



Principal/Tumuaki

Application and Information Pack

Applications close
3pm Friday 14th October 2022



LETTER FROM THE PRESIDING MEMBER

Dear Applicant

Thank you for your interest in the advertised Principal/Tumuaki position at our School.

The Principal (U5) position is available commencing Term 1, 2023. Our new Principal will have a sound knowledge and understanding of the New Zealand Curriculum and a commitment to staying at the forefront of educational practice through on-going professional development. The successful applicant will need to empower teachers to continually improve their teaching programmes and practices through improved skills and knowledge, innovation, and support.

This is an opportunity to lead a very committed team, who value communication, teamwork, and a sense of humour. The successful applicant will be joining a wonderful community where parents are involved in supporting daily programmes and students are given the opportunity to participate and achieve in a wide variety of experiences.

Our Kura continues to develop including a new Archgola enabling outdoor learning, sensory gardens, and walkway and a major refurbishment development in the junior area of our school. We are part of the Ka Ora, Ka Aho – Healthy School Lunches programme on site and are committed to providing a healthy environment for our ākonga.

The principal role offers a great opportunity for a leader who has a passion and commitment to continue to enhance our school and believe in our mission of 'Growing a community of learners'.

Grantlea Downs School is in a very good financial position and is well placed to support our tamariki to experience their own success through learning.

We are seeking an innovative and inspirational principal to be the new leader of our school, someone who has the vision, enthusiasm, and energy to make our school a leader in primary school education. A principal who will challenge and inspire staff and students to aim high when goal setting and provide the support and guidance that will enable those goals to be reached.

Your application form and any supporting documents you have included will be held by the school and destroyed when no longer required.

If you require further information, please do not hesitate to contact me. I look forward to your application.

Yours sincerely



ERROL JOHNS

Presiding Member

Grantlea Downs School Board of Trustees

Email: position@grantleadowns.school.nz

APPOINTMENT TIMELINE AND APPLICATION PROCESS

Closing date for applications	3 pm, Friday 14 October 2022
Interview of shortlisted candidates	November 2022
Successful candidate notified	November 2022
Commencement date	Term One 2023 (or by negotiation)

Please find included the following information relating to this position.

- School Introduction and Description
 - Strategic Vision
 - Guidelines for Applicants
 - Person Specification
 - Principal Eligibility Criteria
 - Job Description (Professional Standards)
 - Code of Conduct
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- The Grantlea Downs School 2022 Charter and application form can be found on the school website <https://www.grantleadowns.school.nz/copy-of-staff>

An application can be made by emailing the following:

- The application form
- A cover letter
- Your curriculum vitae
- Any other supporting documentation you wish to provide

Subject Line: Confidential Principal Application

To: position@grantleadowns.school.nz

Receipt of all applications will be acknowledged. If you have any queries about the position, or wish to organise a tour of the school, please contact Sandra Annett on 027 676 1617 in the first instance.



SCHOOL INTRODUCTION AND DESCRIPTION

In 2005 Grantlea School merged with Seadown School to become Grantlea Downs. This resulted from an Area Review which focused on rationalising the educational facilities in South Canterbury.

Grantlea School first began on the site in 1959 as Timaru began to grow to the north. Seadown School has a considerably longer history, having provided education in the area since 1890. The merger of the two schools was a harmonious one with both communities being fully committed to the continued success of a school on the Grants Road site.

Our school has a healthy roll of 330 students. While somewhat hidden from the road, Grantlea Downs is set on spacious grounds with the Te Ahi Tarakihi Creek on its northern boundary, where the students have recently planted over 200 natives in conjunction with ECAN and the Timaru District Council.

We regularly receive praise from the community who compliment our students on their behaviour and conduct outside school. The community is proud of its school and every effort is made to encourage participation and involvement.





