procedures; a reporting schedule; secure board records; clear delegations and escalation processes.
Finance and administration	Work with the board and its providers to establish practical financial and administrative systems. Prepare establishment and operating budgets, manage expenditure within delegations, and plan procurement and resourcing.	Approved budgets; purchasing and payment controls; reliable financial reporting; payroll and office systems; an asset register and resources available for opening.
Property, digital systems and health and safety	Work with the Ministry of Education and project team to align educational needs with the facilities provided. Monitor dependencies affecting opening and report risks promptly. Establish digital, privacy, cybersecurity, emergency and health and safety arrangements.	Documented handover arrangements: unresolved issues recorded and escalated; essential equipment and systems tested; staff trained in emergency and safety procedures.
Enrolment and opening readiness	Establish enrolment systems and implement any approved enrolment scheme. Monitor projected rolls and their implications for staffing, classes and resources. Coordinate orientation and test essential routines before opening.	Reliable enrolment records; a workable staffing and class structure; completed orientation; an opening-readiness report identifying outstanding matters, owners and contingency arrangements.

Establishment accountability

The principal will report regularly to the board on progress against the board-approved establishment plan, expenditure, emerging risks and decisions required.

Before opening, the principal will provide a consolidated readiness report, supported by evidence and identifying any unresolved dependencies requiring action by the board, Ministry of Education or other parties.

From Term 1, 2028 – Operational leadership

From opening, the principal will be responsible for the day-to-day management of the school within board policy and delegated authority. This includes:

- Leading effective teaching and curriculum implementation across Years 1–8.
- Monitoring learner progress, achievement, attendance and wellbeing, and acting on evidence to improve outcomes.
- Ensuring learners with differing strengths, identities and support needs can participate and succeed.
- Leading, supporting and managing teaching and non-teaching staff.
- Sustaining relationships with mana whenua, whaanau and the wider community.
- Implementing the approved strategic and annual plans and evaluating their impact.
- Managing finances, property, resources and school systems responsibly.
- Maintaining a safe, inclusive environment and meeting applicable legal, curriculum, employment and reporting requirements.
- Providing the board with timely advice, reliable assurance and clear reporting on progress, risks and improvement priorities.

Duties and Responsibilities

AREAS OF PRACTICE	PROFESSIONAL STANDARDS
CULTURE **Provide professional leadership that focuses the school culture on enhancing learning and teaching**	• In conjunction with the board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students. • Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning. • Model respect for others in interactions with adults and students. • Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture. • Maintain a safe, learning-focused environment. • Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected. • Manage conflict and other challenging situations effectively, and actively work to achieve solutions. • Demonstrate leadership through participating in professional learning.
PEDAGOGY **Create a learning environment in which there is an expectation that all students will experience success in learning.**	• Promote, participate in, and support ongoing professional learning linked to student progress. • Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand Curriculum documents. • Ensure staff members engage in professional learning to establish and sustain effective teacher/learner relationships with all students, with a particular focus on Māori students. • Ensure that the review and design of school programmes is informed by school-based and other evidence.

	• Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice. • Analyse and act upon school-wide evidence on student learning to maximise learning for all students, with a particular focus on Māori and Pasifika students.
SYSTEMS **Develop and use management systems to support and enhance student learning*.**	• Exhibit leadership that results in the effective day-to-day operation of the school. • Operate within board policy and in accordance with legislative requirements. • Provide the board with timely and accurate information and advice on student learning and school operation. • Effectively manage and administer finance, property, and health and safety systems. • Effectively manage personnel, with a focus on maximising the effectiveness of all staff members. • Use school/external evidence to inform planning for future action, monitor progress, and manage change. • Prioritise resource allocation on the basis of the school's annual and strategic objectives.
PARTNERSHIPS and NETWORKS **Strengthen communication and relationships to enhance student learning.**	• Work with the board to facilitate strategic decision making. • Actively foster relationships with the school's community and local iwi. • Actively foster professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider education community. • Interact regularly with parents and the school community on student progress and other school-related matters. • Actively foster relationships with other schools and participate in appropriate school networks.

WHAKAMAHI TANGATA / PERSON SPECIFICATION

Our ideal person will…	
Pou Tāngata: …be a leader of people	• Is an experienced leader of others, practiced in coaching, mentoring and training processes. • Is culturally competent. • Has empathy and compassion for the wellbeing of others. • Leads by example to show integrity and credibility. • Participates in professional learning networks. • Is committed to working with mana whenua and iwi. • Shares power, listens to others and shows respect. • Is inclusive of others, responds to diverse ethnicities, religions and gender and sexual identities. • Develops a culture free from discrimination and bullying. • Is someone learners and their whānau can be proud of.
Pou Ako: …be a leader of vision for learning	• Puts students at the centre of their thinking. • Has in-depth knowledge of curriculum development, demonstrates curriculum leadership, creates effective learning environments for all students. • Has long term goals and pursues them despite obstacles. • Incorporates mātauranga Māori in learning. • Someone who is current and contemporary with the changes in the profession, who understands the needs of students and designs services that will match those needs. • Is someone who will will think about equity across the kura, staff and students; who will listen to the concerns of teachers & whānau and students.
Pou Tikanga Māori: …be a leader who brings Te Tiriti o Waitangi to life in the school.	• Must value tikanga and is committed to furthering their own skills. • Will show aroha, awhi and whakawhanaungatanga to the community. • Creates a culturally safe environment, promotes biculturalism through resourcing.
Pou Mahi: …be a Leader of Operations	• Manages budgets and resources wisely in accordance with board strategic priorities and policy. • Uses best human resources practice to recruit, manage and grow talented staff • Aligns the vision, strategic plan, annual plan and objectives to deliver quality learning.