POSITION DESCRIPTION

Tumuaki | Principal

Tapawera Area School

Te Kura ā Rohe o Tapawera

Position	Tumuaki | Principal (permanent, full-time)
School	Tapawera Area School – state co-educational Area School, Years 1–13
Reports to	The Board, through the Presiding Member
Employment agreement	Area School Principals' Collective Agreement 2025–2028 (or an individual employment agreement on similar terms)
Start date	Term 1, 2027
Location	48 Main Road, Tapawera, Motueka Valley, Tasman District

PURPOSE

The role

The Tumuaki | Principal is the professional and cultural leader of Tapawera Area School and the chief executive of the school. As the leader of a Years 1–13 area school, the Principal leads teaching and learning across every stage of schooling, from new entrants through to Year 13. The Principal works in partnership with the Board, mana whenua Ngāti Apa ki te Rā Tō, kaimahi, ākonga, whānau and the wider Tapawera community to lead a safe, inclusive, high-performing kura that honours Te Tiriti o Waitangi and delivers equitable outcomes for all learners.

The Principal is a full member of the School Board in their own right and is responsible for implementing Board policy, meeting all statutory obligations, and leading the school in line with its vision, values – The FIRE Way: Friendliness, Integrity, Respect and Effort – and strategic direction.

ACCOUNTABILITY

Reporting and responsibility

The Principal reports to the Board through its Presiding Member and is responsible for legal, curriculum, policy and financial compliance. In line with clause 2.2 of the Area School Principals' Collective Agreement, the Principal will carry out the duties and responsibilities

set out in this position description and any formal expectations the Board communicates from time to time.

WORKING RELATIONSHIPS

Who the Principal works with

- Leads and strengthens the senior leadership team, building capability and stability across the primary, middle and senior school.
- Builds trusted relationships with kaimahi, ākonga, whānau, mana whenua and community partners through presence, listening and connection – at the gate, in classrooms, on the sideline and at community events.
- Works in partnership with the Board to turn strategic priorities into clear, achievable actions.
- Works alongside Tapawera Kindergarten and the local playcentre to support smooth transitions into school, and with NMIT, Whenua Iti Trades Academies and Gateway employers to support senior pathways.
- Acts as an authentic ambassador for Tapawera Area School, promoting its strengths and opportunities within Tapawera, the Motueka Valley, the wider Tasman community, and area school and professional networks.

KEY RESPONSIBILITIES

Key responsibilities and expected outcomes

Key responsibility	Expected outcomes
POU AKO **Leader of Vision for Learning** The Principal is the educational leader of the school, responsible for leading teaching and learning across Years 1–13 that is future-focused, inclusive and grounded in the Tapawera and Motueka Valley context.	• A clear, shared vision for learning is lived across the school and reflects the aspirations of Tapawera whānau, mana whenua and community. • Teaching and learning are future-focused, evidence-informed and culturally responsive, aligned to the New Zealand Curriculum and local context. • Consistent, high-quality teaching is built across the school, with learning well connected from the primary years through the middle school to the senior school. • Student progress and achievement are monitored, analysed and responded to in a timely and effective way, sustaining the gains made through targeted literacy and maths programmes. • Senior ākonga gain worthwhile qualifications, including NCEA, and move into successful pathways through trades academies, Gateway, further study or employment. • Equitable outcomes are actively pursued for all learners, with Māori ākonga supported to achieve success as Māori. • Learning environments are safe, inclusive and characterised by high expectations, engagement and belonging. • Continuous improvement is embedded through self-review, reflection and innovation.

Key responsibility	Expected outcomes
POU TĀNGATA **Leader of People** The Principal builds strong relationships and a positive school culture where people feel valued, supported and empowered.	• A strong, stable and collaborative senior leadership team provides confident leadership across the school. • Kaimahi feel valued, supported and developed, with wellbeing and sustainable workloads prioritised. • A professional culture of trust, respect and shared responsibility is strengthened and sustained. • Ākonga feel known, supported and safe, with wellbeing and pastoral care embedded in school practice. • The FIRE Way and restorative practice are lived every day, with high expectations for learning and behaviour upheld firmly, fairly and consistently. • The Principal is a visible, approachable presence in the school and the wider Tapawera community, and whānau are actively involved in their children's learning. • Change is led thoughtfully and inclusively, building confidence, capability and shared ownership. • Relationships across the school are characterised by integrity, empathy and open, regular communication.
POU TIKANGA MĀORI **Leader of Te Tiriti o Waitangi Practice** The Principal brings Te Tiriti o Waitangi to life in the school and actively upholds bicultural practice.	• The partnership with Ngāti Apa ki te Rā Tō, grounded in manaakitanga and whanaungatanga, is strengthened and embedded in school life. • Whānau Māori are meaningfully engaged in shaping the school's vision, priorities and learning pathways. • Te reo Māori and tikanga Māori are visible, valued and increasingly integrated across the kura. • Māori learners experience culturally safe environments and are supported to thrive as Māori. • Bicultural practice is prioritised through leadership, resourcing and professional learning. • Leadership reflects an understanding of the impact of colonisation and a commitment to equity and partnership.

