



**Dargaville
Primary School**
Mō te katoa - Each for all

PRINCIPAL | TUMUAKI APPLICATION PACK 2025



THANK YOU FOR EXPRESSING AN INTEREST IN THE POSITION OF PRINCIPAL | TUMUAKI AT DARGAVILLE PRIMARY SCHOOL



Thank you for expressing interest in the position of Principal | Tumuaki at Dargaville Primary School.

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

- Welcome letter from the Presiding Member
- 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)

Further information about Dargaville Primary School can be found on the school website:

<https://www.dargavilleprimary.school.nz/>

The application for appointment form is to be returned with your CV and covering letter by:

1:00 pm, Monday 20 October 2025

- Email to: admin@educationgroup.co.nz (subject line: Dargaville Primary School 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, Monday 20 October 2025**

For any further queries please contact Tanya Prentice at the Education Group office (Ph: 09 953 0523) email admin@educationgroup.co.nz or Karen Smith, the Appointment Advisor (Ph: 027 202 4211) email karensmith@educationgroup.co.nz

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

Karen Smith

Director, The Education Group

Appointment Advisor to the Dargaville Primary School Board



Tēnā koe,

Thank you for your interest in the role of Principal | Tumuaki at Dargaville Primary School. This is a pivotal appointment for our kura. We are looking for a leader who can inspire, connect, and guide our students, staff, and community into the future with vision, care, and courage.

About Our School: At Dargaville Primary, tamariki are at the centre of everything we do. We build strong foundations in literacy and numeracy while offering rich opportunities in sport, arts, culture, and community life. Our programmes, including Learning Through Play and the development of learner profiles, support the holistic growth of every child.

We are proud of our school values, which sit at the heart of our culture:

- **Kindness | Atawhai** – caring for ourselves and others.
- **Respect | Whakaute** – valuing people, places, and the environment.
- **Resilience | Manawaroa** – showing perseverance and celebrating effort as well as achievement.

We believe in genuine partnership with whānau and community, recognising that strong relationships enrich the lives and learning of our children.

The Role: The Principal will:

- Provide strategic and visionary leadership that reflects the needs and aspirations of our school and community.
- Foster a safe, inclusive environment where wellbeing and achievement go hand in hand.
- Lead effective teaching practice and champion professional growth for staff.
- Build and sustain partnerships with whānau, hapū, iwi, and local organisations.
- Oversee the operational and legislative responsibilities of the school, including curriculum, staffing, property, and finance.

The Person We Are Seeking: We are looking for a leader who will:

- Live and promote our values of Kindness, Respect, and Resilience.
- Bring cultural capability and a strong commitment to Te Reo and tikanga Māori.
- Demonstrate proven educational leadership, with experience in improving outcomes for learners and strengthening staff capacity.
- Communicate openly, listen deeply, and build strong, trusting relationships across our school community.

We are excited to appoint a Principal who will continue to grow Dargaville Primary as a place where every child is supported and inspired to thrive.

We look forward to receiving your application.

Ngā mihi nui,

Reuben Cohen

Presiding Member | Board Chair

Dargaville Primary School Board of Trustees

DARGAVILLE PRIMARY SCHOOL PROFILE



Our School

Dargaville Primary School is a vibrant, co-educational state school located in the heart of the Kaipara district. With a roll of approximately 395 students from Years 1–6, we serve a diverse and dynamic community that reflects both the rural traditions and cultural richness of Northland.

We are a kura that places tamariki at the centre of learning. Our approach blends strong foundations in literacy and numeracy with rich opportunities in sport, culture, arts, and outdoor education. We value creativity, curiosity, and perseverance, encouraging each child to discover their strengths and develop a love of learning.

Our Values

At Dargaville Primary, our culture is anchored in three core values:

- **Kindness | Atawhai** – caring for ourselves and others.
- **Respect | Whakaute** – valuing people, places, and the environment.
- **Resilience | Manawaroa** – showing perseverance and celebrating both effort and success.

