



PRINCIPAL | TUMUAKI APPLICATION PACK 2025

To be valued | To make choices | To enjoy learning | To know self



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

Thank you for expressing interest in the position of Principal | Tumuaki at Matarau 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 Matarau School can be found on the school website:

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

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

1:00 pm, Friday 24 January 2025

- Email to: admin@educationgroup.co.nz (subject line: Matarau 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, Friday 24 January 2025**

For any further queries please contact Tanya Prentice at the Education Group office (Ph: 09 953 0523) email admin@educationgroup.co.nz or Sarah Hynds, the Appointment Advisor (Ph: 021 240 2941) email sarahhynds@educationgroup.co.nz

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

Sarah Hynds and Karen Smith
Directors, The Education Group
Appointment Advisors to the Matarau School Board



December 2024

Tēnā koe,

The Matarau School Board is delighted to receive your interest in our Principal role. We are looking forward to getting to know more about you and exploring if we are the right fit for each other.

Matarau School is a full primary school of 300 students situated 10 minutes from Kamo, Whangārei. We are a proudly rural school with a strong focus on quality education, and a fantastic stable staff who support this focus. Our school mission is for our students to feel valued by self and others, to know and build on their strengths, to make productive learning and personal decisions, and to enjoy learning. We traditionally attract a large proportion of families from out of zone and have an engaged and active school community.

After 29 years at the helm, our current Principal is off to pursue a new career path. Many of our current parents were also students at the school during this time. We are now searching for the right person to lead our team who can balance the preservation of our traditions and values, whilst also leading us forward with their own ideas and enthusiasm.

We have a highly engaged, thoughtful and dedicated Board with 5 parent representatives and 1 staff representative. We have been working effectively together over the past 2 years and are excited to welcome a new member to the team from Term 2 2025 to support our shared visions of the future of Matarau School.

Ngā mihi nui
Fiona Goodin
Presiding Member
Matarau School Board



MATARAU SCHOOL IS SITUATED....

Matarau School was founded in 1877 and has been a central part of the community during this time. It is a progressive rural school situated 10 minutes from the outskirts of Whangārei City. We are a full primary school with around 300 students in 13 classrooms and have a proud history of success in a wide range of educational, sporting and cultural domains. We provide balanced learning programmes with opportunities for extension or extra support where needed, in a supportive environment.

Achievement is closely monitored and reported to parents and caregivers regularly. We have structured literacy well embedded throughout years 0 – 6. Our Year 7 and 8 students (and more recently Year 5 and 6) have the opportunity to study in Cambridge Maths and English programmes.

Our values are

- Personal responsibility of our work and actions
- Promotion of positive interpersonal relationships
- Commitment to a life-long work ethic
- Pursuit of excellence in all that we do
- Maintain strong relationships with the school and community
- Promotion of a positive self-image
- Importance of physical education as a component of well-being

- Good environmental practices
- Foster the traditions of a rural lifestyle
- Celebration of diversity
- Meaningful inclusion of te reo and tikanga

We are a proud Enviro School and have enjoyed the sense of connection and community this has brought to our school. We have recently developed an orchard which provides an awesome outdoor learning space. We are focussed on our cultural journey with relationships developing with our local marae, and the re-emerged Kapa Haka group enjoying significant growth in participation over the last 2 years. We also enjoy a strong collaborative relationship with Comrie Park Kindy, across the road, and are able to access their Ngahere space as part of our programmes.

We host an annual 'Calf Club' day, and an Enviro Day which includes a market. The school also runs a Values programme where each term there is a school and community focus on 2 values, and students that demonstrate this value are recognised at a special assembly. We also have a lovely connection between upper and lower syndicates of the school with a class buddy system. This fosters manaakitanga and provides leadership opportunities for our older students.

An important part of our school culture is our focus on sporting and EOTC opportunities. Each syndicate holds a 2 yearly camp, and we participate fully in the Zone and Whangārei wide sporting opportunities. We field strong hockey, netball and basketball teams in the local competitions. Our grounds have a school pool, with recent heating installed, and a full-size field and we also have use of the turf across the road where our hockey teams practice.

A big focus for the Board during our current term has been property maintenance and repair, and preparation for development of a master plan for our school. We have had significant upgrades to a large proportion of our classrooms over the last 2 years. Our next large project on the horizon will be a new senior playground.

