



Principal Application Pack 2026

Kimihia Primary School



INTRODUCTION TO THE APPLICATION PACK

Thank you for expressing interest in the position of Principal | Tumuaki at Kimihiā 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 for Appointment Form (a separate document)
- Referee Report (a separate document)

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

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

The application for appointment is to be returned with your CV and covering letter by **1:00 pm, 31st March 2026**

- Email to: admin@educationgroup.co.nz (subject line: Kimihiā 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, 31st March 2026**

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
Director, The Education Group
Appointment Advisor to the Kimihiā Primary School Board





WELCOME FROM THE KIMIHIA PRIMARY SCHOOL BOARD

Teena koe,

On behalf of the Kimihia School Board, we welcome your interest in the position of Principal at Kimihia School.

Kimihiā School is a Years 1–8 school that places strong emphasis on manaakitanga, high expectations for learning, and meaningful partnerships with whaanau and our wider community. Our school is proud of its inclusive culture and its commitment to supporting all learners to reach their full potential – academically, socially, culturally, and emotionally.

The Board is seeking a Principal who will provide strong, values-based leadership, build and sustain positive relationships, and continue to grow a school culture where learners and staff feel a strong sense of belonging. We are committed to working in partnership with a leader who is strategic, reflective, and collaborative, and who has a clear focus on equity, excellence, and continuous improvement.

Upholding Te Tiriti o Waitangi is central to the role of Principal at Kimihia School. We are looking for a leader who demonstrates a genuine commitment to culturally responsive practice, honours te reo Maaori and tikanga Maaori, and actively engages with whaanau, hapuu, and iwi to support positive outcomes for our learners.

The Board values open communication, effective governance, and shared responsibility for the direction and success of the school. We are committed to supporting our next Principal through a constructive and professional working relationship, grounded in trust and mutual respect.

We invite applications from experienced and aspiring principals who share our vision and values and who are motivated to lead Kimihia School into its next phase of development. We look forward to receiving your application and learning more about how your leadership will contribute to the ongoing success of our kura.

Ngaa mihi nui,

Erin Taoho

Presiding Member, Kimihia Primary School Board





SCHOOL PROFILE KIMIHIĀ PRIMARY SCHOOL

Our Community

Kimihiā School is situated on the east side of Huntly in a semi-rural setting. The whenua is linked to the Ngaati Kuarangi, Ngaati Maahuta and Ngaati Whaawhaakia hapuu of the Waikato iwi. The school stands on whenua rich in history, carrying the stories, connections, and lived experiences of generations who have shaped the identity of this place.

Kimihiā School is a strong, community-based school that began in 1897 with one teacher, 13 students, and one classroom. Today, the school has 13 learning spaces and a consistent roll of approximately 310 students.

Kimihiā, translated as **“Go and Seek”**, is the school motto. Our mission statement is:

“To provide a caring, stable environment and academic excellence while preparing students for lifelong learning.”

All students at Kimihiā School are encouraged, guided, and supported to **“Go and Seek”** as we prepare them to be confident 21st-century learners.

Kimihiā School is a community-centred Years 1–8 kura serving a richly diverse population with strong intergenerational whaanau connections. The school is deeply embedded in its community and benefits from close relationships with local iwi, hapuu, and community organisations. Whaanau engagement is a cornerstone of Kimihiā School, with families welcomed as partners in learning through open communication, trust, and mutual respect.

Vision & Values

Kimihiā School is committed to nurturing confident, capable learners who are prepared for future pathways and grounded in strong values. The school provides a learning environment where all tamariki feel safe, valued, challenged, and supported to reach their full potential, with a strong focus on wellbeing, inclusion, and equity.



Our Learner Attributes

Kimihia learners are supported to develop the following attributes:

- Respectful & Proud – Honouring themselves, others, and the school environment
- Risk Takers – Willing to try new things and step outside their comfort zone
- Goal Setters – Actively working towards personal and academic targets
- Problem Solvers – Developing skills to overcome challenges creatively
- Healthy & Happy – Prioritising wellbeing and fostering a positive mindset
- Communicators – Expressing ideas clearly and listening effectively

Teaching & Learning

Teaching and learning at Kimihia School is grounded in the New Zealand Curriculum and shaped by learner voice, culture, and community aspirations. Programmes prioritise strong foundations in literacy and numeracy, culturally responsive practice, student wellbeing, and targeted support to accelerate progress for learners who require additional support.