These values underpin our learner profile, guide decision-making, and are reflected in the daily life of our school.

Our People

We have a committed team of teachers and support staff who strive to deliver high-quality teaching and learning. Professional growth is strongly supported, and collaboration is encouraged across classes and syndicates. Our school enjoys strong whānau engagement, with parents and caregivers contributing actively to learning partnerships, sports, cultural activities, and fundraising.

Our Community

Dargaville is the largest town in the Kaipara district, surrounded by rich farmland, the Northern Wairoa River, and close to the rugged beauty of Ripiro Beach. Our community is proud, close-knit, and diverse, with strong ties to local iwi, hapū, and marae. The school is well supported by its community, which sees education as central to shaping a positive future for our children.

Our Future

The Board of Trustees is committed to appointing a Principal who will honour our values, build on our strengths, and lead us into the next phase of growth and achievement. We seek a leader who will continue to foster a safe, inclusive, and challenging learning environment where every child is inspired to achieve their best.



CRITERIA FOR THE APPOINTMENT

The Principal will meet the 'Aotearoa New Zealand Principal Eligibility Criteria' as published by the Ministry of Education and the following criteria which have been created by the Dargaville Primary School Board following consultation with our staff, students and wider community.

We are looking for a Principal who:

POU TANGATA (LEADER PEOPLE)

- **Kindness, Respect & Atawhai:** Consistently kind, caring, and respectful in interactions with students, staff, and whānau.
- **Highly Approachable & Present:** Maintains an open-door policy, is visible around the school, and engages with students and staff.
- **Excellent Communicator & Listener:** Responds thoughtfully, follows up, and communicates clearly with all stakeholders.
- **Empathetic & Caring Relationship-Builder:** Builds trust and meaningful relationships with tamariki, kaiako, and whānau.
- **Fair, Non-Biased & Decisive:** Makes hard decisions while being perceived as even-handed and principled.
- **Team-Builder & Culture Protector:** Promotes cohesion, supports staff wellbeing, and protects the school's positive culture.
- **Community Connection:** A commitment to being visible and engaged.

- **Desirable Personal Attributes:** Calm, resilient, grounded, loyal, and with a good sense of humour.
- **Inclusive & Present:** Ensures no one is left out and actively engages with students

POU AKO – LEADER OF LEARNING

- **Clear Educational Vision:** Articulates a strong direction for teaching, assessment, and improvement.
- **Classroom Credibility:** Recent teaching experience valued to ensure understanding of current practice.
- **Strong Curriculum Knowledge:** Sets high expectations and supports acceleration of priority learners.
- **Supports Teacher Growth:** Provides timely, constructive feedback and professional learning; values teacher expertise.
- **Achievement-Focused:** Committed to student success and educational excellence.
- **Visionary & Innovative:** Inspires and leads innovation in teaching and learning.
- **Supportive of Growth:** Encourages professional development and continuous improvement among staff.
- **Brings a Specialty or Pathway:** Adds value through expertise in areas like sport, arts, or other enrichment.
- **Balances Stability & Innovation:** Builds on existing strengths rather than rebuilding unnecessarily.

- **Student-Centered:** Recognizes students personally, encourages responsibility, and links learning to fun and exploration.
- **Values-Based Leadership:** Models and reinforces school values such as kindness, respect, and resilience.

POU TIKANGA MĀORI

- **Te Tiriti o Waitangi Commitment:** Deep understanding and commitment to Te Tiriti o Waitangi.
- **Cultural Competence & Responsiveness:** Embeds Te Ao Māori perspectives, te reo Māori, and tikanga Māori throughout the school.
- **Inclusive Curriculum Leadership:** Integrates Māori perspectives into school direction while respecting diverse backgrounds.
- **Visible Practice:** Actively uses te reo and tikanga in school life and models cultural responsiveness.
- **Community / Hapū Engagement:** Builds and maintains strong relationships with local iwi and whānau.
- **Whānau Engagement:** Partners with whānau, iwi, and the wider community to strengthen pride and connection.
- **Takiwā Values:** Emphasizes respect, resilience, kindness, manaakitanga, and atawhai in everyday practice.