Matarau School enjoys the support of its community, and we have an effective Parent Support Group running 2 big fundraisers a year and helping where needed with manpower. Staff work collaboratively, are highly engaged and no significant changes to staffing are anticipated in the foreseeable future. Population projections anticipate steady growth of the school in the years to come, with the Ministry of Education anticipating a roll in excess of 350 students within the next 10 years.

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

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 Matarau School Board following consultation with our staff, students and wider community. We are looking for a Principal who:

POU TANGATA - LEADER PEOPLE

- Has a strong sense of community who will embrace our rural environment and value our traditions such as Calf Club and Environmental days
- Is highly visible, engaged and approachable with strong communication skills
- Is supportive, empathetic and considerate with high integrity
- Is an active listener with the ability to build strong relationships with all stakeholders
- Is respectful and fair with sound decision making skills
- Values collaboration and the views of others
- Has a good sense of humour and is able to connect with and support our students
- Is visionary, a creative, forward and positive thinker

POU TIKANGA MĀORI

- Can enhance connections with our local iwi/hapu

- Will promote Te Ao Māori, increasing tikanga and Te Reo Māori within the school
- Strongly commits to upholding and giving effect to Te Tiriti o Waitangi and understands Māori culture, values and perspectives

POU AKO – LEADER OF LEARNING

- Has high expectations for academic excellence across all levels of the school with a focus on core areas of the curriculum
- Has a commitment to student achievement and ensures all students, including students with diverse needs and backgrounds are supported and enabled to progress and achieve
- Values our Cambridge Curriculum for senior students
- Is the leader of learning with the ability and knowledge to support the introduction of the refreshed curriculum
- Values professional learning and has a commitment to ongoing improvement
- Will utilise our environment and community to ensure our students have diverse and engaging learning experiences

POU MAHI – LEADER OF OPERATIONS

- Can manage budgets effectively and ensure that the school is well resourced
- Can undertake property projects
- Ensures policies and procedures are adhered to
- Has the ability to manage personnel

STUDENT PERSPECTIVE

Our students would like a principal who:

- Will love sports as much as they do!
- Engage in fun activities including camps and ensure that important events like calf club continue
- Will ensure there are opportunities for performing arts
- Is a good listener who is kind, fair, approachable and has a good sense of humour
- Will encourage and support them

INFORMATION FOR APPLICANTS

Thank you for applying for the position of Principal of Matarau 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 referees 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 Fiona Goodin at bot@matarau.school.nz.**

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

I THINK
ABOUT MY
THINKING



I know what I'm learning and
what comes next

I wonder, I question, I explore

I plan, I organise, I share

UPPER HARBOUR
PRIMARY SCHOOL

I CONNECT
& COMMUNICATE



I work with others

I share my ideas

I actively listen

UPPER HARBOUR
PRIMARY SCHOOL

I CAN
RELATE
TO OTHERS



I value the difference in others

I'm confident in my own self

UPPER HARBOUR
PRIMARY SCHOOL

PRINCIPAL PROFESSIONAL STANDARDS AT MATARAU

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

Professional Standards	Indicators
<p>In conjunction with the Board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students</p>	<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 Matarau 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
<p>Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning</p>	<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
<p>Model respect for other in interactions with adults and students</p>	<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
<p>Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture</p>	<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 charter goals and the annual and strategic 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 in our Kāhui Ako, and with other schools · Attends a variety of relevant principal and community networking opportunities and meetings

SIGNATURES:

_____ (Principal)

_____ (Board Presiding Member)

Date:

RECRUITMENT PROCESS TIMELINE

Education Gazette Advertisement	18 December
Candidates visiting Matarau School	6 - 17 January
Closing date for applications	1:00 pm Friday 24 January 2025
Closing date for Referee Reports	1:00 pm Friday 24 January 2025
Shortlisting completed	Saturday 1 February 2025
Board visit to shortlisted candidates' schools	3 - 5 February
Interviews with an applicant's presentation <i>The Board reserves the right for second interviews to be conducted if needed</i>	Saturday 8 February
Appointment commences	Term 2, 2025

We need to receive:

- Letter of introduction
- Completed Application for Appointment Form
- Current Curriculum Vitae
- Reports from **three** referees (applicant to organise)

Completed applications to be received by 1:00 pm, Friday 24 January 2025

Email to: Tanya Prentice admin@educationgroup.co.nz

Subject line: Matarau 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 Sarah Hynds, the Appointment Advisor on 021 240 2941 or sarahhynds@educationgroup.co.nz.

We welcome applicants to visit our school and to connect with our staff and students. Please contact Fiona Goodin at bot@matarau.school.nz to organise a suitable time.