

# Cheviot Area School



## Principal Application Pack



# Cheviot Area School

## Principal Recruitment Pack

Thank you for expressing interest in the Tumuaki/Principal position at Cheviot Area School. This Recruitment Pack will provide you with information about the school and the Principal role, what the community are seeking in their future Principal, and how to apply for the position.

**This document includes the following information and materials:**

Principal Advertisement  
Recruitment Timeline  
Letter from Board Presiding Member  
School Description  
Community Consultation  
Principal Position Description  
Application Form

Terri Johnstone (LSM – Employment) is working collaboratively with the BOT to ensure we get the right person for the role. We are working as one. To apply for this role, please complete the Application Form and email this along with your CV and Covering Letter (that speaks to competencies as outlined in the Principal Advertisement) to:

**Terri Johnstone**  
terri@c4change.co.nz

**Please note that applications close on Wednesday the 5<sup>th</sup> of July at 5pm.**

For all other enquiries, please contact Terri Johnstone at +64272482733 or via the email above.



# Principal Vacancy

## CHEVIOT AREA SCHOOL SEEKS A DYNAMIC PRINCIPAL

This picturesque school, set in the rolling hills of North Canterbury, has a roll of 195 across Years 1 - 13. It is a school with a heart, a school steeped in a rich 130-year history. It is a school with so much potential.

We seek a Principal who is committed to teaching and learning, thinks outside the box, is motivational, a strong communicator, and plays to the strengths of the team.

We look forward to welcoming a new Principal who is passionate about our school and students, who wants to be a part of our community, and lives and breathes our values.

*He aha te mea nui o te ao? He tangata he tangata he tangata!*

*What is the most important thing in the world? It is people it is people it is people!*

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To learn more about our school and apply for this position, please visit:  
[www.cheviot.school.nz](http://www.cheviot.school.nz)

Applications close on Wednesday the 5th of July at 5pm



# Cheviot Area School

## Recruitment Timeline

May 2023  
Consultation with Students/Staff/Parents/Whānau/Board



Friday 2<sup>nd</sup> of June  
Recruitment Pack Online + Applications Open



Wednesday 5<sup>th</sup> of July  
Applications Close at 5pm



Week of July 3<sup>rd</sup>  
First Shortlisting



Week of July 10<sup>th</sup>  
Reference Checking + Final Shortlisting



Saturday July 22<sup>nd</sup> (TBC)  
Interview Date



Offer Made





# Cheviot Area School

## Letter from Board Presiding Member

Kia ora,

Mehema ka moemoea` ahau,

ko ahau anake.

Mehemea ka moemoea` a ta`tou

Ka taea e ta`tau

If I dream a dream, I dream alone.

If we all dream together, we can succeed together.

(Te Puea He`rangi 1883-1952)

Cheviot Area School is a unique school. We are just over an hour's travel north of Christchurch on State Highway One, giving ease of access to extracurricular activities. The community is a sheep and beef-farming stronghold, with the small town of Cheviot supporting a large catchment of family farms. The supporting businesses in the township include a domestic meat processor that has over 40 staff at last count, two strong shearing gangs, two preschools and a health centre, along with the usual rural businesses and cafes expected in a small town on a major road.

We do find ourselves in an isolated position, being an Area school with no feeder schools due to our geographic location. However, this also gives us a strong independent community that relies on the school as its hub.

The school is set right in the heart of Cheviot alongside the main highway. We have amazing big grounds with large oak trees which are ingrained in our history, and also house our mighty Magpie (see logo above!). The school has a rich history since opening in 1894. Nearby are the famous moa swamps which feature in our Māori histories here at Cheviot. We also have a cool little Museum alongside the front gate of the school, owned and run by the Historical Society.

We embrace the community's history along with the help of community members like our cultural consultant who has supported our staff with the introduction of Aotearoa Histories.

We have amazing local knowledge and support in these areas, all willing to put their best foot forward. We are extremely lucky to have this Mana whenua support in our school.

