



Middleton Grange School

Principal

There are no names on foundation stones of buildings at Middleton Grange School. They simply say, 'to the glory of God.'

Middleton Grange School seeks a principal of deep Christian faith and conviction who understands the most compelling facets of a twenty-first-century education while humbly serving the school's foundation.

Our Principal will lead the school to develop well-rounded students who steward their giftings, perform to their best, honour God, and grow in their faith. These students should demonstrate outstanding character in service to God and others as the foundation for personal and social peace, just government, responsible citizenship, compassionate neighbourliness, wise parenting and a responsible care of creation.

Our Principal will lead approx. 160 staff and 1,400 students in a Primary School, Middle School, Senior College, and International College and serve a broader Christian Education Network. Their leadership will be instrumental in shaping the future of Middleton Grange School.

We are a State integrated composite Area School with a Christian, non-denominational, evangelical Special Character. A willingness and ability to take part in religious instruction appropriate to the school and uphold the Special Character shall be a condition of employment.

Please apply if you have the vision, wisdom, vocation, knowledge and skill to faithfully lead a legacy Christian school into a promising new era with confident assurance.

Applications close on Monday 12th of May 2025.

Please email rhonda@cst.org.nz for an application pack.

Job Description - **PRINCIPAL**

Reports To	Middleton Grange School Board
Direct Reports	Associate Principal Deputy Principals/Heads of Schools Director International College Executive Assistant
Employment Status	Full Time, Permanent

Preamble

Former Principal Eric Dunlop wrote, "There are no names on the foundation stone laid in the first new buildings of Middleton Grange School. It simply says, 'to the glory of God.' No architect named, no builder, no prominent person unveiling." (*The Middleton Grange Story*, 1989, p.26)

This revealing moment in the school's history claims God's glory as the foundation of Middleton Grange School.

The School Crest portrays the shield of faith, the sword of the Spirit, and the helmet of salvation. The blazing sun represents the "sun of righteousness" from Malachi 4: 2, which foretells the coming of Jesus. The banner contains the school verse, 'In thy light shall we see light,' taken from Psalm 36: 9.

Our Vision is to *assist families in the education of their children by providing an environment in which the Biblical truths of Jesus Christ are taught and lived.*

Our Mission states that *we are committed to a rigorous learning culture based on an understanding of truth revealed in the whole counsel of Scripture. We equip students with the knowledge and skills to understand their heritage and their place in it and to critique and engage contemporary society. We work with parents to encourage students in their gifts and abilities to serve God and others.*

Middleton Grange School (MGS) opened on February 4, 1964, and became a state integrated school in 1996 with The Christian Schools' Trust (CST) as proprietor. In 2004, MGS was one of four schools to establish the Christian Education Network (CEN) in Christchurch. In 2024, MGS celebrated its 60th anniversary.

The position of 'Principal' at MGS can be distinguished from equivalent positions in most other schools. The Principal at MGS is a leader alongside other leaders. MGS is a member of the CEN, which includes principals and leadership teams from the contributing CEN schools, with influence in the non-denominational, evangelical Christian Schooling movement. At MGS, character, excellence, and service are developed for God's glory; they are not taught as self-contained aspirations without essential meaning in God the Father, the Lord Jesus Christ, and by the power of the Holy Spirit.

Therefore, this focused leadership position requires a healthy fear of the Lord with its consequential wisdom, humility, joy, peace, hope, faith and love. The Principal will demonstrate deep Christian integrity, biblically based discernment, and a servant's heart. The Principal of Middleton Grange School will be ready to serve with an *upright heart and skilful hand* (Psalm 78: 72).

And, we are promised, *I will strengthen you and help you; I will uphold you with my righteous right hand* (Isaiah 41: 10). We rest in the Lord, our shield and our defender, for in God's light we shall see light.

Legal Requirements

A State Integrated School must, on integration, continue to have the right to reflect, through its teaching and conduct, the education with a special character provided by it [Education and Training Act 2020, Sch6 s1(1)]

The Principal position at Middleton Grange School is “tagged.”

A tagged position acknowledges that the holder of that position makes a particular and strategic contribution to the delivery of an education with a special character provided by the school.

Education and Training Act 2020, Sch6 s47 requires that a tagged position advertisement include the following wording ‘willingness and ability to take part in religious instruction appropriate to that school shall be a condition of appointment.’

The Principal will champion and guard the school’s special character, as defined by the Integration Agreement and determined by CST, the school’s proprietor, who is responsible for preserving and safeguarding that special character.

