MATAURA SCHOOL

PRINCIPAL/TUMUAKI POSITION
Information Package

Our vision

At Mataura School we are striving for your child to be "a confident, motivated, and resilient learner".

Mahi Tahi – Working Together

Our values

T	Togetherness	Community and participation
A	Achievement	Excellence
H	Having originality	A belief in oneself
I	Inquisitiveness	Innovation, inquiry & curiosity

About our school

Mataura School is a small contributing primary school situated in Mataura, around 50 km northeast of Invercargill. Our kura has a long history within the town and strong connections across generations of local whānau. The school has offered bilingual provision in the past, including for Year 7 and 8 students, but will not operate a bilingual class in 2027. The school is currently navigating a period of significant change, including declining enrolments and the need to rebuild confidence and strengthen engagement with our community. This creates an important opportunity for our next Principal/Tumuaki to provide visible, trusted leadership and work alongside whānau to strengthen the school's place at the heart of its community.

We are committed to reciprocal, trust-based relationships, high expectations for our learners, and building a stable and sustainable future for Mataura School. In 2025, the school celebrated its 150th jubilee, reflecting its long-standing place within the Mataura community.

The current school roll is around 55 students, with approximately 50 anticipated at the beginning of 2027. Just over half of our students are Māori, with the remainder being predominantly Pākehā and a small number of Asian students. The school's 2026 Equity Index Number is 514. The Principal will have a 0.3 FTTE teaching allocation, alongside 0.7 FTTE for school leadership.

The Mataura School vision is *"Mahi Tahi – Working Together"*. This vision underpins decisions made across all levels of the school, including the strategic direction set by the Board. Our school vision is supported by our school values:

- **Togetherness – Community and participation:** At Mataura School we work together, feel connected, and value being part of our community.
- **Achievement – Excellence:** A Mataura School learner strives to be their best, showing effort, pride, and a commitment to excellence.
- **Having originality – A belief in oneself:** At Mataura School we value every learner's identity, encouraging confidence, pride, and respect for our diverse community.
- **Inquisitiveness – Innovation, inquiry & curiosity:** A Mataura School learner has a can-do attitude, is curious, and explores the wonders of the world around them.



These values are embedded across the school and intentionally taught to support our ākonga to be curious, engaged, resilient, and empathetic learners.



We focus on being:

- **Respectful:** Creating a supportive environment where every student feels they belong.
- **Responsible:** Empowering our tamariki to face challenges with a "can-do" attitude.
- **Safe:** Learning how to accept challenges and be safe within those challenges.



Our facilities

As a small school, we maximise our resources to create meaningful learning experiences for our students. Our facilities include a school library and spacious grounds including a large field and several other play spaces for ākonga. We also have good IT resourcing with students and staff able to use digital technologies to enhance learning.

Teaching & Learning

Mataura School provides personalised learning experiences that reflect the unique strengths of our students, community, and surrounding environment. Our teaching and learning programmes make the most of local opportunities, including visits to the Mataura Fire Station, Public Library, Waimumu Stream, and the Mataura Museum. We offer leadership opportunities for students and targeted support for learners who need additional help. At our fortnightly assemblies we celebrate learners' successes and achievements, and we welcome whānau to be involved through a range of volunteer opportunities at school.



Mataura School also offers a wide range of extracurricular opportunities, including EOTC activities, sports programmes, Kapa Haka, school camps, clubs, productions, and cultural celebrations. Our close relationships with the community enable us to draw on local expertise and resources, creating rich, community-based learning experiences that benefit all ākonga.



Bilingual provision

Mataura School has offered bilingual provision in the past, supporting a deeper understanding of tikanga and te ao Māori, fostering pride and belonging for Māori learners, and building cultural competence for all students. There will be no bilingual class in 2027, although bilingual provision could be considered again in

the future. Our Kapa Haka group proudly represents our rich local history and connections with local iwi.

Student supports and programmes

In our small community, we look after our students by providing breakfast and free healthy lunches every day. We also have several learners with additional needs, and families value Mataura School for its small-school feel, where every child is genuinely known and their learning journey can be individually tailored.

Mataura School is strengthening its wellbeing and behaviour systems through Huakina Mai and Mitey PLD. Huakina Mai helps us build calm, consistent, and culturally responsive approaches to behaviour, creating predictable, relational environments where students feel safe and supported. Alongside this, Mitey provides coaching and curriculum-aligned mental health education, supporting learners to develop emotional literacy, resilience, and strong relationships. Together, these programmes are shaping a cohesive, student-centred school culture and providing a solid foundation for a new principal to lead with confidence.

Governance

We are working on further strengthening the school's governance framework to support effective school leadership. The Commissioner is committed to working closely with school leadership to support a refreshed, innovative approach to the management of Mataura School and support the eventual return to effective, sustainable self-governance.



Person specification

As a Board, school staff and education community, we are looking for a Principal who possesses the following personal qualities and professional attributes.

