

- TOMARATA SCHOOL -



Person Description - Principal

Tomarata School seeks a dynamic, inspirational Principal who is a passionate and confident educational leader capable of continuing to bring to life our Vision for the school.

This person will be able to carry out all of the roles and responsibilities of a principal in accordance with the Professional Standards of a Primary Principal. This includes the Dimensions of Culture, Pedagogy, Systems, and Partnerships and Networks, which include competency in matters relating to personnel, finance, property, assets, and legislation. Naturally, the new Principal will have excellent organisation skills.

Experience

- Current New Zealand fully registered teacher
- Proven experience as an exemplary teacher
- Proven experience as a management leader - preferably experienced in a permanent role as a Deputy Principal and/or Principal
- Experience dealing with a variety of stakeholders from parents, teachers, BOT, Ministry, ERO, etc

Leadership

- Be an energetic leader who will inspire and motivate a positive attitude and atmosphere and maintain and further develop the strong school culture.
- Have an effective, inclusive leadership style that empowers staff and promotes growth. The new principal will develop trust with staff through getting to know them as individuals – acknowledging and building on their strengths and supporting them in identifying areas for growth and development. This person will also notice and value peoples' contributions.
- Be a regular visitor to classrooms, be aware of the learning that is occurring and be inspirational in developing new and innovative teaching practices across the school.
- Be positive, fair, consistent and reasonable in the management of staff, contractors and students.
- Have high expectations of self and others in terms of morals, ethics, integrity and discipline, with a strong set of values.
- Be able to delegate responsibilities or tasks but still retain ownership, encouraging a collaborative environment within the school.
- Be a role model who can lead by example while still being a team player.
- Be, in the best sense of the term, a “lifelong learner” and actively seek professional development and encourage professional development in others.
- Set a clear direction for staff and students to achieve their goals.

Thinking

- Have a clear positive educational philosophy that is a match to our school vision and aims.
- Be up-to-date and well-versed in educational initiatives that engage, excite and motivate all learners.

- Put the interest and wellbeing of our children at the centre of everything they do and hold high expectations and values for our children, helping them to develop the skills necessary to reach their full potential.
- Be innovative, strategically minded and future focused, showing flexibility and the ability to see things from many perspectives. Be able to identify potential challenges or conflicts, and be proactive in developing and implementing solutions.
- Ensure that student progress and achievement are reported on regularly and accurately.

Relationships

- Be personable, warm and friendly with a good sense of humour, relate well to others and have a genuine sense of empathy and caring where needed - whether to students, families or staff.
- Be visible and “out and about” in classrooms, school grounds and at community events.
- Make it a priority to be available to staff, parents, students and other relevant stakeholders
- Connect and positively engage with a wide range of people and cultures within the school and wider community.
- Be interested in students and their progress and achievement both in and out of school.
- Exercise good judgement and tact in dealing with any concerns, issues or complaints from any part of the school community.
- Be able to take direction from and engage positively with the Board of Trustees. Be the Board’s primary expert on pedagogy and education systems.
- Have a community orientation that encourages parental involvement with their children’s education. This will include acting as an advocate for the school in the community.

Knowledge and skills

- Be an exceptional teaching practitioner who shows passion, expertise and pride in their work.
- Have above average organisational, managerial and administrative skills.
- Have a positive and consistent approach to student behavioural management and have strong behaviour management skills for challenging students.
- Knowledge and understanding of legislation in the education sector and employment relationships.
- Be able to demonstrate an ability to obtain, interpret, apply and report on data.
- Have the ability to deliver positive educational outcomes for our students.
- Have the ability to think strategically and break the strategy down into an achievable plan.
- Be able to demonstrate a knowledge of the role and implications of the Treaty of Waitangi in the education of our students.
- Be able to effectively manage the school's resources, including finance and property, to achieve the school's annual and strategic objectives.

The successful candidate will ideally have knowledge and experience with the following:

- New Zealand Curriculum
- Reporting student achievement and using the HERO Student Management Systems
- School finances and budgets
- Teacher Professional Growth Cycles
- Ministry of Education
- Education Review Office
- Positive student outcomes
- Successful Technology use in the classroom and school environment

- SENCO
- Garden to Table
- PB4L