Key Tasks and Responsibilities

1. Leading the School for the Glory of God

- 1.1 **Personal Character and Conduct** are shaped by the same biblically based, orthodox, evangelical Christian faith that provides the foundation for the school's special character. The principal will demonstrate an unqualified commitment to the school's special character.
- 1.2 **Inspirational Leadership** of the staff and students in the full life of the school —e.g., school assemblies, gatherings, sports, cultural, and arts events; staff meetings; and management meetings. Inspire the board, staff, students, and parents to love and serve God for his glory.
- 1.3 **Professional and Instructional Leadership** of staff and students through the promotion of instructional pedagogies that are biblically based, knowledgeable in the best traditions, individually and culturally responsive, and with a presence across the campus and in classrooms, educational events, professional development, and meetings.
- 1.4 **Modelling and Mentoring** to the Middleton Grange School community. The school desires to see these attributes expressed in its staff and graduates, including scriptural and academic rigour, pastoral availability, and advocacy for the vulnerable.
- 1.5 **Embody the school ethos** and encourage staff, students, and the wider community to respect the school’s traditions and innovations deeply. This includes naturally expressing the fruit of the Holy Spirit and biblical hopefulness and righteousness.
- 1.6 **Christian Education (Special Character) Leadership** by ensuring that the school’s culture is systematically enhanced and developed for continuous improvement mainly through:
 - i. Schoolwide commitment to prayer and regular Bible reading
 - ii. The professional development of staff in Christian Education, specifically encouraging development in teaching as Christians in a deeply embedded and skilled way.
 - iii. Promoting, developing, and preserving the school's Mission and Vision.
 - iv. Creating and maintaining an environment of life-long learning that encourages students to develop an instinct for Truth guided by Scripture and God’s plan of redemption.
- 1.7 **Leadership of the School’s Vision**
 - i. Continuously promote the school’s founding vision to staff, students, and parents. Inform them of the virtues that underlie the strategic plan; stress what is essential to the school so that the whole school community shares these virtues.
 - ii. Assist the Board in clarifying and reshaping the school’s Vision to ensure its full preservation and ongoing relevance.
 - iii. Ensure the school’s Vision and plans align with the CST.

- 1.8 **Visionary Leadership** of the school through:
- i. Exercising superior leadership with self-awareness, straight-talk, agility, and with a high EQ.
 - ii. A constant and consistent practice of review and reflection that includes, but is not limited to, strategic goals, reviews, and reflective practice that results in measurable results.
 - iii. Explaining the 'why' behind initiatives and intent.
 - iv. An ability to make decisions and determine priorities.
 - v. Thinking ahead and plotting the way forward with systems, training, and management.
 - vi. Casting aspirational concepts of what could be and how to get traction towards this end point.
 - vii. Aspire to work towards a transformative role in Christian education.
 - viii. A current awareness of educational developments nationally and internationally and the ability to implement ideas and examples from other educational organisations that align with biblical truth.
 - ix. To demonstrate 'thought leadership' by being prepared to develop and deepen an understanding of the nuanced riches available to educational leaders who believe in biblical truth and the abundance of the human imagination expressed across cultures.

2. Working with the Board.

- 2.1 Assist the School Board with:
- i. the development of the strategic and annual plans.
 - ii. advice on policy, professional and administrative matters.
 - iii. the implementation of policies and decisions of the board.
 - iv. the implementation of risk management.
 - v. the delivery and fulfilment of the Board's strategic and annual plans.
- 2.2 Provide the Board with comprehensive reports on achieving strategic, academic and educational, sporting, safety, financial, property, and administrative objectives, including the Annual Report.
- 2.3 Provide the Board with a draft Annual Report to review at the end of each financial year. This report will cover financial and non-financial performance, key achievements, constraints or other issues related to meeting targets, and plans to improve performance.
- 2.4 Provide a written Principal's Report (at the agreed time) before the regular monthly Board meetings, including relevant performance indicators, as required from time to time by the Board.
- 2.5 Ensure that all material risks to school operations or personnel safety are understood and appropriately mitigated and that the Board is kept fully informed of any change to the status of these risks or the intended mitigation actions.
- 2.6 To regularly communicate precisely and agilely with the board on all matters within the school and assist the Board in exercising their governance and diligence obligations with open and timely communication.
- 2.7 Work with the Board on appointing teaching positions and key support staff. Implement and monitor policy on staffing, staff performance, appraisal, and staff development. This includes staff induction and all appropriate supervision and may consist of establishing practices to maintain and improve staff effectiveness through proper recruitment, performance management, and extended provisions for professional development and encouragement of self-development.
- 2.8 To work with the Board on continuous improvement regarding ways to attract, retain, and develop staff, and to demonstrate commitment to the school's Special Character and vision regarding all aspects of teaching practice.
- 2.9 Exercise prudent fiscal planning and management to ensure the school's viability.
- 2.10 Delegate duties and responsibilities to staff, monitoring the effectiveness of this delegation and ensuring good communication is maintained throughout the school.
- 2.11 Develop, promote, and monitor a culture of a caring school community, built on Christian beliefs, that values and positively encourages learning, competence, achievement, discipline, and high standards of conduct and integrity in line with Middleton Grange Schools' Special Character, Mission, and Vision.