Key responsibility	Expected outcomes
POU MAHI **Leader of Operations and Governance** The Principal ensures the school is well managed, compliant and sustainable.	• The school is well managed, compliant and financially sustainable, with systems that support effective teaching and learning. • Clear governance–management boundaries are maintained, with the Board supported through timely, evidence-based advice and reporting. • Strategic and annual plans – including the new strategic plan shaped with whānau, staff and students – are implemented effectively and monitored against agreed outcomes. • Resources, staffing, timetabling and property, including planned facility upgrades, are aligned to educational priorities and student needs. • Health and safety, employment and legislative obligations are consistently met. • Risks are identified early and managed proactively to support long-term stability.

PROFESSIONAL STANDARDS

Professional standards for area school principals

The key responsibilities above have been developed to assist the Principal in meeting the professional standards for area school principals, which apply to principals employed under the Area School Principals' Collective Agreement. The Board will take these standards into account, alongside the school's strategic and annual plans and this position description, when agreeing the Principal's annual objectives.

1. 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 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 heritage 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 in professional practice through applying critical enquiry and problem solving

2. 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
- Promote and support the gaining of worthwhile qualifications and successful transitions to tertiary education or employment for all students
- Ensure that the review and design of school programmes is informed by school-based and external evidence
- Foster a professional learning community within which staff members are encouraged to be reflective practitioners, engaging with research and feedback on their professional practice
- Ensure the use of best practices for assessment, and analyse and act upon evidence on student learning to maximise learning for all students
- Focus in particular on success in learning for Māori and Pasifika students, students with special education needs, and students at risk of not succeeding at school

3. 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 effective systems 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 finance, property, and health and safety systems
- Effectively manage personnel with a focus on maximising the effectiveness of all staff members
- Use school and external evidence to inform planning for future action, monitor progress and manage change
- Align resource allocation with the school's annual and strategic objectives

4. Partnerships and Networks: Strengthen communication and relationships to enhance student learning

- Work with the Board to facilitate strategic decision-making

- Actively foster positive relationships with the school's community and local iwi, including Ngāti Apa ki te Rā Tō
- Actively foster professional relationships with and between colleagues, and with government agencies and others with expertise in the wider education community
- Ensure regular interaction with parents, whānau and the school community on student progress and other school-related matters
- Actively foster positive relationships with other schools, including area schools and early learning services, and participate in appropriate school networks

CONDITIONS OF EMPLOYMENT

Area School Principals' Collective Agreement

Employment agreement	Area School Principals' Collective Agreement (ASPCA), in force from 18 December 2025 to 17 June 2028, or an individual employment agreement with similar terms and conditions.
Remuneration	Roll-based (U grade) and staffing-based salary components, plus the Area School Principals' Payment, which recognises the complexity of leading across all years of the curriculum (ASPCA Part 3).
Principal Recruitment Allowance	Approved for this position – $50,000 per annum for an eligible appointee (ASPCA clause 3.10). See below.
Professional growth	Annual Professional Growth Cycle and annual statement (clause 4.1), with access to the Area School Principals' Career Payment for principals who meet the service and professional criteria (clause 4.3).
Hours of work	The reasonable and necessary hours required to carry out the duties and responsibilities of the role (clause 2.5).
Relocation	A principal approved to receive the Principal Recruitment Allowance is eligible for removal expenses when moving to the school from another housing district (Schedule C).

PRINCIPAL RECRUITMENT ALLOWANCE · $50,000 PER ANNUM

The Board has received approval from the Secretary for Education to offer the Principal Recruitment Allowance for this permanent position. An appointee who meets the Ministry's principal eligibility criteria, as assessed by an independent adviser from the National Panel, may receive $50,000 per annum for an initial fixed period of three years, in addition to their salary. The allowance may be subject to conditions, may be renewed for up to two further periods of up to two years, and ends if the principal leaves the role.

AGREEMENT

Signed

Principal _____ **Date** _____

Presiding Member _____ **Date** _____