Our Strategic Vision 2022 - 2024

Growing a community of learners
He whakatipu hapori akonga



Goals

Skilled and Capable Staff

Strong Relationships with the Community

Explicitly Tailored Learning

Strategic Initiatives

- ◆ Staff Skill Survey
- ◆ Professional Development
- ◆ Capability Coaching
- ◆ Pr1 me Maths, Structured Literacy and the use of HERO SMS

- ◆ Embed daily Te Reo Māori
- ◆ Develop whānau/community links
- ◆ Programmes to support links to our wider community
- ◆ Fostering expected behaviours through the use of PB4L

- ◆ Develop a Local Curriculum specifically tailored for Grantlea Downs
- ◆ Teaching and embedding of the local curriculum by 2024

Success

Staff have ongoing Professional Development and coaching to grow their practice

Our cultural identity is evident across the school with a particular acknowledgement to Tangata Whenua

Students are engaged in meaningful learning and are achieving at their highest level. See the local curriculum visually in action throughout the school

GUIDELINES FOR APPLICANTS

Closing date	<p>Applications for this position must be received by 3pm Friday 14th October 2022</p> <p>Applications can be emailed to: position@grantleadowns.school.nz</p> <p>If you do email your application please ensure that the Board receives all parts of the application.</p>
Address	<p>Applications are to be sent to:</p> <p>The Secretary Board of Trustees 65 Grants Road Timaru 7910</p> <p>Clearly mark the envelope 'Job Application Confidential'</p>
Checklist	<p>Your application should include:</p> <ol style="list-style-type: none">1. Completed application form – all areas must be completed (even if this duplicates some information).2. Covering letter briefly outlining your experience in education.3. Curriculum vitae containing:<ul style="list-style-type: none">- employment history- education, training, qualifications- specific skills, strengths, and abilities relevant to this position- names and contact details of three professional referees who can confirm your suitability- any other relevant information that may assist the appointments committee.
Interviews	<p>The Board of Trustees will arrange interviews with shortlisted applicants.</p>
Start Date	<p>The starting date for the position will be Term 1, 2023 or by negotiation.</p>



PERSON SPECIFICATIONS -

WHO WE ARE LOOKING FOR

At a given moment in time, a principal/tumuaki is the kaitiaki (guardian) of what a school community believes is important. They ensure a sustainable, empowering, and safe environment for all, now and into the future. They recognise their responsibility to pass on a well-looked-after school to the principal after them. They are willing and able to think deeply about the impact of their leadership, background, underlying assumptions and privileges on others and the school community. They are a learner, willing to ask for support and help, take on board new evidence and engage with emerging ideas.

Grantlea Downs School Person Specification:

- embraces our Charter and has the skills to implement our vision, goals, and values
- is an excellent communicator who can build strong, positive relationships with students, staff, the board, parents, and the community
- supports good environmental and sustainable practices, values our school environment and the wellbeing of ākonga and kaimahi
- confidently manages a team; inspiring joint and individual excellence through clear communication, high expectations, supporting on-going professional development and building positive working relationships
- uses an inclusive leadership style where kaimahi, and hapori input is encouraged and valued to enable beneficial and meaningful decisions for all areas of school life
- is able to efficiently manage the significant financial, property, compliance and personnel tasks that come with this leadership position
- is passionate about improving student performance and motivating students to achieve.

To help the appointment committee, our parents, staff, and students were given the opportunity to give their opinion in what leadership qualities, and personal characteristics they would like to see in our new principal. The following is a summary of the feedback:

Ākonga feedback

Our students envisage our new principal to:

- be a good role model
- be interested in their interests and care about their opinions
- be intelligent
- be polite
- be kind
- be helpful
- be non-judgemental
- be funny
- when people get hurt, help them
- not lie – be truthful, show honesty
- not be mean, no bullying people
- be a good principal, do good stuff



Kaimahi feedback

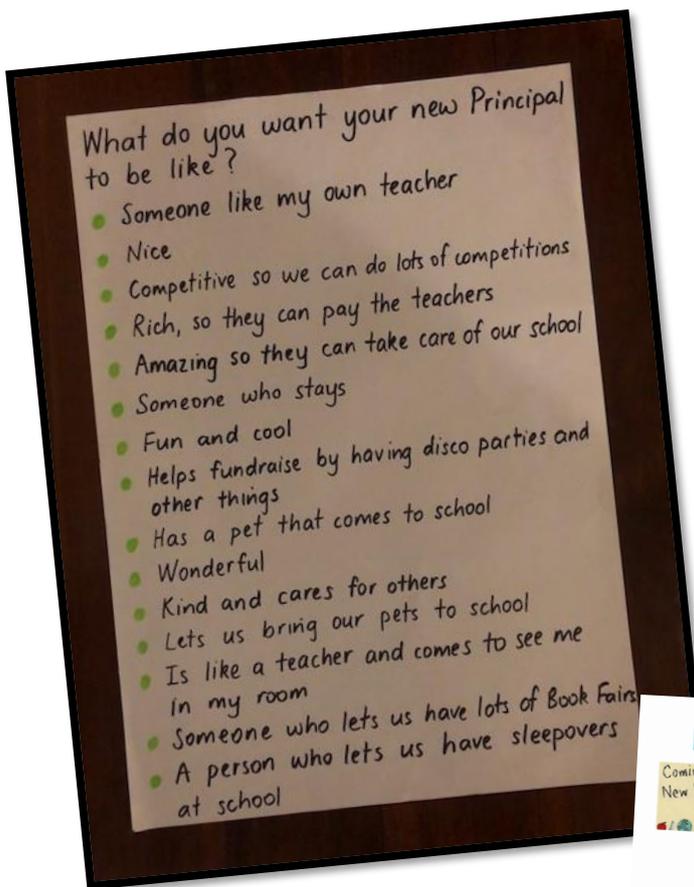
Our staff feel it is important for our new principal to:

- be a good communicator and an active listener who connects well with others
- be enthusiastic about leading a team and able to empower others
- have a clear education vision – future focused
- be actively involved around the school and with school events
- believe and uphold our school values: honesty, respect, excellence, and responsibility
- be positive and have a sense of humour
- be a problem solver who can have courageous conversations
- be a supportive leader recognising the benefit of staff professional development

Hapori feedback

Our community would value a principal who:

- is inclusive and respectful of all cultures
- is approachable, supportive, and caring
- is adept at building relationships throughout the school community
- has a firm but fair consistent approach
- is motivated and an innovative thinker passionate about education
- is an inspirational leader who is a strong advocate for our ākonga, kaimahi and hapori



PRINCIPAL'S JOB DESCRIPTION

Responsibilities:

The principal directs the day-to-day operations of the school, taking direction from the school's Charter and Strategic Plan, its policies, and the Board of Trustees to ensure the effective performance of the school. The principal is a board member in his own right and at the same time in the role of the school manager, fulfils a position as a consultant to the board and its committees.

The principal's role involves key areas of responsibility:

1. The educational success of the school, creating opportunities to improve the conditions for teaching and learning.

- In the role of the educational leader, the principal will lead teaching staff in the planning, implementation, and evaluation of educational programmes designed to deliver national and local curriculum goals and reflect the school's Charter, policies and plans. The principal will ensure that these programmes contribute to a coherent, balanced, equitable programme that reflects established school priorities.
- The principal will ensure that programmes are adapted to the specific learning needs of individual children and will enlist the assistance of specialist agencies if necessary.
- Student progress in all programmes will be monitored and recorded, ensuring effective teaching, and learning practice is evident to improve student achievement.
- The principal will make and implement day-to-day professional decisions to ensure the effective performance of the school.
- The principal will be a positive role model for staff, students, parents, and the community and promote our school values and our school vision 'Growing a Community of Learners- He whakatipu hapori'
- Provide an emotionally safe and positive learning environment for students.

2. The performance management and development of staff.

- As a professional leader, the principal will assist in the employment of competent staff in all areas of the school, through the implementation of the school's personnel policies. The principal has responsibility for reviewing job descriptions, ongoing staff appraisals, for the professional development of all staff, and for staff discipline as specified in the appropriate contracts and school policies.
- The principal will act as a role model on self-learning and development and provide effective guidance and motivational leadership to all staff.
- The principal will negotiate an annual principal performance agreement with agreed and described specific goals for that year. The Primary Principals' Professional Standards and NZ Education Council Standards are the baseline for assessing satisfactory performance.

3. Day to day administration of the school; its culture, community, staff, students, and other stakeholders.

- In the role of administrator, the principal will oversee all aspects of school organisation. He will supply such information as may be required by the Ministry of Education and other educational agencies and will ensure that all school rules and regulations are adhered to.
- Assist the board and staff to develop sound financial plans and budgets which reflect the current and future needs of the school.
- The principal will oversee the school's day to day financial functions, monitoring and approving spending ensuring this is kept within Board budget approvals.
- Provide financial reports to the Board of Trustees, presented at Board meetings.
- Ensure the provision and maintenance of the school's equipment and educational facilities ensuring the environment is kept clean and safe.
- The principal is responsible for the overall Health and Safety at Grantlea Downs School, displaying a commitment through actively supporting all health, safety, and wellbeing initiatives.