Leadership & Governance

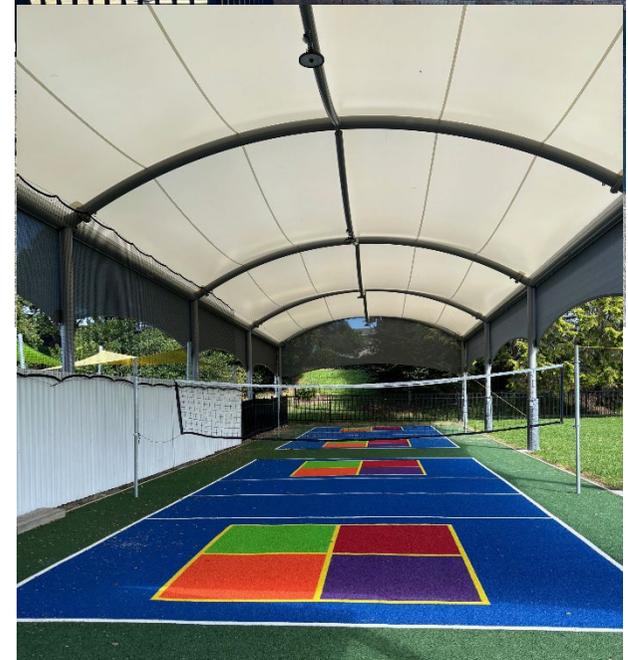
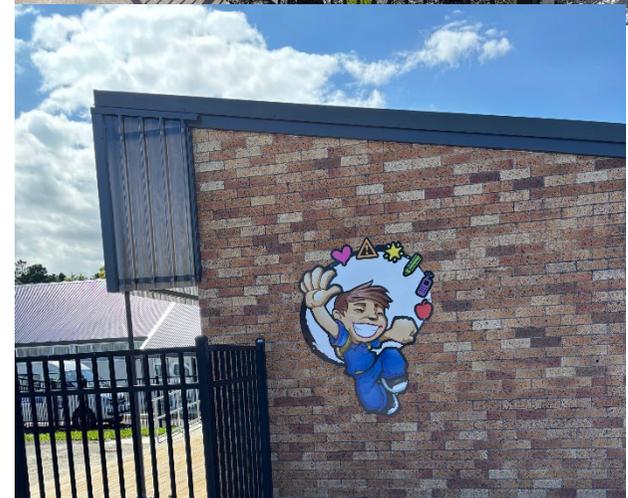
The Kimihia School Board is committed to strong governance, stewardship, and partnership with school leadership. Trustees value transparency, collaboration, and strategic thinking and seek a Principal who will lead with clarity, integrity, and vision.

Kimihia School is in a very stable financial position due to the implementation of robust and transparent financial management processes. This has enabled the school to be well resourced, and as a result of effective monetary management, several building maintenance and upgrade projects have been successfully completed.

The Board's strategic priorities focus on strengthening leadership capability, improving teaching and learning quality and consistency, using evidence and evaluation to drive improvement, and achieving equitable outcomes for all aakonga.

Looking Ahead - “Ka mua, ka muri” – “Walking backwards into the future”.

Kimihia School is entering an important phase of growth and development. We are seeking a Principal who can honour the school's strong foundations while leading confidently into the future – strengthening teaching and learning, deepening whanau & community partnerships, and ensuring every learner thrives.





CRITERIA FOR THE APPOINTMENT

The Kimihiā Primary School board, in consultation with their staff, students and community, have set the following appointment criteria for the Tumuaki | Principal. We seek a Principal who:

POU TANGATA (LEADER PEOPLE)

The successful applicant will demonstrate the capability to lead people in a way that strengthens relationships, trust and collective responsibility across the school community. The Principal will:

- Lead with integrity, fairness, transparency and accountability
- Model and uphold the school's virtues and values (including GREATK)
- Be visible, present and approachable to students, staff and whaanau
- Foster strong whanaungatanga and a genuine school whaanau culture
- Build and sustain respectful, positive relationships with staff, students, whaanau and the wider community
- Communicate clearly, proactively and openly
- Engage collaboratively in consultative decision-making
- Create a psychologically safe environment where concerns can be raised respectfully
- Balance kindness with appropriate firmness
- Maintain high expectations for behaviour and conduct
- Lead confidently and calmly during challenge or change
- Ensure staff feel supported, valued and treated as professionals

Personal Disposition:

Kind, fair, relational, emotionally intelligent, steady under pressure, respectful and community-minded.