- 2.12 Be responsible for the establishment and management and/or review of systems, policies, procedures and processes that efficiently serve the school in all areas of learning and administration.
- 2.13 Be responsible for balance and cohesion across the four schools (Primary School, Middle School, Senior College, and International College) in terms of:
- i. an awareness of the critical details across the whole school.
 - ii. resource allocation, including leadership, management, operations, marketing, and staffing.
 - iii. information sharing of best practices appropriate to each learning level.
 - iv. investment of time.
 - v. the requirements of the Learning Centre and Kahika Centre.
 - vi. the development of innovative approaches.
 - vii. the widening of curriculum knowledge, and by doing so meet the learning needs of individual students irrespective of their position in the school.
- 2.14 Be responsible for the delivery of curricula by ensuring that:
- i. curriculum delivery aligns with the school's Special Character, Mission, and Vision and remains academically outstanding and rigorous within a Christian world view.
 - ii. parents are consulted when necessary and provided timely advice on student progress and achievement.
 - iii. students' educational (academic) needs are met.
 - iv. students are given every practical opportunity in intellectual, physical, spiritual, ethical, emotional, social and aesthetic development.
 - v. graduates are well-rounded students who use their talents, perform to their best, honour God, and grow in their faith, demonstrating outstanding character in work and service as the foundation for personal and social peace, just government, responsible citizenship, compassionate neighbourliness, wise parenting and a responsible attitude to creation. Such character also recognises that a life of self-renouncing love is one of liberty.
- 2.15 Be responsible for Health and Safety within the school.
- 2.16 Ensure compliance with the Integration Agreement and all other relevant statutory and regulatory requirements.

3. Relationships with Stakeholders

- 3.1 Be committed to the CST's goal for a quality Christian education and be deliberate in maintaining God-honouring relationships with the CST, Board, CEN, and all entities that converge within the CST's orbit, including parents, alumni, and the Foundation.
- 3.2 Provide proactive, visionary leadership to the senior leadership team (SLT) and ensure they function in a united, focused and cohesive fashion across the four schools.
- 3.3 Attend and participate in meetings as a member of the SLT and Board.
- 3.4 Foster a culture of collaboration and partnership with the CST, CEN, staff, students and parents. Continue acknowledging and advancing the school's legacy and place in the Christian Education movement.
- 3.5 Respect and develop relationships with Church leaders, local para-church organisations, and Christian leaders from ethnic and cultural groups represented, including leaders from Māori and Pasifika congregations.
- 3.6 To communicate the school's Special Character, Mission, and Vision to the Ministry of Education, the Education Council, and all other appropriate authorities with courage and clarity.
- 3.7 Develop and maintain relationships with professional educational organisations and the Christian schooling movement, including the Christian Education Network (CEN). Continue to position Middleton Grange School as a servant leader in that movement. Inspire other leaders within the Network and broader movement.
- 3.8 Be willing to influence the wider educational sector by offering a Christian perspective on academic and related issues. Communicate clearly and courageously with the public and refrain from saying anything antithetical to the school's Special Character, Vision, and Mission.

4 The Public Face of the School

- 4.1 Be visible and engaged in the full life of the school with the appropriate energy and calm.
- 4.2 Represent the school to the broader community through attendance at public meetings and occasions, membership of appropriate organisations and with media as appropriate.

Teaching Council Standards

In the context of our special character, the principal meets and continues to meet the Teaching Council Code of Professional Responsibility and Standards for the Teaching Profession.

<https://teachingcouncil.nz/assets/Files/Code-and-Standards/Our-Code-Our-Standards-Nga-Tikanga-Matatika-Nga-Paerewa.pdf>

Area School Principal Professional Standards

- Area School Principals' Collective Agreement / 3 July 2023 to 2 July 2025
- These are applied in such a way that is consistent with the school's Special Character

Areas of Practice	Professional Standards
CULTURE Provide professional leadership that focuses the school culture on enhancing learning and teaching.	<p>Develop and implement a school vision and shared goals focused on enhanced student engagement and achievement in conjunction with the board.</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 students' diversity and prior experiences 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>
PEDAGOGY Create a learning environment in which there is an expectation that all students will experience success in learning.	<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 are informed by school-based evidence, 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>
<p>SYSTEMS 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, 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 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, 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>