4. Effective communication to all stakeholders.

- The principal will regularly communicate to the parents and school community through newsletters, the school website and other forms of media developing community partnership.
- Promote the school in the wider community.
- The principal will oversee reporting to parents on their child's progress as per Ministry of Education requirements.
- The principal will be sensitive to parent, staff and community concerns and address them, being available to parents and staff for discussion, follow up outcomes from such discussion and report back to parties involved.
- Give parents and staff the opportunity to express their ideas and preferences through good consultative practices.
- Maintain a positive and visible presence at events in which the school is involved.
- As a communicator, the principal will report regularly to the board of trustees on management issues and on the attainment of charter goals.
- The principal will always liaise with the chairperson and other board members over matters of mutual interest or concern.

5. Providing educational advice to the Board of Trustees to support them in their role.

- The principal will provide effective professional advice to the board to help ensure that it meets all its statutory and local obligations and will endeavour to facilitate a harmonious working relationship between the board and school staff.
- Provide the Board with an insight into up-and-coming legislative changes.
- Implement the decisions of the Board and approved school policies and procedures ensuring full compliance.
- Provide advice to the Board on maintenance, development, and enhancement of school property.
- The principal will develop/review and present for consultation, the Charter, Strategic Plan, Annual Targets, Budget, 10 YPP, Cyclical Plan and Annual Report to the Board.
- Assist the Board in meeting its annual audit and reporting requirement.
- Assist the Board to achieve its good employer obligations.
- Report to the Board on schoolwide curriculum achievement.

PROFESSIONAL STANDARDS FOR PRIMARY PRINCIPALS

AREAS OF PRACTICE	PROFESSIONAL STANDARDS
<p>CULTURE Provide professional leadership that focuses the school culture on enhancing learning and teaching.</p>	<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> <p>Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning.</p> <p>Model respect for others in interactions with adults and students.</p> <p>Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture.</p> <p>Maintain a safe, learning-focused environment.</p> <p>Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected.</p> <p>Manage conflict and other challenging situations effectively, and actively work to achieve solutions.</p> <p>Demonstrate leadership through participating in professional learning.</p>
<p>PEDAGOGY Create a learning environment in which there is an expectation that all students will experience success in learning.</p>	<p>Promote, participate in, and support ongoing professional learning linked to student progress.</p> <p>Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand Curriculum documents.</p> <p>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.</p> <p>Ensure that the review and design of school programmes is informed by school-based and other evidence.</p> <p>Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice.</p> <p>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.</p>

AREAS OF PRACTICE	PROFESSIONAL STANDARDS
<p>SYSTEMS</p> <p>Develop and use management systems to support and enhance student learning.</p>	<p>Exhibit leadership that results in the effective day-to-day operation of the school.</p> <p>Operate within board policy and in accordance with legislative requirements.</p> <p>Provide the board with timely and accurate information and advice on student learning and school operation.</p> <p>Effectively manage and administer finance, property, and health and safety systems.</p> <p>Effectively manage personnel, with a focus on maximising the effectiveness of all staff members.</p> <p>Use school/external evidence to inform planning for future action, monitor progress, and manage change.</p> <p>Prioritise resource allocation based on the school’s annual and strategic objectives.</p>
<p>PARTNERSHIPS and NETWORKS</p> <p>Strengthen communication and relationships to enhance student learning.</p>	<p>Work with the board to facilitate strategic decision making.</p> <p>Actively foster relationships with the school’s community and local iwi.</p> <p>Actively foster professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider education community.</p> <p>Interact regularly with parents and the school community on student progress and other school-related matters.</p> <p>Actively foster relationships with other schools and participate in appropriate school networks.</p>

STANDARDS FOR THE TEACHING PROFESSION

Standard	Elaboration of the Standard
<p>Te Tiriti o Waitangi partnership</p> <p>Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>	<p>Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.</p> <p>Understand and acknowledge the histories, heritages, languages, and cultures of partners to Te Tiriti o Waitangi.</p> <p>Practise and develop the use of te reo and tikanga Māori.</p>