POU MAHI – LEADER OF OPERATIONS

- **Integrity & Professionalism:** Must demonstrate unquestionable moral character, credibility, and fairness in all aspects of leadership.
- **Resilience & Hard Work:** Able to handle challenges, make sound decisions, and remain committed and diligent.
- **Strong Administration & Organisation:** Proven experience in managing school systems, logistics, finances and day-to-day operations.
- **Clear, Transparent Decision-Making:** Communicates rationale openly and applies rules consistently and fairly.
- **Practical, Hands-On Management:** Visible around the school, understands the operational flow, and gets involved.
- **Privacy & Procedural Fairness:** Handles sensitive matters discreetly and ensures consistency in applying policies.
- **Continuity-Minded:** Improves systems thoughtfully, preserving what works well without unnecessary change.
- **Strategic Vision:** Holds a clear, future-focused vision for the school and its community.
- **Engaging School Culture:** Supports fun and inclusive activities such as mufti days, discos, treasure hunts, and school trips.



INFORMATION FOR APPLICANTS

Thank you for applying for the position of Principal of Dargaville 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 (if required).
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 it in accordance with the provisions of the Privacy Act 2020.
9. You are required to request 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 Board. All information collected from referees will be destroyed at the end of the selection process.
10. All information received will be confidential to the Board and The Education Group Ltd.
11. **We encourage you to visit the school. To arrange a suitable time, please contact the Presiding Member, Reuben Cohen on 021 192 0394.**

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



PRINCIPAL'S JOB DESCRIPTION 2025

ROLE TITLE: Principal

RESPONSIBLE TO: The Board

DIRECTLY RESPONSIBLE FOR: The students and school staff (teachers, support, ancillary, property staff)

PRIMARY OBJECTIVES:

- Culture: Provide professional leadership that creates a school culture of continual improvement which enhancing learning and teaching
- Pedagogy: Ensure 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
- Partnership and networks: Strengthen communication and relationships to enhance student learning

PRIMARY FUNCTIONS:

- To act as the Board's chief advisor on policy and strategic issues
- To implement the school's Strategic Plan and policy objectives
- To ensure delivery of a balanced curriculum in line with the National Curriculum Framework and to maintain programmes of assessment and reporting of student progress
- To develop and maintain effective relationships and communications within the school and its community and appropriate agencies
- To manage the schools finance and administrative systems, staff and resources effectively and efficiently

RESPONSIBLE FOR:

The effective operation of the school, as per the job description and the Primary Principal's Professional Standards

AREAS OF AUTHORITY:

- The Board acknowledges that the Principal has the control of school day to day management, subject to policy guidelines, delegated authority policy, and accurate scheduled reports on progress against controlling documents;
- Financial Control within annual budget limits and financial control
- Responsive maintenance programme
- Employment of staff
- Management of health and safety requirements
- Personnel management applying to performance, delegations and duties
- Curriculum management
- Student welfare



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

| Professional Standards | Indicators |
|---|---|
| In conjunction with the Board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students | <ul style="list-style-type: none"> • Demonstrates the ability to take a strategic view of the school, including its strengths and weaknesses, to plan and lead the school's on-going development to achieve excellent outcomes in children's learning • Demonstrates the ability to drive an idea from inception to completion engaging the community, staff, and students in achieving the vision • Takes the time to understand and value Dargaville Primary School and demonstrates understanding of what makes the school unique • Works with the Board to develop an inspirational strategic plan ensuring it reflects identified needs and changing circumstances |
| Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning | <ul style="list-style-type: none"> • Shows the ability to inspire and develop all staff and promote a team approach to decisions that affect teaching and learning • Values and enables the potential of students to contribute and lead in our school and the broader community • Shows an openness and willingness to engage with new and different ideas in balance with the unique culture of the school • A strong partnership is evident between students, teachers, and parents in achieving improved learning outcomes for students • Appropriately delegates responsibilities to staff |
| Model respect for other in interactions with adults and students | <ul style="list-style-type: none"> • Is fair and professional with an ability to bring out the best in people • Acts as a role model and sets clear expectations for others • Ensures all staff model constructive relationships with students, with each other and with other adults |
| Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture | <ul style="list-style-type: none"> • Demonstrates a willingness to build on the unique philosophy and culture of the school • Ensures Tikanga Māori and Te Reo are incorporated into the day-to-day life of the school and into classroom programs |