Our area has awesome features like the Hurunui River to the south and the Waiau to the North. Go east 8km (a small run!) and you reach Gore Bay, one of New Zealand's hidden gems and a popular surf beach. Only a short jump over the hill and you are up Mt Lyford for a ski, or in Hanmer Springs to bathe in the hot pools surrounded by mountains. The wider school community are the best you get in our country, the typical country people where the door is always open for dinner or to watch a game.

We have good sporting facilities in Cheviot; including the combined sports club which sits in the school grounds for the Tennis, Squash and Netball clubs. The school has a gymnasium which is getting a refresh this year, the community utilises this facility a lot for events such as volleyball competitions and dance productions. Attached to the gym is a community room with a kitchen, this is frequently rented by community groups for meetings. The BoT love to embrace the involvement of everyone in our community.

As a parent group and BOT we want a Principal to lead teaching and learning, open doors for our students and yield excellent results. We have a team of talented teachers who are keen to play to their strengths through a distributive leadership model and we seek someone to embrace, energise and integrate this throughout the curriculum.

Being the key centre of communication in our school is vital, having clear decisive communication is a must. We are a strong, passionate BoT that requires a leader that can answer the tough questions without hesitation. In return we support good leadership through our values, passion, and actions. You will be the most vital piece of our puzzle!

Mehema ka moemoea` ahau,  
ko ahau anake.  
Mehemea ka moemoea` a ta`tou  
Ka taea e ta`tau  
If I dream a dream, I dream alone.  
If we all dream together, we can succeed together.  
(Te Puea He`rangi 1883-1952)

As a BOT we are committed and will ensure that the Principal is supported and welcomed into our community. Together we will celebrate success. Feel free to ask questions, my details are: [hchamberlain@cheviot.school.nz](mailto:hchamberlain@cheviot.school.nz) or 0275 335550.

We look forward to receiving your application.

Hamish Chamberlain  
Cheviot Area School Presiding Member





# Cheviot Area School

## The Area



Cheviot is a town in the Hurunui District of north Canterbury, on the east coast of the South Island of New Zealand. It is located on State Highway 1, approximately 112 kilometers north of Christchurch and 68 kilometers south of Kaikōura.

Cheviot is steeped in history and was put on the map when Cheviot hills estate was established by William 'Ready Money' Robinson. Cheviot Hills was one of Canterbury's largest 19th-century properties. Robinson's run stretched from the Hurunui River to the Waiau River, out to the Pacific coast and to the Lowry Hills in the west - a total of 33,600 hectares. In 1893, the Government bought Cheviot Hills and divided the estate into smaller ballot farms.

While Cheviot Hills 'mansion house' burned down in 1936, the foundations and magnificent grounds are now part of the Cheviot Hills Domain. The Domain has many lovely walking and cycling tracks with majestic oak trees and specimen plantings. Nearby Findlay's Plantation provides spectacular views of the township and surrounding countryside.

Gore Bay is a well-known surfing and swimming beach and popular holiday spot. At low tide it is possible to walk around the coast to Port Robinson and Manuka Bay where a track through coastal forest brings you to a lookout above the bay with views to the Kaikōura mountains and Hurunui River mouth. Both the Hurunui and Waiau rivers reward anglers with sea-run salmon, trout, and whitebait. The clean, clear waters are popular with kayakers and jetboaters, and the many swimming holes are a welcome retreat on a hot summer's day.

There is an attractive 12-hole golf course open to the public, an immaculate bowling green, and several sporting clubs and societies including children's dance, karate and surfing and an avid craft group in the town.

Cheviot is full of passionate people who get involved in many areas of the community including the local annual A & P show, volunteering for our local fire and ambulance services. In August 2019, the community members launched a development plan to restore the Jed River and its tributaries. A committee was formed and is now working towards consolidating the vision, goals and the first projects for the group. They are looking to partnering with Te Runanga o Kaikōura and joining the Hurunui District Landcare Group, to together improve the overall mauri/lifeforce of the Jed River catchment.