POU AKO – LEADER OF LEARNING

The successful applicant will demonstrate strong instructional leadership and a clear commitment to equitable, high-quality learning for all ākongā. The Principal will:

- Demonstrate deep knowledge of teaching, learning and curriculum
- Strengthen literacy and numeracy foundations across the school

- Promote consistent, high-quality teaching practice
- Support ongoing professional learning aligned to curriculum refresh
- Use evidence and data to inform improvement and accountability
- Encourage high achievement while maintaining sustainable workload expectations
- Prioritise student wellbeing, safety and belonging
- Maintain clear, positive behaviour expectations that support learning
- Strengthen inclusive systems for diverse and high-needs learners
- Promote equitable access to learning opportunities
- Ensure robust support structures for students requiring additional academic or behavioural support
- Value and promote sport, arts, cultural and extracurricular opportunities as part of a well-rounded education

Leadership Focus:

- Excellence in teaching, equitable outcomes, strong foundations, and continuous improvement.

POU TIKANGA MAAORI

The successful applicant will demonstrate cultural competence and commitment to honouring Te Tiriti o Waitangi within the life and leadership of the school. The Principal will:

- Honour and uphold Te Tiriti o Waitangi in leadership practice
- Demonstrate knowledge of te reo Maaori me ōna tikanga
- Strengthen culturally responsive practice across the curriculum
- Promote and support kapa haka and cultural identity initiatives
- Lead with cultural humility and respect for diversity
- Ensure kaupapa Maaori and tikanga Maaori are respected and integrated appropriately
- Strengthen partnerships with whaanau and the wider community
- Ensure students see their culture, identity and language valued and reflected in school life

Cultural Commitment:

- Building belonging, identity, equity and strong cultural foundations.



INFORMATION FOR APPLICANTS

Thank you for applying for the position of Principal of Kimihiā 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 whaanau/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 referee 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.

We encourage you to visit the school. To arrange a suitable time, please contact Erin Taoho at jaylaan@outlook.co.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





RECRUITMENT PROCESS TIMELINE

Education Gazette Advertisement	2 March
Candidates visiting Kimihiā Primary School	2 – 31 March
Closing date for Referee Reports	1:00 pm Tuesday 31 March
Closing date for applications	1:00 pm Tuesday 31 March
Shortlisting completed	Monday 13 April
Interviews with an applicant's presentation <i>The Board reserves the right for second interviews to be conducted if needed</i>	Friday 17 April
Appointment commences	Monday 15 June 2026, or as negotiated

We need to receive:

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

Completed applications to be received by 1:00 pm, Tuesday 31 March 2026

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

Subject line: Kimihiā 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 Ltd on 09 953 0523 or admin@educationgroup.co.nz or Sarah Hynds, the Appointment Advisor at sarahhynds@educationgroup.co.nz or 021 240 2941.

We welcome applicants to visit our school and to connect with our staff and students. Please contact Erin Taoho, at: jaylaan@outlook.co.nz to organise a suitable time.





PRINCIPAL'S JOB DESCRIPTION 2026

ROLE TITLE:	Principal
RESPONSIBLE TO:	Board of Kimihia Primary School
DIRECTLY RESPONSIBLE FOR:	The students and school staff (teachers, support, ancillary, property staff)
PRIMARY OBJECTIVES:	<p>Culture: Provide professional leadership that creates a school culture of continual improvement which enhancing learning and teaching</p> <p>Pedagogy: Ensure a learning environment in which there is an expectation that all students will experience success in learning</p> <p>Systems: Develop and use management systems to support and enhance student learning</p> <p>Partnership and networks: Strengthen communication and relationships to enhance student learning</p>
PRIMARY FUNCTIONS:	<p>Act as the Board's chief advisor on policy and strategic issues</p> <p>Implement the school's charter and policy objectives</p> <p>Ensure delivery of a balanced curriculum in line with the National Curriculum Framework and to maintain programmes of assessment and reporting of student progress</p> <p>Develop and maintain effective relationships and communications within the school and its community and appropriate agencies</p> <p>Manage the schools finance and administrative systems, staff, and resources effectively and efficiently</p>
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





PRINCIPAL PROFESSIONAL STANDARDS AT KIMIHIĀ PRIMARY SCHOOL

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 Kimihiā 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
<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

Professional Standards	Indicators
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 Maaori and Te Reo are incorporated into the day-to-day life of the school and into classroom programs
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 Maaori 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 Maaori 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 Maaori 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: