



TE KURA O ŌHINETAHI GOVERNORS BAY SCHOOL

August 2024

Tēnā koe

Thank you for your interest in applying for the role of Principal | Tumuaki at Te Kura o Ōhinetahi | Governors Bay School.

Nestled at the top of Whakaraupō | Lyttelton Harbour in a unique semi-rural setting, only 15 minutes from Christchurch and 10 minutes from the active port of Lyttelton. We look from our school playground to the wider playground of the bush-clad Port Hills and sparkling water of the harbour where we have direct access to an array of walking tracks and water activities. An active outdoor lifestyle and appreciation for the environment is strongly reflected in our school culture and broader community.

Our school serves as the heart of our small community and is well-supported by an engaged and proactive parent group who are welcomed into the classroom and beyond to help with activities. Students hail from a diverse range of backgrounds, with a reasonable number coming from families that have emigrated from other parts of the world.

While our classes operate in a single cell format we have a strong collaborative approach to teaching and learning. Our school has a strong teaching team supported by a highly experienced Office Manager and learning support staff - led by the Tumuaki and supported by two team leaders.

We are looking for someone with proven leadership abilities who can build on the current Principal's achievements while also bringing fresh perspectives and innovative ideas to guide our school into the future. Experience as a school SENCO would be beneficial.

Shortlisted applicants will be invited to visit our kura prior to their interview if they would like to - we can arrange a time in due course.

Timeline

Proposed timeline for appointment:

- Applications close at 12:00 pm on Wednesday 25 September
- Shortlisting will be completed by Tuesday 1 October
- Reference checks will be done the week prior to the interviews
- Interviews will be held on Sunday 6 October

Please send your completed application, cover letter and CV electronically to:

Rebecca Baynes, Office Manager
office@governorsbay.school.nz

Introduction

As a staff we work hard to design and deliver engaging learning opportunities across the school. We are committed to a schooling experience that is seamless and coherent, inclusive and inviting to tamariki and whānau. If this all sounds like you, we strongly encourage you to apply!

We are incredibly proud of the school that has been created and supported by a strong staff and supportive community. We are a tight team and we want a tumuaki | principal who is ready and willing to jump in, lead us with vision and clarity and honour the connections we have between staff, ākonga | learners, whānau, out into our local community and with mana whenua.

As a U2 school, this role may contain a teaching component, depending on how the staffing entitlement is deployed. Currently the tumuaki teaches 0.1 but this fluctuates depending on the changing school population.

School Context

Te Kura o Ōhinetahi | Governors Bay School is a full primary school for students Years 1 to 8. The school currently has four classrooms, a library, a collaborative space for drama, arts and extension activities, an administration block, large playing fields and a ball court area. The school had a full renovation and partial build, with two new classrooms replacing a single stand alone classroom. Our classes are large, airy and modern. Students are taught in composite classes and teachers use a range of high quality teaching practices to differentiate for students' strengths, needs and interests. Students belong to one of four houses and House Captains lead and organise activities and competitions and encourage a strong sense of belonging and pride in all students. We have a diverse community of learners and strong community support. We value all of our learners and prioritise differentiation within our programmes.

Over 2021 and 2022, the school community reviewed their values and logo. As a result, the school has identified new values to take us into the future:

Kō ahau: Grow with curiosity & kindness

Kō mātou: Connect with others through kotahitanga

Kō tātou: Create change in the world as kaitiaki

Our new school logo was also introduced at this time, and “the Kererū in the logo symbolises the Te Kura o Ōhinetahi | Governors Bay School student. Its actions are a metaphor for student life. It is swooping around in a playful way. Students love to learn through play. It is soaring on the ocean winds - thriving on the thermals of learning. It is looking ahead, deciding its direction or what it wants. Te Kura o Ōhinetahi | Governors Bay School students ... have been prepared by the school to make a difference in their world...”

The school makes the most of its environment, being at the head of Whakaraupō | Lyttelton Harbour. In 2020, we were successful in applying to be an EnviroSchool. Students enjoy swimming in the heated community pool across from the school in Terms 1 and 4. The school maximises the use of the community centre over the road for a variety of activities such as assemblies, performances and for Health and Physical Education activities. The kura has been an active member of the kāhui ako, Te Mana Raupō, since 2021.

www.governorsbay.school.nz

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The school is governed soundly by the Board of Trustees, with the focus for every learner to achieve their highest possible educational and social potential. The school benefits from a mutually respectful partnership with its active Parent Teacher Association (PTA) who develop a strong community through school activities, events they initiate and run.

