



PRINCIPAL APPLICATION PACK

TERM 1 2027





Principal Appointment

Dear Applicant

Thank you for expressing interest in the permanent Principal position at Dalefield School for Term 1 2027. We appreciate you taking the time to consider this opportunity and to prepare an application.

The following documents and links are included with this application pack:

- ☐ School Profile
- ☐ Criteria for the appointment
- ☐ Information For Application
- ☐ Recruitment Process
- ☐ Job Description
- ☐ Application form (a separate document)
- ☐ Referee report (a separate document)

Further information about Dalefield School can be found on the school website

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

The application for appointment is to be returned with your CV and covering letter by either by:

- Email to: board@dalefield.school.nz (subject line: Dalefield School Principal position)

OR

- Deliver to: Daniel Craig at Dalefield school Office, 440 Dalefield Road, Carterton, 5791

Referee report forms are to be given to your three referees for them to return directly to Daniel Craig board@dalefield.school.nz no later than 11/11/2026
subject header CONFIDENTIAL

For any further queries, please contact Daniel Craig (Ph: 0277400270) email board@dalefield.school.nz

Once again, thank you for your interest in applying for this very exciting position.

SCHOOL PROFILE

Our School

Nestled at the foothills of the Tararua Ranges, just 6.5 km from Carterton, Dalefield School is a vibrant, semi-rural full primary school with a proud history dating back to 1885. With a roll of approximately 76 students, our school offers a welcoming, close-knit environment where every child is known, valued and supported to thrive.

Our rural identity and strong community connections are at the heart of school life. We welcome families from Dalefield, Carterton and across the wider Wairarapa, fostering a strong sense of belonging, shared responsibility and pride in our school. Our local landscape, iwi and heritage contribute to the unique character of Dalefield, helping connect our children to the place, people and community around them.

With four teaching staff and four full-time support staff, Dalefield is a collaborative learning community where relationships are central to success. Our small-school setting provides opportunities to recognise each child's individuality, nurture their strengths and support their learning and wellbeing.



SCHOOL PROFILE

Our Vision

"To grow confident, capable, connected learners who live our school values of whanaungatanga, manaakitanga and kaitiakitanga and are equipped to thrive in their future pathways."



Our Values

Whanaungatanga

*We all work better together to support each other on this journey of our learning.
We connect, communicate and collaborate*

Manaakitanga

*Choose kindness.
We care. We share. We are unique*

Kaitiakitanga

We protect and take care of ourselves, others and the environment

Ako

We learn from each other and take responsibility for our own growth

Our Strategic priorities

- Continue to implement structured literacy across all year levels
- Embed the current mathematics and statistics curriculum across all year levels
- Enhance student outcomes across the school with accelerated learning for literacy and mathematics.
- Explore ways to integrate literacy, numeracy, inquiry and sciences.
- Foster student agency and ownership
- Further develop an inclusive and supportive environment for all learners
- The school and board is committed to honouring the principles of Te Tiriti O Waitangi



CRITERIA FOR APPOINTMENT

The Board is seeking a Principal who:

Educational Leadership and Student Achievement

- Has proven experience as an effective educational leader.
- Has current, in-depth pedagogical knowledge and can lead high-quality teaching and learning.
- Has up-to-date knowledge of planning and delivering the New Zealand Curriculum.
- Is committed to the progress and achievement of all students, including those with diverse learning needs.
- Values academic achievement alongside a well-rounded programme that includes EOTC, the Arts, sport and wellbeing.

Strategic Leadership and School Development

- Thinks and plans strategically and manages change effectively.
- Has a collaborative leadership approach and builds leadership capability in others.
- Values and actively supports staff professional learning and development.
- Values and strengthens the school's commitment to the environment and promotes sustainability.

People, Relationships and Community

- Values teamwork and works collaboratively with the Board, Senior Leadership Team, staff and wider school community.
- Has strong interpersonal skills and is approachable.
- Is visible, engaged and able to build meaningful connections with students, whānau and the wider community.
- Creates and sustains an enjoyable, friendly and welcoming school environment.

Culture, Identity and Te Tiriti o Waitangi

- Lives the school's values.
- Values Te Ao Māori and understands how to give meaningful effect to Te Tiriti o Waitangi across all aspects of school life.

Operational Management

- Has experience in school management, including finance, personnel, property, and health and safety.
- Understands the importance of working collaboratively with the Board to support effective governance and the successful operation of the school.

INFORMATION FOR APPLICATIONS

Thank you for applying for the position of Principal at Dalefield 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 an interview, you may bring whānau/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.
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 that 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 with the Dalefield School 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.
11. Candidates may undertake a school visit, which will be organised and hosted by the presiding member at a time convenient to both parties. Please contact Daniel Craig via email at or on 0277400270 to arrange a suitable time.

If shortlisted, you will be required to bring to your interview, **the originals and copies** of the following:

Your current Practising Teacher Certificate

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

Gazette Advertisement Online	19/10/2026
Closing date for applications	9/11/2026
Closing date for Referee Reports	11/11/2026
Shortlisting completed	12/11/2026
Interviews <i>There may be a two-stage interview process</i>	Week of 16/11/2026
School visit	By negotiation
Offered appointment	By the 25/11/2026
Appointment commences	Beginning of Term 1, 2027

PRINCIPALS JOB DESCRIPTION

ROLE TITLE:

Principal

RESPONSIBLE TO:

The Board

DIRECTLY RESPONSIBLE FOR:

The students and school staff (teachers, support, ancillary, and property staff)

PRIMARY OBJECTIVES:

Culture: Provide professional leadership that creates a school culture of continual improvement, which enhances learning and teaching

Pedagogy: Ensure a learning environment in which there is an expectation that all students will experience success in learning

Systems: Develop and use management systems to support and enhance student learning

Partnership and networks: Strengthen communication and relationships to enhance student learning

PRIMARY FUNCTIONS:

To act as the Board's chief advisor on policy and strategic issues

To implement the school's Strategic Plan and policy objectives

To ensure delivery of a balanced curriculum in line with the National Curriculum Framework and to maintain programmes of assessment and reporting of student progress

To develop and maintain effective relationships and communications within the school, its community and appropriate agencies

To manage the schools finance and administrative systems, staff and resources effectively and efficiently

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 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

PRINCIPALS PROFESSIONAL STANDARDS

1. Culture: Provide professional leadership that focuses the school culture on enhancing teaching and learning

Professional Standards	Indicators
In conjunction with the Board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students	• 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 Dalefield 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
Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning	• 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 • Achieve improved learning outcomes for students through strong partnerships between students, teachers, and parents Is able to delegate responsibilities to staff
Model respect for other in interactions with adults and students	• 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
Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture	• Demonstrates a willingness to build on the unique philosophy and culture of the school • Ensures Tikanga Māori and Te Reo are incorporated into the day-to-day life of the school and into classroom programs

Professional Standards	Indicators
Maintain a safe, learning focused environment	• 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	• 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	• Identifies issues in a timely and consistent manner and promptly undertakes appropriate actions • Negotiates and facilitates in order 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	• Actively seeks professional development that supports personal leadership growth • Understands own strengths and weaknesses to inform professional development • Integrated professional 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	- 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	- 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 - Takes a pragmatic approach to new initiatives such as National Standards e.g. How can we adapt this to achieve best learning outcomes for our children? - Staff work on clearly established teaching and learning goals that will lead to improved learning outcomes for students - All staff are actively involved in professional development based on effective teaching and learning
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	- 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 Māori and Pacific students
Ensure that the review and design of school programmes is informed by school-based and other evidence.	- Is committed to data and evidence driven decisions - Ensures professional development is linked to student achievement

	• Considers and reviews 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.	• Demonstrates the skills and experience to mentor and guide others by actively participating and interacting with staff • Staff are provided with individual feedback, coaching, encouragement and support • Supports and oversees staff as they observe and mentor each other with regard to 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 Māori and Pasifika students.	• Shows a passion for education, and demonstrates a thorough understanding of teaching and learning for diverse students • There is 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	• Is a strong, confident, committed, and passionate leader with an honest and clear communication style • Demonstrates professionalism at all times • implements best practice systems for leadership and management • Quality day to day management systems are in place to ensure a highly effective school operation
Operate within board policy and in accordance with legislative requirements	• Current legislation is adhered to, 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	• The Board is informed of all areas of the schools' operation and student learning
Effectively manage and administer finance, property and health and safety systems	• 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	• 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	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	The School budget is based on the Strategic Plan 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	- Proactively builds positive, respectful, and professional relationships with the Board - Principal 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	- Proactively builds positive, respectful, friendly, and professional relationships with students - and parents - 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	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	• Passionately and confidently represents the school in the local community and with prospective parents • Is seen to be a 'visible' principal by the school community • Parent community is well informed about student achievement and school related matters • Demonstrates an approachable, caring, fun, and respectful demeanour which encourages • interaction with children and parents
Actively foster relationships with other schools and participate in appropriate school networks	• Passionately and confidently represents the school in the local community with schools in the local area. • Attend a variety of relevant principal and community networking opportunities and meetings