Standard	Elaboration of the Standard
<p>Professional Learning</p> <p>Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p>	<p>Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.</p> <p>Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages, and cultures.</p> <p>Engage in professional learning and adaptively apply this learning in practice.</p> <p>Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners including learners with disabilities and learning support needs; and wider education matters.</p> <p>Seek and respond to feedback from learners, colleagues, and other education professionals, and engage in collaborative problem-solving and learning-focused collegial discussions.</p>
<p>Professional relationships</p> <p>Establish and maintain professional relationships and behaviours focused on the learning and well-being of each learner.</p>	<p>Engage in reciprocal, collaborative learning-focused relationships with:</p> <ul style="list-style-type: none"> • learners', family and whānau • teaching colleagues, support staff and other professionals • agencies, groups, and individuals in the community. <p>Communicate effectively with others.</p> <p>Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.</p> <p>Communicate clear and accurate assessment for learning and achievement.</p>
<p>Learning-focused culture</p> <p>Develop a culture which is focused on learning, and is characterised by respect, inclusion, empathy, collaboration, and safety.</p>	<p>Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.</p> <p>Foster trust, respect, and cooperation with and among learners so that they experience an environment in which it is safe to take risks.</p> <p>Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.</p> <p>Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural, and emotional safety.</p> <p>Create an environment where learners can be confident in their identities, languages, cultures, and abilities.</p>

Standard	Elaboration of the Standard
	<p>Develop an environment where the diversity and uniqueness of all learners is accepted and valued.</p> <p>Meet relevant regulatory, statutory, and professional requirements.</p>
<p>Design for learning</p> <p>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner’s strengths, interests, needs, identities, languages, and cultures.</p>	<p>Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.</p> <p>Gather, analyse, and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required.</p> <p>Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.</p> <p>Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.</p> <p>Design learning informed by national policies and priorities.</p>
<p>Teaching</p> <p>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<p>Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all.</p> <p>Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.</p> <p>Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners.</p> <p>Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.</p> <p>Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning.</p> <p>Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.</p>

THE CODE OF PROFESSIONAL RESPONSIBILITY

1. Commitment to the Teaching Profession

I will maintain public trust and confidence in the teaching profession by:

demonstrating a commitment to providing high-quality and effective teaching
engaging in professional, respectful, and collaborative relationships with colleagues
demonstrating a high standard of professional behaviour and integrity
demonstrating a commitment to tangata whenuatanga and Te Tiriti of Waitangi partnership in the learning environment
contributing to a professional culture that supports and upholds this Code

2. Commitment to Learners

I will work in the best interests of learners by:

promoting the wellbeing of learners and protecting them from harm
engaging in ethical and professional relationships with learners that respect professional boundaries
respecting the diversity of the heritage, language, identity and culture of all learners
affirming Māori learners as tangata whenua and supporting their educational aspirations
promoting inclusive practices to support the needs and abilities of all learners
being fair and effectively managing my assumptions and personal beliefs

3. Commitment to Families and Whānau

I will respect the vital role my learners' families and whānau play in supporting their children's learning by:

engaging in relationships with families and whānau that are professional and respectful
engaging families and whānau in their children's learning
respecting the diversity of the heritage, language, identity, and culture of families and whānau

4. Commitment to Society

I will respect my trusted role in society and the influence I have in shaping future by:

promoting and protecting the principles of human rights, sustainability, and social justice
demonstrating a commitment to Te Tiriti o Waitangi based Aotearoa New Zealand
fostering learners to be active participants in community life and engaged in issues important to the wellbeing of society

PROFESSIONAL EXPECTATIONS AND CODE OF CONDUCT

Purpose to guide the commitments, responsibilities and conduct of staff that ensures staff act and present in a professional manner and adhere to our school values

Responsibility

- Dress in a manner that is appropriate to our profession (i.e. always maintain a tidy dress, tidy sporting attire where appropriate).
- Always talk and act as role models for students.
- Maintain confidentiality and integrity as a loyal staff member, exhibiting responsibility.
- All staff to promote and be involved in the wider interests of the school.
- Teachers to always operate under the New Zealand Teaching Council Code of Professional Responsibility and Standards for the Teaching Profession, and the NZEI Professional Standards (as outlined in job description).
- Teaching staff to be involved in the wider interests of the teaching profession.

Respect

- Respect is an accepted core value, for students, staff, whanau, and the wider community.
- Accept the diversity of people's qualities and attributes and treat them fairly.
- Listen to everyone's contributions and questions with an open mind.
- Support others in their given roles and act on what has been collectively agreed or expected both individually and as a team.

Excellence

- Celebrate success and be proactive in commenting positively.
- All staff to actively see Professional Development opportunities to increase their current knowledge.

Honesty

- Address issues with the person involved in an honest, respectful, and constructive way.

