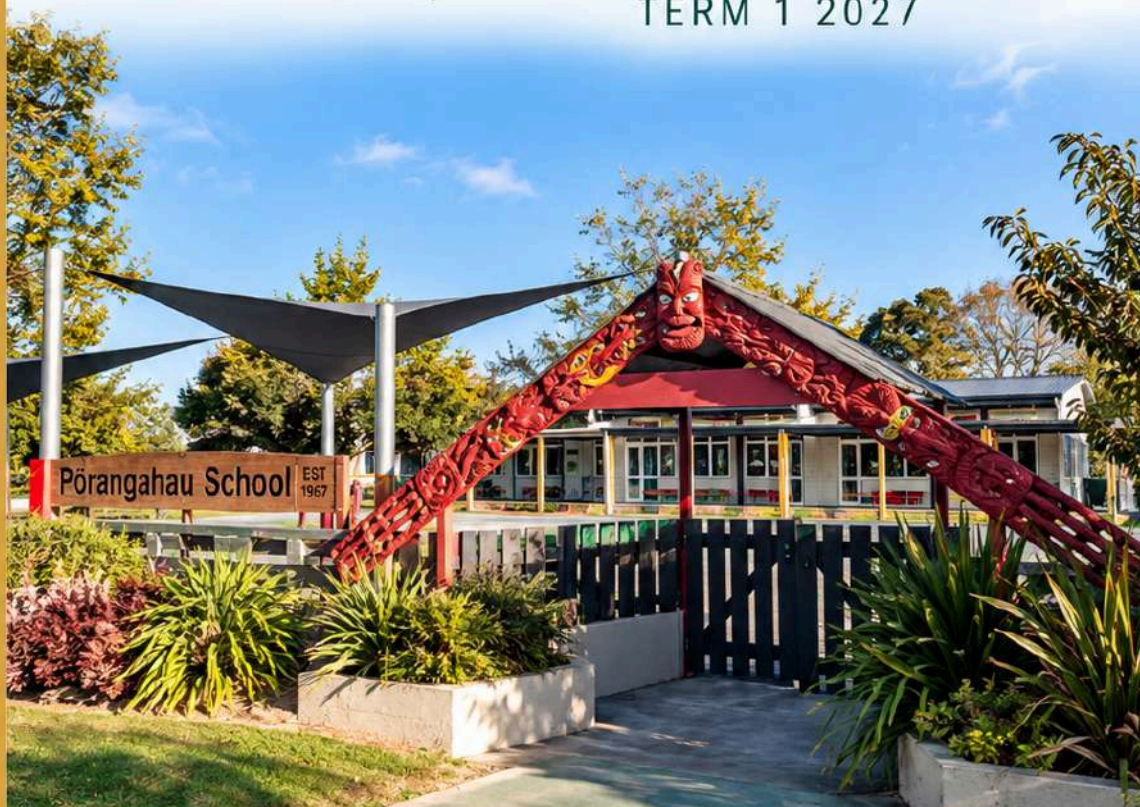


PŌRANGAHAU SCHOOL



PŌRANGAHAU SCHOOL

PRINCIPAL APPLICATION PACK
TERM 1 2027



*“Pōrangahau Tamariki will be resilient
and innovative individuals who
embrace challenges.”*

LEARNING

CULTURE

INDUSTRY



Appointment Advisor:
Brad Gay

BRAD GAY EDUCATIONAL CONSULTANTS LTD
BUILDING GREAT LEADERS.

Pōrangahau School

Principal Appointment

Dear Applicant

Thank you for your interest in the position of Principal of Pōrangahau School. We appreciate you taking the time to consider this opportunity and to prepare an application.

Pōrangahau is a small, close-knit full primary school on the Central Hawke's Bay coast, with roots going back to 1867 and a long-standing relationship with Ngāti Kere and Te Rongomaraeroa Marae. The Board is looking for a Principal who will be genuinely part of this community: visible, approachable, and committed to leading across the whole Years 1 to 8 curriculum while building on the school's strong cultural and community foundations. This is an opportunity to lead a dedicated small staff, to know every child and whānau by name, and to help shape the next chapter for a school that means a great deal to the people of Pōrangahau.

This application pack contains:

- ☐ Application process
- ☐ School profile
- ☐ Referee process and application summary sheet
- ☐ Personal Profile
- ☐ Person Specifications
- ☐ Referee Report form, three required

Application Process

1. Applicants should provide:

- ☐ A CV
- ☐ The Principal's Personal Profile
- ☐ Three (3) referee reports, refer to notes below
- ☐ A covering letter explaining how the school will benefit from their leadership and how they meet the person specifications

2. Deadlines for the appointment process:

Applications must be received via email by **4:00pm, Monday 9 November 2026**. Late applications may be considered at the discretion of the appointment committee.

Email to: **vacancy@bged.co.nz**

58 Keppel Street, Porangahau, Central Hawke's Bay, 4291

Email: office@porangahau.school.nz

School Phone: 06-8555 340

Information: vacancy@bged.co.nz

Website: <https://www.porangahau.school.nz/about>

[Facebook](#)

3. Referees:

Please deliver referee reports to your three referees.

Referee forms should be delivered **separately** from the application and received by Pōrangahau School no later than **4:00pm, Monday 9 November 2026**.

Please label the email 'Confidential'.

Nominated referees may also be contacted by the appointment committee, or their agents, for further or more detailed information.

4. Shortlisting:

Shortlisting will be completed by **Thursday 12 November 2026**. Successful and unsuccessful candidates will be notified shortly after this date.

5. School visits:

If required, school visits to shortlisted candidates will take place prior to interviews.

6. Interviews:

Interviews will be held at Pōrangahau School on **Saturday 21 November 2026**. If you are not available for an interview at this time, please note this in your covering letter. The Principal Appointment will be confirmed as soon as is practical following the interviews and it is expected the Principal will be available to take up the position at the start of **Term 1, 2027 (Thursday 28 January 2027)**.

7. Visits to the school or requests for further information:

Any applicant is welcome to visit and shortlisted applicants will be given contact details should they wish to organise a tour of the school or make contact with the Board Chairperson, Orlando MacDonald, for additional information.

School Profile

Our School

Pōrangahau School is a small, co-educational state school for Years 1 to 8, set in a rural coastal community in Central Hawke's Bay. The school has been part of village life since 1867, with Mangaorapa School joining it at the end of 2014. Its setting brings the coast, river and surrounding farmland into everyday school life.

Living in Pōrangahau

Pōrangahau offers the best of rural and coastal living. The beach is just five minutes from school, and Waipukurau is around half an hour away. There is plenty to enjoy locally, including fishing, hunting, golf, tennis, bowls, sport and an active art club. A general store, pub, coffee cart and Country Club add to the friendly village feel. For a new Principal and their family, it is a chance to become part of an active community where people know and support one another.



For 2027, we will be running two classes. It is very much a teaching principal role, and the new Principal will get to know all of these children and their families personally.

The school runs Better Start Literacy Approach and Ready to Read Phonics Plus in the junior school, and The Code structured literacy programme through the middle and senior school, alongside PR1ME Mathematics. There is strong wraparound support for families through Ka Ora, Ka Ako healthy lunches, prepared on site, along with KidsCan, Fruit in Schools and KickStart Breakfast.



Whakawhanaungatanga sits at the heart of how the school operates, and tikanga Māori are actively embraced rather than treated as an add-on. Around two-thirds of the school's learners identify as Māori, and the Board is looking for a Principal who will continue to build authentic relationships with mana whenua and whānau. The local marae are Ngāti Kere and Te Rongomaraeroa.

This is a school that is genuinely at the heart of its community, supported by parents, grandparents and local families, with an active fundraising group backed by local businesses. Children travel to Waipukurau for Saturday rugby, netball, hockey and football, and take part in Eastern Zone and Central Hawke's Bay competitions. The visibility in this community matters enormously: this is as much a community leadership role as it is a school

leadership role.

Our Vision

"Pōrangahau students will be resilient and innovative individuals who embrace challenges."

Our Values

Whanaungatanga

A sense of belonging – including **Manakitanga** (extending love and compassion to others) and **Tuakana/Teina** building positive older/younger relationships.

Wairuatanga

A sense of spiritual well-being. A connection to all things both physical and invisible: whenua, ngahere, moana, maunga and awa. Including **Rangatiratanga** -self-control-being in control, leading events, negotiating rules and determining the outcomes.

Kaitiakitanga

Guard our taonga e.g.: traditional Māori takaro, tikanga, natural resources. Guardianship, stewardship, trusteeship, reciprocity (giving back).

ERO

Latest ERO report: [ERO REPORT](#)

Strengths:

- Staff have high expectations for student success. Students requiring additional support with learning are identified and receive targeted support focused on literacy and numeracy. Students' sense of wellbeing and belonging is evident.
- Implementing structured literacy and numeracy approaches are progressing well and continue as a priority for all staff; students are taught the required hours per day in reading, writing and mathematics.
- School leadership is developing evidence-based evaluation of teacher effectiveness and using data to inform decision making; completion of reviews and follow through, based on information collected including that gathered from whānau and parents, is a next step.

Our Principal

The new Principal will start at the beginning of Term 1, 2027, on Thursday 28 January 2027, following Julie Scandrett's move to the Principal role at Fraser Town School.

This is a teaching principal role with a significant teaching component. The exact component will be determined with the successful candidate but is expected to be around .4 or .5.

The Board is looking for a visible, approachable leader who builds strong relationships across the school and wider community. They will take time to listen and understand what makes the school special, respect its local history and cultural identity, and work with others to shape its future.

This is an opportunity to lead a small school with strong community connections and a promising future. The new Principal will bring sound judgement to staffing, finances, property and roll management, while making the most of the flexibility and close relationships a small school offers. The community has shown remarkable resilience following Cyclone Gabrielle and is now well through the recovery process. Significant stopbank and flood mitigation works are nearing completion, providing a positive foundation for the school's next chapter.

Above all, we are looking for someone who will enjoy being part of a rural community and the close relationships that come with it. You will bring skill and creativity to teaching across a multi-level classroom, a willingness to get involved in all aspects of school life, and a warm, approachable manner that helps staff, students and whānau feel welcome.

School House: A school house adjacent to the school is available to the successful candidate.



Person Specifications

Are you an energetic and inspiring leader able to support our talented and dedicated staff to achieve excellence?

The Board has established the following Person Specifications. We welcome applications from New Zealand registered teaching professionals with the following skills and attributes, with proven ability and potential to meet the key criteria stated below.

Key Criteria

- 1. Communication and partnership.** To communicate effectively and act as a professional leader of the school, developing positive relationships in partnership with the Board, staff, students, whānau and the wider Pōrangahau community.
- 2. Change leadership.** To be a positive change leader who can lead the school forward through a shared vision of excellence, while respecting the school's history and what the community values most.
- 3. Operational management.** To efficiently manage administration, performance, systems and resources, including the realities of a small rural school's staffing, finances and property, to raise student achievement and success for all.
- 4. Pedagogical leadership.** To be an effective leader of pedagogy and a proven, current teaching practitioner comfortable teaching across a multi level Years 1 to 8 classroom, with understanding and empathy for children with diverse learning needs.
- 5. Cultural leadership.** To have a well developed appreciation of cultural and ethnic diversity, and to demonstrate genuine commitment to learning and understanding the local people, their histories and their relationship to the land and sea.
- 6. Wellbeing.** To champion staff and student wellbeing and welfare..

Skills and Attributes

Leadership

- ☐ Experience, or a genuine willingness to learn, leading a small primary school within the dynamics of a close rural community
- ☐ Commitment to contributing to Central Hawke's Bay professional networks, if applicable
- ☐ Visible presence in all contexts where students represent the school, on the sports field and in the community
- ☐ Understanding of, or commitment to learning about, finance, personnel, property and health and safety in a small school setting

Pedagogical Leadership

- ☐ Passionate educator committed to evidence based pedagogy, with the drive to lead a well balanced, holistic programme across three multi level classes
- ☐ Excellent understanding of the NZ educational landscape, including the refreshed English and mathematics curriculum, and able to lead change effectively while building on existing practice
- ☐ Developmental approach that promotes leadership opportunities for a small staff

Relational Leadership

- ☐ Genuine understanding and honouring of Te Tiriti o Waitangi, with real commitment to te reo and tikanga across the school
- ☐ Excellent communicator able to unite the Board, staff, whānau and the wider Pōrangahau community
- ☐ Collaborative and collegial with staff, students and families, building high relational trust in a community where everyone knows everyone
- ☐ Both consultative and decisive as appropriate, and able to listen before acting on change

Personal Qualities

- ☐ Proven ability to connect with students inside and outside the classroom
- ☐ Positive attitude, encourages a creative, fun environment, and brings a genuine sense of humour
- ☐ Good communicator who inspires trust and collegiality with staff, students and the community
- ☐ Calm, practical and resilient under pressure, including around property, emergency management and the realities of coastal rural life





Personal Profile

Application for Appointment As Principal of Pōrangahau School

Important Notes for Applicants

Thank you for applying for a position with our school.

1. Please fully complete this form personally. First, read it through, then answer all questions and make sure you sign and date where indicated on the last page.
2. Attach a current curriculum vitae (CV) containing any additional information, if necessary.
3. Copies only of qualification certificates should be attached. If successful in your application you will be required to provide the originals as proof of qualifications.
4. 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.
5. All applicants are required to give consent to a Police vet. 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. The Clean Slate Act provides that certain convictions do not have to be disclosed, provided you have not committed any offence within 7 consecutive years of being sentenced, did not serve a custodial sentence, the offence was not a specified offence under either Act, and you have paid any fines or costs. You are not obliged to disclose convictions if you meet these conditions but may do so if you wish. If uncertain, contact the Ministry of Justice.
6. Shortlisted applicants being interviewed will need to provide originals of both a primary identity document, such as a passport, and a secondary identity document, such as a New Zealand driver licence.
7. This information will be held by the employer. For the successful candidate, this document will be held on their personal file; otherwise the information provided will be securely destroyed after 30 days. You may access it in accordance with the provisions of the Privacy Act 2020.

Personal Details

Name:

Address:

Registration No:

Home Phone:

Work Phone:

Mobile Phone:

Email:

Expiry Date:

Present Employer

Name of present employer:

Address:

Position held:

Work Phone:

Other Phone:

Date commenced:

Referees

Note: at least one of these should be able to attest to your most recent work performance.

Referee 1

Name:

Address:

Home Phone:

Work Phone:

Mobile Phone:

Email:

Referee 2

Name: _____

Address: _____

Home Phone: _____

Work Phone: _____

Mobile Phone: _____

Email: _____

Referee 3

Name: _____

Address: _____

Home Phone: _____

Work Phone: _____

Mobile Phone: _____

Email: _____

Tertiary Education Qualifications

Institution attended	Year	Qualifications attained	Date awarded

Teaching Service

List all schools and positions.

Position	School	Date from	Date to

Position	School	Date from	Date to

Professional Memberships

Please give details below.

Other Information

Yes	No	Are you aware of any injury or medical condition which this job may aggravate or contribute to, or know of any reason why you might have difficulty effectively carrying out the job description attached? If yes, please give details below:
-----	----	---

Yes	No	Do you have a current New Zealand Driver's Licence?
-----	----	---

Yes	No	Do you give permission for your police record to be checked?
-----	----	--

Yes	No	Are you a New Zealand citizen?
-----	----	--------------------------------

Yes	No	If not, do you have residential status?
-----	----	---

Yes	No	A current work visa?
-----	----	----------------------

Yes	No	Have you changed your name by deed poll or statutory declaration?
-----	----	---

Other names known by: _____

Yes	No	Have you ever been convicted or are awaiting trial of a driving offence which could result in temporary or permanent loss of licence or imprisonment? If yes, please provide details:
-----	----	---

Yes	No	Have you ever been the subject of any concerns involving child safety? If yes, please give details:
-----	----	---

Yes	No
-----	----

Do you hold a current practising certificate from the Teaching Council of Aotearoa New Zealand? Please enter your registration number:

Yes	No
-----	----

In addition to other information provided, are there any other factors that we should know to assess your suitability for appointment and your ability to do the job? If yes, please detail:

Declaration

Yes	No
-----	----

Have you ever been convicted of an offence against the law? Have you received police diversion for an offence, been discharged without conviction, are awaiting sentencing or have charges pending, or have ever been convicted of a driving offence which resulted in temporary or permanent loss of driver's licence or imprisonment, or know of any reason why you should not be employed to work in a school environment? A board may not employ or engage a children's worker who has been convicted of any offence specified in Schedule 2 of the Children's Act 2014. The Clean Slate Act does not apply to Schedule 2 offences. If yes to any of the above, please detail:

Applicant's signature: _____

Date: _____

Applicant Declaration

I certify that:

- ☐ The information I have supplied in this application is true and correct
- ☐ I confirm, in terms of the Privacy Act 2020, that I have authorised access to referees
- ☐ I know of no reason why I would not be suitable to work with children or young people
- ☐ I understand that if I have supplied incorrect or misleading information, or have omitted any important information, I may be disqualified from appointment, or if appointed, may be liable to be dismissed

Privacy Act 2020

To be signed by the applicant.

This application is submitted with the understanding that any further information given is for the use of the employer and their authorised representatives, who may at any time have access to this information. Furthermore, consent is given for members of the Pōrangahau School Board and its advisor to make enquiries of my present or past employers or colleagues, or any other person who may assist in establishing my suitability for the position of Principal at this school, including accessing any information used by the Teaching Council of Aotearoa New Zealand.

Applicant's signature: _____

Date: _____



Referee Report Form

Pōrangahau School Principal Position Referee Report Form

Cover Letter

From the applicant to their referee. Please complete and give this to each of your three referees.

Dear _____

I am an applicant for the position of Principal at Pōrangahau School, and have named you as a confidential referee.

Please forward the completed referee's report to:

vacancy@bged.co.nz

Please label the email 'Confidential'.

Please ensure that the report is received at the above address by **4:00pm, Monday 9 November 2026**.

Yours sincerely,

Referee Form

Confidential Referee Report: Principal Applicant

Name of Applicant: _____

Name of Referee: _____

Relationship to Applicant: _____

Instructions

Please assess the applicant's performance for each of the following indicators by selecting the appropriate rating.

Rating scale: 1 = Not Satisfactory 2 = Needs Development 3 = Competent 4 = Area of Strength 5 = Outstanding

Section 1: Personal Qualities

Please rate the applicant on the following:

Indicator	1	2	3	4	5
High personal standards: holds themselves to consistent expectations					
Positive energy: brings calm enthusiasm and steady presence					
Warmth in relationships: genuinely connects with staff, students and whānau					
Approachability: easy to talk to, listens without judgement					
Inner motivation: self driven, proactive and committed to improvement					
Integrity: honest, fair, dependable and trustworthy in all dealings					
Respectful social conduct: interacts with others with courtesy, dignity and cultural awareness					
Sense of humour: uses humour wisely to build connection and ease pressure					
Professionalism: consistently presents a balanced, reliable and thoughtful demeanour					
Organisation and efficiency: naturally inclined toward orderly, clear and purposeful work habits					

Section 2: Professional Qualities

Capacity to:

Indicator	1	2	3	4	5
Strategic clarity: see the big picture, set direction, and align people and systems around shared goals					
Curriculum expertise: strong understanding of curriculum design and effective pedagogy across all year levels					
Data informed decision making: uses assessment, wellbeing and attendance data to guide actions, monitor progress and evaluate impact					
Leader of learning: actively supports high quality teaching through coaching, guidance and modelling effective practice					
Organisational efficiency: maintains orderly systems, manages time well and ensures smooth day to day operations					
People leadership: builds capability in others, delegates wisely and fosters distributed leadership across the school					
Communication skills: communicates clearly, respectfully and professionally with staff, whānau, students and the wider community					
Cultural responsiveness: leads in ways that honour Te Tiriti o Waitangi, uplift te ao Māori and respect the cultural identities of all ākonga					
Problem solving and judgement: navigates complex situations with calm logic, fairness and appropriate consultation					
Financial and resource stewardship: manages budgets, resources and school property responsibly, ensuring sustainability and transparency					

Section 3: Relationships with Ākonga

Capacity to:

Indicator	1	2	3	4	5
Earns genuine respect: builds trust by being fair, consistent and genuinely engaged with ākonga					
Builds warm, culturally responsive relationships: connects with all ākonga in ways that honour their culture, identity and needs					
Empowers ākonga as active learners: promotes learner agency and self management					
Promotes high expectations and positive conduct: supports ākonga to meet clear behavioural expectations with self regulation and respect					

Section 4: Relationships with Colleagues

Capacity to:

Indicator	1	2	3	4	5
Leads a cohesive, high functioning team: creates clarity and shared purpose so staff work together confidently					
Builds positive, trusting relationships: fosters a culture of openness and respect where staff feel valued and supported					
Inspires, motivates and challenges: encourages growth, celebrates strengths and lifts professional practice					
Recognises and harnesses strengths: identifies the abilities and expertise across the team and distributes leadership so others can shine					
Communicates with clarity and purpose: communicates openly and listens actively so everyone feels informed					

Section 5: School Organisation and Management

Proven skills in:

Indicator	1	2	3	4	5
Financial and resource stewardship: manages budgets, resources and school property responsibly, ensuring sustainability and transparency					

Indicator	1	2	3	4	5
Recruits and retains high quality staff: selects staff strategically and creates conditions where great teachers want to stay					
Promotes the school and its achievements: promotes the school widely, building community pride and confidence					
Implements effective professional growth systems: strengthens teacher capability through clear, supportive professional growth systems					
Works productively with the Board: builds a transparent, trust based partnership with the Board					

Summary Recommendation

How would you rank the applicant for the position?

- ☐ Outstanding (No Reservations)
- ☐ Highly Recommended
- ☐ Competent
- ☐ Needs Developing
- ☐ Not Satisfactory

Additional comments. Feel free to add more on a separate page.

Signature: _____ Date: _____