The Board of Trustees has identified the following hopes and aspirations for the school, in its 2024 - 2025 [Strategic Plan](#):

- Our kura and its people are inclusive; a place where ākonga are curious, confident, open to challenge and have a strong sense of identity.
- We actively connect with and protect our local environment, community and histories, and acknowledge Ngāti Wheke and Kai Tahu as mana whenua.
- We are leaders in fostering curiosity, critical thinking and creativity; these are foundational skills for future-focussed learning and living.
- Our school is a safe place for our young people, both physically and emotionally. This includes effective financial planning, investment and property management.

Person Specification

We are looking for a Principal who:

- Has a student-centric approach, fosters inclusivity and is willing to oversee the provision of specialist learning support in the school (SENCO role)
- Has strong relationship building abilities - is an open, transparent communicator and who develops high-trust relationships with all stakeholders
- Is a strategic leader who can manage, inspire and motivate staff by taking a collaborative approach.
- Has a proven track record of using an evidence-based approach to make informed decisions
- Has a focus on the improvement of student outcomes for all learners, supported by sound knowledge of current pedagogical practice to develop a strong local curriculum and integrating upcoming curriculum changes.
- Is committed to upholding ngā tikanga Māori and advancing te reo Māori within our school, while fostering a culturally inclusive environment.
- Has the knowledge and vision to use a range of technologies to support future-focused learning.
- Is a lifelong learner, committed to their own and to the staff's professional growth and development.
- Be committed to growing our school culture to reflect the unique character of our school; and align with our strategic plan.
- Who has the management skills, proven financial acumen, administration experience and vision to effectively lead our school.

Our ākonga are looking for someone who is, or values:

- **Kind and Caring:** The principal is described as kind, caring, friendly, and supportive. They are someone who helps with feelings, listens to students, and looks out for others.
- **Fun and Engaging:** The principal is seen as fun, funny, and playful, with a focus on making school enjoyable. They organise fun activities, field trips, and special days that make school exciting.
- **Sports and Outdoors:** Many responses highlight a principal who is sporty and encourages outdoor activities. They are involved in organising sports, improving playgrounds, and creating opportunities for physical activities.
- **Creativity and Arts:** The principal values creativity and the arts, being artistic themselves or supporting artistic activities. They might also be interested in nature, environmental causes, and creating spaces for creative expression.
- **Student-Centred Leadership:** The principal listens to students, is responsive to their needs, and creates an environment where students feel safe and happy. They focus on making improvements that benefit the students, like better playgrounds, more sports equipment, and special clubs.

Our staff and community want a Principal

Brings Strong Leadership and Vision: The principal should be a clear and decisive leader who can inspire and motivate the school community. They should have a strong vision for the school's future and the ability to implement strategies to achieve it.

Three key themes shone through across both groups:

Community - Continue building an inclusive community

- Remain a community hub.
- Fostering a strong sense of community

Learning - Fostering a lifelong passion for learning

- The implementation of the new and evolving curriculum
- Learning should be child-centred and rich
- Should be inspiring

Wellbeing - Student wellbeing, academic results, extra-curricular activities

- Value and support staff and student wellbeing and mental health
- Prioritise equity for all ākonga, including those with specialist needs
- Building children's emotional resilience
- Creating an environment that accepts and enables our neurodivergent tamariki to be the best they can be

Job Description

Purpose

The Principal is responsible for the day to day operations of the school, including supervision of all teaching and non-teaching personnel, taking direction from the National Education and Learning Priorities, the New Zealand Curriculum Framework and the school's Strategic and Annual Plan, and its policies and plans.

The Principal is a Board member in their own right and at the same time, in the role of Manager, fulfils a position as a consultant to the Board.

Accountability

The Principal is directly responsible to the Board of Trustees, through the Chairperson, for professional leadership, curriculum management and motivating staff, relationship management, administrative functions and contribution to and support of the Board of Trustees.

This job description sets out the duties and responsibilities of the Principal and forms the reference point for performance appraisal which is the direct responsibility of the Board.

Extent of Authority

The Principal operates within legal requirements, the school's strategic plan, policies and budgets. The Principal is responsible for the welfare and education of the students and staff and for specific duties delegated by the Board of Trustees.

Working Relationships

The Principal:

- Gives priority to ensuring the wellbeing and educational achievements of the school's ākonga.
- Gives priority to ensuring the wellbeing and professional learning of staff they lead.
- Actively maintains positive relationships with whānau and community.
- Promotes collaboration within and across Te Mana Raupō Kāhui Ako.
- Helps to promote the interests and image of the school.
- Works as a member of the Board of Trustees.

Statement of Responsibilities

Pedagogical Leadership | Pou Ako, Pou Tikanga Māori

The tumuaki | principal is responsible for quality teaching and learning programmes and practice, which is in accordance with the National Education and Learning Priorities, the New Zealand Curriculum Framework and the school's Strategic and Annual Plan, and its policies and plans.

- Maintain and share a thorough understanding of current approaches to effective teaching and learning, as the curriculum is reviewed and released.
- Maintain in-depth knowledge of curricula and approaches to assessment.
- Use assessment information to lead robust conversations about teaching and learning, including approaches for intervention, extension and improving the impact and consistency of teaching across the school.

- Work with the teaching and support staff to ensure that diverse student needs are met and liaise with support agencies as appropriate.
- Create an inclusive school environment for all ākonga and whānau.
- Ensure that the voices of tamariki are evident in school planning.
- Bring Te Tiriti o Waitangi to life in the school through a vibrant local curriculum and connection to our whānau Māori and mana whenua.
- Works to improve their own te reo and tikanga Māori skills and encourages others to do the same.
- Ensure that student achievement targets are set annually, monitored throughout the year and reported on regularly to parents and to the Board.
- Provide reports to the Board on student achievement, staff appraisals and professional development, employment relations, health, safety and wellbeing, administrative issues, planning, property and evaluation of educational programmes.
- Maintenance of acceptable levels of student behaviour within the school.

Leading Staff | Pou Tāngata

Bring staff together to improve outcomes for ākonga.

- Provision for staff to be fully involved in decision making processes within the school.
- Development of a Professional Growth Cycle that provides regular feedback and encouragement and appraisal against relevant professional standards.
- Provision of a staff development programme that provides assistance and support that brings about improvements in performance.
- Active participation in and contribution to school and community events.

Relationship Management | Pou Tāngata, Pou Tikanga

Foster a climate of trust and cooperation between the school, the community and local iwi, by regularly communicating, consulting whānau on important issues and involving the community in the life of the school.

- Build on the strong teaching and support teams within the school by valuing their experiences and contributions to the school.
- Value the connections and interactions with students and their whānau.
- Maintain the trust and cooperation between the school and other members of Te Mana Raupō Kāhui Ako.
- Present a positive image to prospective parents, groups and official agencies when promoting the school.
- Ensure that the needs and feelings of each cultural / ethnic group are respected.
- Develop and maintain effective relationships with the Board of Trustees

School Management | Pou Mahi

Ensure the smooth running of the school through the effective management and administration of finance, property, and health & safety systems.

- Prioritise and maintain, within limits of the budget, teaching and learning resources and ensure that these resources are used effectively in classroom programmes.
- Responsibility for the efficient day to day management of the school.
- Responsibility, in conjunction with the Board of Trustees, for the appointment of all staff.
- Recommendation to the Teaching Council regarding registration of teachers.

Contribution and Support to the School Board | Pou Ako, Pou Mahi

- Advise it of maintenance needs of the school and developing long term and short term goals.
- Assist in the development of policies and the setting of budgets and working within the boundaries set by them.
- Assist with the development and annual updating of a strategic plan.
- Inform the Board of the school's reaction to and participation in Ministry initiatives and educational opportunities.
- Support the Board in their designated areas of responsibility.
- Maintain strong communication links with the Board to ensure that all relevant information is shared with Board members.

Recommended Reading

- [Strategic Plan 2024 - 2025](#)
- [School website](#)
- School newsletters
- Principal Eligibility Criteria document from

If the following encapsulates your spirit, we would love for you to apply...

- You love being a teacher!
- Values being part of our wider community.
- Isn't too precious and enjoys a good laugh.
- Is social and keen to be a part of a vibrant and fun team.
- Cares about the environment and our place in the world.
- Uses, promotes and celebrates te reo and tikanga Māori.
- Mucks in and gets things done.