Personal qualities

- Able to build and strengthen positive relationships with all groups within our school community
- Honest, trustworthy, genuine and accountable. We want to find someone who is fair, consistent and acts with integrity in all that they do.
- Friendly, caring, approachable, empathetic and supportive
- Flexible and adaptable, able to cope with change
- A transparent and open communicator who provides regular updates to students, staff, whānau, the Board and our wider school community
- Embracing the culture, tikanga and spirit of our small school
- Willing to be part of our rural, tightknit community
- Driven to support our school to grow and thrive

Values relationships and every learner as an individual

- Driven to support our school to strive for excellence
- Enthusiastic and positive with a sense of humour

Professional attributes

- An adaptable, inspirational, confident leader who empowers students and staff and leads by example
- Experience leading others and being an effective primary school teacher
- Involved in teaching and learning with in-depth curriculum knowledge
- Able to lead through change with proven change management experience
- Able to foster a positive school culture and safe, stable learning environments that promote student success and wellbeing
- Committed to staff capability, wellbeing, professional growth, and building a collaborative workplace culture
- Promoting and supporting achievement and progress for every student, ensuring learners' needs are met
- Committed to establishing strong, reciprocal, trust-based, positive relationships with whānau and the wider school community
- Able to mentor and support staff to build a positive, collaborative workplace culture
- Communicates effectively across all parts of the school community
- Honours the school's history, values, and environment, and the learning opportunities they provide
- Acts as a visible, positive figurehead for the school in the community
- Supports diverse extracurricular opportunities and innovative learning experiences
- Taking on roles and responsibilities as required by the school

Job description

Mataura School

Position title	Principal/ Tumuaki
Responsible to	Mataura School Board
Working relationships	Internal: Mataura School Board, Deputy Principal, All school staff, Students, Whānau External: Ministry of Education, Teaching Council of Aotearoa New Zealand

Employment status: **Permanent**

Full time – at least 0.7 FTTE school leadership and 0.3 FTTE teaching

Delegations

The Principal is responsible for successful management, operation and professional leadership of the school, including by taking direction from the Mataura School Board, the Mataura School Strategic Plan, and all Board policies, procedures and delegations.

Working relationships

The Principal:

- Ensures the wellbeing and educational achievements of all students.
- Works with the Board and members of staff in a way that is respectful, supportive and collaborative.
- Builds and strengthens positive relationships with parents, whānau, and the wider school community.
- Promotes the interests and profile of the school when dealing with external agencies.

Purpose of the position

To work as an effective and inspirational teacher and school leader to the staff and students at Mataura School to further the purpose and values of the school in accordance with the policies of the Mataura School Board and national education legislation and guidelines.

The Principal's first responsibility is to carry out the professional duties of a school leader in accordance with the policies of the Board and to assist with the successful implementation of the Mataura School Strategic Plan and national education guidelines.

This job description sets out the principal's duties and responsibilities and forms the reference point for the professional growth cycle.

Key responsibilities	Appraisal indicators
Uphold, maintain and support the Mataura School Strategic Plan	All that you do seeks to uphold, maintain, and support the purpose, vision and strategic goals for our school as set out in the document: *Mataura School Strategic Plan*
Adhere to the Teaching Council of Aotearoa New Zealand Code of Professional Responsibility	All that you do is in accordance with the document: *Teaching Council of Aotearoa New Zealand Code of Professional Responsibility*
Adhere to the Teaching Council of Aotearoa New Zealand Standards for the Teaching Profession	All that you can do is in accordance with the document: *Teaching Council of Aotearoa New Zealand Standards for the Teaching Profession*

Key responsibilities

Area of responsibility	Expected outcomes
Teaching and Learning *The Principal will create a learning environment in which there is an expectation that all students will experience success in learning.*	In the classroom, the Principal: • Demonstrates a thorough understanding of effective teaching and learning practices in the context of the New Zealand Curriculum. • Designs learning based on sound curriculum and pedagogical knowledge, assessment information and understanding of individual learners' strengths, interests, needs, identities, languages and cultures. • Demonstrates their commitment to Te Tiriti o Waitangi and the bicultural partnership of Aotearoa New Zealand. • Uses inquiry, collaborative problem-solving, and professional learning to improve professional capability to impact positively on the learning and achievement of all ākonga. • Establishes and maintains relationships with staff and whānau focused on the learning and wellbeing of every learner. • Develops a positive, inclusive class/school culture that is focused on learning and underpinned by the school's vision and values. • Teaches and responds to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and place. The Principal: • Supports teachers to provide effective teaching and learning opportunities for students. • Contributes to the creation and ongoing development of Mataura School's local curriculum. • Uses appropriate strategies and approaches to effectively address students' needs. • Ensures the school uses a range of assessment tools to assess student progress. • Assists staff to support students with additional learning needs or specific requirements. • Supports staff to establish and sustain effective teacher/ learner relationships with all students. • Will ensure that where possible, opportunities integrate programmes that promote Māori educational success. • Analyses and acts upon school-wide evidence on student learning to improve teaching and learning and raise student achievement. • Gathers useful data to support and measure student growth. • Keeps records of student achievement.
Leadership	The Principal: • Ensures the safety and wellbeing of students at all times.