| Professional Standards | Indicators |
|--|--|
| Maintain a safe, learning focused environment | <ul style="list-style-type: none"> Ensures a safe physical environment Ensures the class environments are conducive to teaching and learning Maintains an awareness of staff workloads, challenges, and stress Ensures all staff feel comfortable in identifying successes, issues or concerns with themselves or a member of the senior leadership team |
| Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected | <ul style="list-style-type: none"> Shows a passion for all students as learners including students with special education needs, the gifted and talented, and students with different cultural backgrounds Proactively builds positive, fun, friendly and professional relationships with students Provides opportunities for individual success and excellence Enhances the multicultural dimensions of the school. |
| Manage conflict and other challenging situations effectively and actively work to achieve solutions | <ul style="list-style-type: none"> Identifies issues in a timely and consistent manner and promptly undertakes appropriate actions Negotiates and facilitates to achieve a solution and/or a mutually acceptable resolution wherever possible Encourages staff and the community to share concerns before they become big issues Maintains a 'no surprises' approach with the Board |
| Demonstrate leadership through participating in professional learning | <ul style="list-style-type: none"> Actively seeks professional development that supports personal leadership growth Understands own strengths and weaknesses to inform professional development Integrate professional learning and development into the leadership role |



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

| Professional Standards | Indicators |
|--|---|
| Promote, participate in and support ongoing professional learning linked to student progress | <ul style="list-style-type: none"> Keeps abreast of current thinking and research via professional reading, professional learning groups, and personal learning Drives innovative learning practices within the school |
| Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents | <ul style="list-style-type: none"> Demonstrates the ability to lead learning, with a clear focus on excellent outcomes for students, through effective, up to date and evidence-based teaching and learning principles and pedagogy Ensures all staff are actively involved in professional learning and development, with goals based on effective teaching and learning practices, leading to improved learning outcomes for students |
| 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 | <ul style="list-style-type: none"> Demonstrates the skills and experience to mentor and guide others by actively participating and interacting with students Demonstrates the ability to ensure effective relationships with Māori and Pacific students |
| Ensure that the review and design of school programmes is informed by school-based and other evidence. | <ul style="list-style-type: none"> Ensures decisions are data and evidence driven Links professional learning and development is to student achievement Reviews and considers innovative practices for inclusion in school programmes |
| Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice. | <ul style="list-style-type: none"> Demonstrates the skills and experience to mentor and guide others by actively participating and interacting with staff Ensures staff are provided with individual feedback, coaching, encouragement, and support Supports and oversees staff as they observe and mentor each other regarding best practice in teaching and learning |
| 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. | <ul style="list-style-type: none"> Shows a passion for education, and demonstrates a thorough understanding of teaching and learning for diverse students Has a clear focus in classrooms, teams, and professional discussions on ongoing student achievement improvement |

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

| Professional Standards | Indicators |
|--|---|
| Exhibit leadership that results in the effective day-to-day operation of the school | <ul style="list-style-type: none"> Is a strong, confident, committed, and passionate leader with an honest and clear communication style Always demonstrates professionalism Implements best practice systems for leadership and management Ensures quality day to day management systems for a highly effective school operation |
| Operate within board policy and in accordance with legislative requirements | <ul style="list-style-type: none"> Adheres to current legislation and deadlines are met Understands and operates within Board policy |
| Provide the Board with timely and accurate information and advice on student learning and school operation | <ul style="list-style-type: none"> The Board is informed of all areas of the school's operation and student learning |
| Effectively manage and administer finance, property and health and safety systems | <ul style="list-style-type: none"> Highly effective management systems are in place for finance, property and for health and safety Ensures school buildings and facilities meet all Health & Safety regulations |
| Effectively manage personnel with a focus on maximizing the effectiveness of all staff members | <ul style="list-style-type: none"> Performance management systems are in place that ensure a highly effective and motivated staff |
| Use school/external evidence to inform planning for future action monitor progress and manage change | <ul style="list-style-type: none"> Is proactive in identifying, monitoring, and informing Board and staff of future changes, then instigates and coordinates agreed and/or required actions |
| Prioritise resource allocation on the basis of the school's annual and strategic objectives | <ul style="list-style-type: none"> The school budget is based on strategic and annual plans |

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

| Professional Standards | Indicators |
|---|--|
| Work with the Board to facilitate strategic decision making | <ul style="list-style-type: none"> Proactively builds positive, respectful, and professional relationships with the Board Plays a proactive role on the Board as the educational leader Supports the Board to focus on future thinking, strategic planning |
| Actively foster relationships with the school's community and local iwi | <ul style="list-style-type: none"> Proactively builds positive, respectful, friendly, and professional relationships with students and parents/whānau Positively builds trust between home and school to positively influence student learning and engagement |
| Actively foster professional relationships, with, and between colleagues, and with government agencies and others with expertise in the wider education community | <ul style="list-style-type: none"> Passionately and confidently represents the school with other educators and government agencies |
| Interact regularly with parents and the school community on student progress and other school-related matters | <ul style="list-style-type: none"> Passionately and confidently represents the school in the local community and with prospective parents/whānau Is seen to be a 'visible' principal by the school community Keeps parents/whānau well informed about student achievement and school related matters Demonstrates an approachable, caring, fun, and respectful demeanour which encourages interaction with children and parents/whānau |
| Actively foster relationships with other schools and participate in appropriate school networks | <ul style="list-style-type: none"> Passionately and confidently represents the school with other school networks Attends a variety of relevant principal and community networking opportunities and meetings |

SIGNATURES: _____
(Principal)

(Reuben Cohen, Board Presiding Member)

Date:

RECRUITMENT PROCESS TIMELINE

| | |
|---|---|
| Staff and Community Consultation | 8 September |
| Education Gazette Advertisement | Wednesday 1 October |
| Candidates visiting Dargaville Primary School | Please contact the Presiding Member Reuben Cohen on 021 192 0394 |
| Closing date for Referee Reports | 1:00 pm Monday 20 October |
| Closing date for applications | 1:00 pm Monday 20 October |
| Shortlisting completed | Tuesday 21 October |
| Visit to shortlisted candidates' schools by Board Members | Week of 3 – 7 November |
| Interviews with an applicant's presentation The Board reserves the right for second interviews to be conducted if needed | Saturday 8 November |
| Appointment commences | Term 1 2026 |

We need to receive:

- Letter of introduction
 - Completed Application for Appointment Form
 - Current Curriculum Vitae
 - Reports from three referees (applicant to organise)
- Please ensure we receive your referees' reports by the due date of 20th October 2025

Completed applications to be received by
1:00 pm Monday 20th October 2025

Email to: Tanya Prentice admin@educationgroup.co.nz
Subject line: Dargaville Primary School Principal Appointment

Or deliver 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; or Karen Smith, the Appointment Advisor on 027 202 4211 or karensmith@educationgroup.co.nz.

We welcome applicants to visit our school and to connect with our staff and students. Please contact the Presiding Member, Reuben Cohen on 021 192 0394 to organise a suitable time.