While predominately a farming district, Cheviot has an impressive collection of trades and services in the community. You will find everything from builders, fencers, massage and beauty therapists to vets, mechanics, and a marriage celebrant in our rural town. Cheviot also has a good selection of retail shops and accommodation and is very close to Rangiora, Kaikōura and Christchurch for all the things you can't find locally.

## The School

Cheviot Area School is a modern, co-educational school with a long history of academic, sporting and cultural excellence. With approximately 200 students, Cheviot Area School offers a wide range of subjects as part of a strong academic programme.

We provide a range of learning opportunities through;

- High expectations
- A learning support programme to give extra help within classes
- Providing up-to-date resources in all subject areas
- Access to state of the art technology, ICT and video conferencing
- Education outside the classroom and student leadership opportunities
- A professional and dedicated teaching staff

Cheviot Area School caters for students in Years 1 to 13 from within the local township and the surrounding areas. Classes are small, particularly in the secondary school, and this allows students and teachers to know each other well. A number of subject specialists in the secondary school also work in the primary area. This is providing primary school students with additional learning experiences in areas such as Spanish and Computing.

The school curriculum positively promotes and supports student learning in a number of ways. The leaders and teachers provide a good range of learning opportunities that engage students and helps them develop good knowledge and understanding of the local environment.

The school has strong relationships within the community. Teachers know students and their families well. They maintain good communication with the families and aspects of student learning are regularly shared with parents. School events and work experience programmes for senior secondary school students are well supported by members of the wider community. The Māori community is also involved in the school to ensure all students participate in a bicultural curriculum.

## The School House



There is a School House that is available to the Principal of Cheviot Area School. This is a 3 bedroom house with open plan living and dining, heat pump, log burner, and dishwasher. This is on a large section with a large single garage, wood shed and a rural outlook.

The ministry allows for a 25% discount on market rent for staff. The market rent on this property is \$375 per week, after this 25% discount the rent would be \$281.25, a very good price for a property of this condition in Cheviot.



# Cheviot Area School

## Student Consultation

Students were asked to paint a picture of what makes a good Principal or what they would like to see in their new Principal. The following pages show their contributions – all in their own words.





# What do you wish for in a Principal?

## Junior School Responses

**Helps  
students  
in need**

**Someone  
we can  
trust and  
talk to**

**Is at the  
school a  
lot**

**Is  
respectful  
of  
everyone**

**Has  
connections  
with other  
schools and  
opportunities**

**Is  
someone  
to look up  
to**

**Knows  
different  
languages**

**Looks  
forward to  
the future**

**Has a laugh  
and a joke  
with other  
students**

**Knows  
my  
name**

**Is  
sporty**

**Is honest  
and has a  
nice  
character**

**Looks  
after the  
school**

**Helps in the  
community**

**Someone  
who cares  
about us**

**Helps if we  
don't know  
something**

**Plays a  
musical  
instrument**

**Is nice  
to be  
around**

# What makes a great Principal?

## Junior School Responses

**Helps  
students  
in need**

**Someone  
we can  
trust and  
talk to**

**Is at the  
school a  
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**Is  
respectful  
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**Has  
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don't know  
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**Plays a  
musical  
instrument**

**Is nice  
to be  
around**



# What qualities are important for your new Principal?

## Senior School Responses

**Is  
open-minded,  
honest and  
fair**

**Has a good  
mindset, is  
creative and  
confident**

**Thinks  
ahead to  
the future**

**Creates equal  
opportunities  
for all  
students**

**Is a  
community  
person**

**Is seen in the  
school, is a  
neighbour and  
in the  
community**

**Talks to  
parents**

**Treats others  
in the same  
way they want  
to be treated**

**Is connected  
to the  
students**

**Is open  
to  
change**

**Has good  
ideas for  
outside the  
classroom**

**Visits our  
sports games  
like rugby and  
netball**

**Is  
approachable  
and says 'hi!'**

**Is a good  
representative  
of the school**

**Lives  
Locally**

# What qualities are important for your new Principal?

## Senior School Responses

**Is passionate  
about being  
here**

**Someone  
that is  
futuristic**

**Thinks  
about  
children's  
feelings**

**Gets out  
there in  
the school**

**Someone  
interested in  
art - singing,  
drama, acting**

**Someone who  
sorts out  
problems and  
listens to you**

**Understands  
what it is like  
to be a kid**

**Respects  
our  
cultures**

**Lives in the  
community  
and knows  
everyone's  
parents**

**Is fun and  
serious at  
the same  
time**

**Follows  
through  
on their  
promises**

**Knows  
my  
name**

**Someone who  
plans day  
trips, field  
trips or camps**

**Good with  
money and  
fundraising**

**Someone that  
likes sports  
and can run  
activities**

**Gives us a  
helping  
hand**

**Someone who  
is ready to  
start new  
projects**

**Is good at  
leading  
assemblies**



# Cheviot Area School

## Parent/Whānau Consultation

Parents/whānau at Cheviot Area School have outlined what sets their school apart, and what they see as the key skills, personal attributes, experience and community 'fit' needed to lead their school. Catalyst for Change has themed their responses, using their own words to paint a picture of what they are seeking in their new Principal.

### What makes Cheviot Area School your school of choice?

- **Local School:** It is the local school, so it is close, convenient and in walking distance.
- **Student Community:** Being a small community, it is great to have all of the children together in the one school, from Year 1 – 13.
- **Community:** The children are able to be part of a community where they interact with all walks of life. The community is awesome and rallies behind the school.
- **Teachers:** The great teachers that teach at Cheviot Area School.
- **Rural Setting:** The rural setting and beautiful natural environment.

### What is Cheviot Area School doing well?

- **Teachers:** Teachers who are kind, caring, passionate and want to see children succeed. The student-teacher ratio in the small classes allows for teachers to really get to know students and meet their needs.
- **Sports:** The strong opportunities in sports that are offered.
- **Te reo and tikanga:** Teachers who are committed to introducing the true history of New Zealand, te reo in classrooms, and getting mana whenua into the school to help with the direction.
- **Culture:** The welcoming environment, where children feel safe. Senior students are treated as part of the family and have a reciprocal relationship of respect with their teachers.
- **Environment:** The beautiful space for children to play and learn.
- **Community Connection:** Strong communication between the school and whānau, and opportunities for parents to get involved.
- **Board:** A strong BoT who work hard for the school and students.

If an article were to be written about your school in 5 years' time, what are the achievements, contributions, and direction you would like to read about?

- **New Principal:** The new Principal has been extremely successful in introducing and implementing some innovative initiatives, is very connected with students and staff, and has the full backing of the community.
- **Ethos:** There is a strong ethos that has been built around fairness, community and openness.
- **Culture:** There is a supportive learning environment for everyone. Teachers, whānau and students are proud to be a part of the school community.
- **Achievement:** Children are achieving well and are happy to learn and be at school.
- **Curriculum:** Teaching and learning programmes are structured, get the basics right, and prepare students completely for their futures.
- **School Roll Growth:** The school roll is growing, especially in the Senior School, allowing more and more opportunities to be provided for students.
- **Whānau Connection:** Parents are included in their child's learning at school, know how to support them, and utilise whānau expertise to offer more opportunities for students. The school gets behind all things in the community, and builds a wonderful culture throughout the region.
- **The Place to Be:** Cheviot Area School is known as a place where parents, students and staff all want to attend – it's the place to be and the hub of the community.

With this vision in mind, what do you see as the key elements a Principal would require to successfully lead your school? Parents/caregivers are looking for a leader who ...

- **Skills:**
  - Has strong leadership and management skills
  - Is a strong communicator and listener, and has the ability to deeply engage with all in the community, including farmers and iwi
  - Is organised, leads by example and gets things done
  - Is a problem-solver and strong decision-maker
- **Personal Qualities:**
  - Is approachable, visible, lives in the community and wants to know our families
  - Is friendly, kind, supportive and fun
  - Leads with integrity, has strong family values and motivates others
  - Has a vision for the school, with the ability to adapt and innovate
  - Loves the outdoors and the country way of life
  - Is resilient but reflective, balanced and unwavering
  - Is passionate about young people being the best they can be
- **Knowledge and Experience:**
  - Has leadership experience as a Principal or Senior Leader, but most importantly, has a big heart for the school, whānau and community
  - Understands what it means to be a rural area school, and understands the community
  - Has excellent curriculum and teaching knowledge, as well as understanding of pedagogy and assessment
  - Is strong in business management and understands finances, especially funding
  - Understands how to improve educational outcomes for all children



# Cheviot Area School

## Staff Consultation

Staff at Cheviot Area School have outlined what sets their school apart, and what they see as the key skills, personal attributes, experience and community 'fit' needed to lead their school. Catalyst for Change has themed their responses, using their own words to paint a picture of what they are seeking in their new Principal.

### What makes Cheviot Area School your school of choice?

- **Collaboration:** A good level of team teaching across age groups and good collaboration and communication amongst staff.
- **Student Catchment:** The Year 1 – 13 range in year levels and the diversity that an area school offers. The small size, rural setting and community feel.
- **Culture:** The helpful and friendly staff. There are plenty of opportunities to grow practice and staff are constantly challenged to upskill and take on extra responsibility.
- **Connection:** Some have lived in the area for generations and want to continue to give back to the community that holds a special place for them.
- **Community:** The community who are connected to the school and passionate about their children's learning and opportunities.

### What is Cheviot Area School doing well?

As well as the above, staff also commented on the following areas of strength:

- **Experiences/Opportunities:** Practical outdoor experiences offered to children, and a wide range of opportunities for students.
- **Culture:** All students are made to feel welcome and included, and teachers adapt their teaching to the needs of the child.
- **Curriculum:** Teachers offer a wide, varied and interesting curriculum to students.
- **Environment:** Fantastic school grounds.
- **Teachers:** Exceptional teachers who are very passionate about their students and their subjects. Staff have fresh ideas and are enthusiastic.

If an article were to be written about your school in 5 years' time, what are the achievements, contributions, and direction you would like to read about?

- **Senior School:** More students are staying on at school for their Senior Years, and this has allowed for more opportunities and subject options to be provided.
- **Teaching and Learning:** Teaching and learning has been further personalised for all students, through EOTC, programmes of learning, learning support options, and amazing resourcing.
- **Community:** The school is truly the hub of the community, with connections strengthened through community service, barbeques, musical productions, kapa haka and other community events. The strengths of whānau are utilised in the school community to offer more and varied opportunities for students.
- **Grounds:** The school is looking fresh with updated classrooms, the new playground is wonderful, and the grounds reflect the passion and love that students, whānau and staff have for their school.
- **Opportunities:** Students are offered more and more opportunities, and have the option to try many new practical subjects and academic opportunities. Music tuition and dramatic productions are celebrated.

With this vision in mind, what do you see as the key elements a Principal would require to successfully lead your school? Staff are looking for a leader who ...

- **Skills:**
  - Leads by example and is a fair and strong leader
  - Is a strong communicator
  - Is a critical thinker, problem solver, and decision maker
  - Is organised and has good time management
- **Personal Attributes**
  - Is trustworthy, honest and reliable
  - Is friendly, encouraging and respectful
  - Is calm, caring and compassionate
  - Is approachable, has an open-door policy and builds relationships with students, whānau and staff
  - Is available to staff, whānau and children, and knows their names
  - Motivates others to reach their full potential, whether it be staff or students
- **Educational Philosophy**
  - Is community focussed, and involves whānau in teaching and learning
  - Is informed by evidence-based best practice and is willing to lead change to keep the school up to date
  - Offers students the chance to find what lights their learning fuse
  - Understands that there is no community without unity
  - Is student centred and understands that teaching and learning is not 'one size fits all'
- **Knowledge and Experience:**
  - Has experience in leadership or as a Principal, and has experience in rural schools
  - Is committed to living in Cheviot, and is excited to be a part of the community
  - Has thorough curriculum knowledge and understanding in a Primary and Secondary setting
  - Is experienced in personnel and financial management
  - Understands the complexity of funding an Area School



# Cheviot Area School

## Board Consultation

The Board of Cheviot Area School have outlined what sets their school apart, and what they see as the key skills, personal attributes, experience and community 'fit' needed to lead their school. The Boards' own words have been used where possible to paint a picture of what the Board are seeking.

**What do you see as the key elements a Principal would require to successfully lead your school?**

**The Board are looking for a leader who ...**

### Skills and Personal Attributes

- Is a strong and present leader, who is available to all, and brings out the strengths in staff
- Always presents themselves respectfully and professionally
- Is a dynamic, out-the-box thinker and can create opportunities for funding
- Is organised, and manages their time well
- Is a strong communicator, encourages open dialogue, and keeps stakeholders included through the decision-making process
- Leads and fosters a positive school culture, with meaningful whakatouki and clear leadership and support
- Does not shy away from difficult conversations
- Takes pride in what they do

### Knowledge and Experience

- Understands the school community, and lives in the area. The new Principal should be immersed in the community.
- Has experience reporting to the Board, is always prepared, gives factual assurances and curriculum reports, works collaboratively, and is an effective liaison between the Board and Staff.
- Has experience in establishing strong systems and following these.



# Cheviot Area School

## Tumuaki/Principal Position Description

### **PURPOSE**

The Principal is responsible for the day to day management of the school, the implementation of the Board's policies and plans, curriculum management and education, student wellbeing, and the direction and supervision of all teaching and non-teaching staff. In managing these areas of responsibility, the Principal will be guided by the Board of Trustees, its charter, policies and plans, the National Education Guidelines and the New Zealand Curriculum Framework.

### **ACCOUNTABILITY**

The Principal is accountable to the Board of Trustees, through their Presiding Member. They operate within legal requirements and the school's strategic plan, policies and budgets.

### **WORKING RELATIONSHIPS**

#### **The Principal:**

- Gives priority to ensuring the wellbeing and educational achievements of the school's students
- Gives priority to ensuring the wellbeing and professional learning of staff
- Builds and grows positive relationships with whānau and the community
- Promotes the interests and image of the school within the community and wider partnerships
- Works supportively as a member of the Board of Trustees



## KEY TASKS

### Professional Leadership and Curriculum Management

The Principal is the leader of teaching staff, and will assist teachers to develop teaching programmes in line with the national education guidelines.

#### The Principal will:

- Oversee the planning, implementation and evaluation of teaching programmes in line with the national education guidelines, the national curriculum standards, the school's charter, policies and plans.
- Establish and support high expectations for student achievement, with systems in place to identify students' individual learning needs and provide quality programmes to meet needs.
- Assume the role of an effective educational facilitator through providing teaching assistance to staff and role modelling professionalism to students, whānau and staff.
- Provide a safe and positive learning environment for students, promoting, developing and monitoring student welfare and wellbeing.
- Demonstrate progressive educational practice by keeping up to date with curriculum and administrative developments.
- Provide regular, accurate and effective reporting to the Board on student achievement and progress, and other areas of teaching and learning.

### Personnel Management

The Principal will be responsible for staff performance and development.

#### The Principal will:

- Provide guidance and motivational leadership to all staff.
- In conjunction with the Board, ensure the school is appropriately staffed.
- Allocate duties to staff, playing to the strengths of the team.
- Develop a performance management system for staff that provides regular feedback, encouragement and appraisal against relevant professional standards.
- In consultation with staff, identify development needs and professional development areas of interest to coordinate and evaluate staff development programmes.
- Make recommendations to the Education Council regarding registration of teachers.
- Ensure appropriate reporting to the board around personnel management, assisting the board in its good employer obligations.

### Relationships and Communications

The Principal will assist the Board to achieve a climate of trust and cooperation between the school and its community.

#### The Principal will:

- Foster good working relationships with the children, whānau, staff, local iwi, Board of Trustees, and the wider community.
- Keep parents and the community well informed of the school's activities, programmes and achievement, exploring and actioning opportunities to involve the wider community in the life of the school.

- Establish and prioritise systems and practices for effective two-way communication between the school, and parents, whānau and the community.
- Generate opportunities for whānau and parents to share their ideas and opinions through robust consultation.
- Address any whānau or community concerns effectively, efficiently, and with compassion.
- Promote the school positively within the wider community.

### **Financial and Administrative Duties**

The Principal will be responsible for management of the school's finances in accordance with Board policy.

#### **The Principal will:**

- Assist the Board and staff to develop sound financial plans and budgets which reflect the current and future needs of the school.
- Administer and monitor the school's funds according to the approved annual budget and financial policies.
- Supervise the school's administrative systems so that they operate efficiently and accurately.
- Ensure appropriate reporting to the board around policy development, budgeting, planning and resources, assisting the board to meet its annual audit and reporting requirements.

### **Property and Resources**

With the full support of the Board, the Principal will ensure a safe and secure school environment.

#### **The Principal will:**

- Ensure the school environment is kept safe and clean.
- Provide for the acquisition, orderly management and upkeep of the school's equipment and resources.
- Provide advice to the Board on maintenance, development and enhancement of school property and facilities.

### **Contribution and Support to the Board**

The Principal will provide professional and administrative advice and information to the Board and contribute to the effective operation of the Board.

#### **The Principal will:**

- Provide effective executive advice to the Board to help ensure it meets its statutory and legal obligations.
- Ensure thorough reporting to the Board on their areas of responsibility, including highlighting potential issues or risk to the Board.
- Inform the Board of the school's participation in Ministry initiatives and educational opportunities.
- Assist the Board in its development of strategic and financial plans, and in policy development and review.
- Support and implement Board initiatives.

## PROFESSIONAL STANDARDS FOR PRIMARY PRINCIPALS

The Key Tasks outlined above have been developed to assist in meeting the Professional Standards for Primary Principals, as outlined below:

### 1. Culture

- In conjunction with the board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students.
- Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning.
- Model respect for others in interactions with adults and students
- Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture.
- Maintain a safe, learning-focused environment.
- Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected.
- Manage conflict and other challenging situations effectively and actively work to achieve solutions.
- Demonstrate leadership through participating in professional learning.

### 2. Pedagogy

- Promote, participate in, and support ongoing professional learning linked to student progress.
- Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents.
- Ensure staff members engage in professional learning to establish and sustain effective teacher / learner relationships with all students, with a particular focus on Māori students.
- Ensure that the review and design of school programmes is informed by school-based and other evidence.
- Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice.
- 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.

### 3. Systems

- Exhibit leadership that results in the effective day-to-day operation of the school.
- Operate within board policy and in accordance with legislative requirements.
- Provide the board with timely and accurate information and advice on student learning and school operation.
- Effectively manage and administer finance, property and health and safety systems.
- Effectively manage personnel with a focus on maximising the effectiveness of all staff members.
- Use school / external evidence to inform planning for future action, monitor progress and manage change.
- Prioritise resource allocation on the basis of the school's annual and strategic objectives.

#### **4. Partnerships and Networking**

- Work with the board to facilitate strategic decision making.
- Actively foster relationships with the school's community and local iwi.
- Actively foster professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider education community.
- Interact regularly with parents and the school community on student progress and other school-related matters.
- Actively foster relationships with other schools and participate in appropriate school networks.



# Cheviot Area School

## Principal Recruitment Application Form

Please complete this application form and send together with your CV and Cover Letter to:

Terri Johnstone - [terri@c4change.co.nz](mailto:terri@c4change.co.nz)

**Please note that applications close on Wednesday the 5<sup>th</sup> of July at 5pm.**

### Personal Details

Surname:	Forename/s:
Address:	
Home Phone:	Mobile:
Preferred email:	
Are you legally entitled to work in New Zealand? Yes / No	

### Teaching Details

Registration Number:	Expiry Date:
Practising Certificate Number:	MoE Employee #:

Education and Qualifications (Past and Current)		
Registration Number:		Expiry Date:
Practising Certificate Number:		MoE Employee #:
Degree/Diploma/Certificate	Name and Location of Institution	Year/s
Please attach copies of official transcripts		

Relevant Professional Development		
Development Undertaken	Name and Location of Institution	Year/s

### Current Employment

Position/s Held:

School/Institution:

Location:

Period of Employment:

Current Teacher Classification/Salary Step:

### Employment History

Name of Employer	Position/s Held	Year/s

### Professional Associations

Advise the professional associations you belong to and your role in them:

## Medical/Health

Do you have any injury, illness or condition that may affect your ability to effectively carry out the duties and responsibilities of the position? Yes / No

If you have answered 'yes' above, please specify:

## Convictions

Have you ever been convicted of any criminal offence (other than a minor traffic offence)?

Yes / No

If 'yes', please enclose a certified copy of the entry in the Criminal Record Book relating to the conviction(s), obtained from the Registrar of the Court concerned. The copy should be accompanied by comments regarding the offence – please give full details:

Are you currently awaiting the hearing of any charges?

Yes / No

If 'yes', please provide details:

Have you been, or are you currently under investigation from any authority such as the Teachers Council, Health and Disability Authority, Privacy Commission etc?

Yes / No

If 'yes', please provide details:

**Note:** The School may seek a police clearance from all short-listed applicants or preferred applicants, prior to confirmation of appointment.



## Referee Information

Please provide referee information below. At least three of your referees must be known to you in a work-related capacity. Up to three referees may be contacted prior to short listing.

Please note that the Appointment Committee may wish to contact other people who are not on this list – please see the disclaimer.

### Referee A

Name:

Phone:

Position Held:

Organisation:

Relationship to  
Applicant:

### Referee B

Name:

Phone:

Position Held:

Organisation:

Relationship to  
Applicant:

Referee C	
Name:	
Phone:	
Position Held:	
Organisation:	
Relationship to Applicant:	
Referee D	
Name:	
Phone:	
Position Held:	
Organisation:	
Relationship to Applicant:	
Referee E	
Name:	
Phone:	
Position Held:	
Organisation:	
Relationship to Applicant:	

## Declaration and Authorisation

1. I declare that the information supplied by me is given voluntarily and is true, accurate and complete in all respects. I acknowledge that I will not hold Cheviot Area School responsible for any omission or mis-statements that I have made in the information provided.
2. I understand that all information provided about me to you, including my application form, resume, references and any assessments will be held by Cheviot Area School to be used for the purpose of evaluating my qualifications, experience and suitability for employment as Principal of Cheviot Area School.
3. I understand that if I withhold relevant information or supply false or misleading information about myself, my application may not be further considered. I also understand that my employment may be terminated if, after investigation, my employer discovers that any information which I have provided is false or misleading.
4. I understand that I am entitled to have access to relevant information retained by Cheviot Area School (except for any exemption provided under the Privacy Act 1993 such as evaluative material) and to request correction of the information and/or request that there be attached to the information a statement relating to the fact that I have requested a correction.
5. I consent to the Presiding Member and/or Appointment Committee personnel making such enquiries with such organisations including but not limited to inquiries with all former employers, Teacher Registration Board, and such other bodies or organisations which might hold information relevant to my employment, my suitability to manage and any other information that my prospective employer deems necessary to obtain.

6.

**Signature:**

**Date:**