As the leader of Mataura School, the Principal will engage in actions that inspire school staff and students.	• Promotes Mataura School's vision, values and strategic goals. • Promotes high expectations of student achievement and experience. • Ensures that goals are set and that school programmes are developed to meet those goals, including those outlined in the Mataura School local curriculum, the New Zealand Curriculum, National Education and Learning Priorities, and school strategic plan, policies and values. • Upholds and reflects the principles of Te Tiriti o Waitangi, and where appropriate te reo Māori, te ao Māori, and tikanga Māori, within the practices of the school. • Oversees the planning, implementation, and evaluation of teaching programmes. • Demonstrates a thorough understanding of current approaches to effective teaching and learning. • Provides and promotes leadership and professional development opportunities for staff. • Demonstrates a commitment to ongoing learning to improve performance.
School Culture and Relationships *The Principal will foster a positive school culture and establish and sustain effective relationships with the wider school community.*	The Principal: • Maintains a positive, safe, learning-focused environment that encourages students to strive for personal growth. • Promotes an inclusive environment that respects the diversity and experiences of students. • Establishes and maintains effective communication processes with staff, and between staff members and school leadership. • Promotes a positive school culture where staff members work collaboratively to improve teaching and learning practices and take on appropriate leadership roles. • Promotes the bicultural heritage of Aotearoa New Zealand by ensuring that it is evident in the school culture. • Manages and resolves conflicts effectively and maintains a positive working and learning environment. • Maintains regular and effective reporting to whānau. • Maintains and promotes clear communication with the wider school community. • Fosters a strong, positive relationship between the school and wider community. • Models the school's values and character of the school in interactions with students, staff and the wider community. • Communicates effectively both verbally and in writing to a range of audiences.
Policy and Programme Management	The Principal: • Develops, implements, and manages, in association with other school staff where applicable, policies and programmes which meet national requirements, are consistent with the school's

The Principal is responsible for ensuring the school's day-to-day operations are aligned with policy requirements.	charter, and which reflects the school's commitment to effective teaching and learning. • Understands the implications of Aotearoa New Zealand's changing cultural, social, and economic context and ensures that these changes are reflected in Mataura School's policies and programmes. • Contributes to the development and implementation of the Mataura School Strategic Plan. • Contributes to the Annual Plan and setting strategic goals.
Staff Management *The Principal has responsibility for staff performance and development.*	The Principal: • Assists the Board to achieve its good employer obligations. • Assists the Board to ensure that the school is appropriately staffed. • Devolves responsibilities and delegates tasks to other staff members when appropriate. • Implements the Professional Growth Cycle, identifying and addressing improvement of quality teaching and holding staff accountable for their personal goals. • Provides guidance and motivation for staff. • Encourages a cooperative and supportive environment for staff. • Supports staff to develop their skills through guidance, supervision, appraisal, and promotion of professional development programmes. • Ensures the appropriate induction of new staff.
Financial Management *The Principal is delegated authority to manage certain financial resources and assets.*	The Principal: • Ensures the day-to-day management of the school's finances are appropriately covered through co-development of sound financial plans and budgets. • Operates an effective budget within the annual plan. • Administers and monitors school funds according to approved annual budgets and financial policies, and reports to the Board as required. • Effectively and efficiently manages available finances and assets within delegated areas of authority, to support student learning outcomes. • Assists in annual audits and reporting requirements to the Board.
Supervision and Property and Resources *The Principal has responsibilities to ensure that school property and resources are safe, healthy, and secure.*	The Principal: • Ensures the school is kept safe, healthy and secure. • Assists in the acquisition, management and upkeep of equipment and resources. • Provides advice to the Board on maintenance, development and the enhancement of school property and facilities. • Ensures appropriate health and safety policies and procedures are in place and adhered to by staff, students, contractors and visitors to the school. • Upholds and models safe practice in the school.

Other Responsibilities	The Principal: • Promotes and participates in the school's professional learning and development opportunities. • Participates and leaders school staff meetings and other related school events like assemblies. • Any other duties as required from time to time.
General Responsibilities	The Principal: • Acts in a professional manner at all times. • Ensures the safety and wellbeing of all students at all times. • Complies with all Board policies, school procedures, and relevant legislation and guidelines.

Timeline

Please submit applications electronically, including your completed application form, formal letter of application and CV. Paper copies are not required.

There is no requirement to provide written referee forms, we will contact those you list as referees so please ensure you provide full, correct contact details for them.

The following timetable is indicative and may be adjusted to accommodate shortlisted candidates.
Relevant dates:

Applications close	Friday, 4 December 2026
Interviews	Week commencing Monday, 14 December 2026
Appointment confirmed	December 2026, subject to satisfactory checks
Start date	Term 2, 2027 (Tuesday, 27 April), or by negotiation

An earlier commencement may be negotiated with the successful applicant.
Applications are to be sent by email to Gabrielle Wall at gabrielle@dandgconsulting.co.nz

Please get in touch if you have any questions regarding this position, the recruitment process, or the school and Mataura community.

You should send (as one PDF document):

- Your formal letter of application
- Your CV
- Any other supporting documentation

All applications will be acknowledged by return email.

Ngā mihi nui for your interest in leading Mataura School, we look forward to receiving your application.