



MAKURI SCHOOL

**PRINCIPAL APPOINTMENT
SUMMARY**

2026



Makuri School Principal Application

Nau Mai Haere Mai, Welcome!

Thank you for expressing interest in the position of Principal at Makuri School.

We are looking for a new Principal to lead our school from **Tuesday 27 April 2027** or by negotiation.

The following documents will support you in completing your application:

- 1.0 - Principal Appointment Summary and Timeline
- 2.0 - Personal Specifications
- 3.0 - Principal Position Description
- 4.0 - Application Form
- 5.0 - Referee Report

Your application for appointment is to be returned by Friday 5 February, 2027 at **5pm** and include:

1. A **covering letter** of 500 words maximum explaining how Makuri School will benefit from your leadership.
2. Your **curriculum vitae**.
3. **Application form**.
4. Completed **person specification** sheet outlining specific examples.
5. **Photo identification** e.g. passport photo or driver licence, copy of practising certificate, copy of eligibility to work in New Zealand if applicable.

Please email your application to: Jaime Benoit at makurivacancy@gmail.com with the subject line: Confidential - Makuri School Principal position.

Referee report forms are to be given to your **three** referees for them to return directly.

Referee forms should be emailed separately from your application and be received by email at Makuri School no later than **Friday 5 February, 2027 at 5pm**.

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

If you have any questions, require further information or would like to visit our school please contact Jaime Benoit in the first instance using the email address above. We welcome visits to our school as they provide an opportunity to learn about the school and for the tour host to learn about you. Information from tours will be communicated to the appointment panel. All enquiries will be treated in the strictest confidence.

If you are shortlisted, the appointment committee may also wish to visit you in your current school. A decision will be made on this later in the process.

Once again, thank you for your interest in leading our school.

Kind regards,

Makuri School, Board of Trustees



Kia ora,

Do you want to lead a quintessential rural New Zealand school, while still enjoying easy access to Palmerston North?

For 131 years, Makuri School has stood proud at the heart of our beautiful valley. Surrounded by native bush, our school is supported by an incredibly strong, engaged community and a dedicated Board of Trustees, deeply invested in the success of our children.

We are looking for a motivated, energetic, and passionate leader to guide our capable rural children and bring out their absolute best. If you are looking for a role where your impact is immediately visible, where every child is known personally, and where you have the autonomy to truly innovate, Makuri School is your next step.

This is an exciting opportunity for someone looking to take on their first Principal role. You will work alongside a supportive Board of Trustees that actively encourages professional learning and development. You will enjoy the freedom to lead, create, and innovate in a school where relationships truly matter.

As the Principal, you can live in the recently refurbished school house, rented at a very competitive rate. If you enjoy fishing, hunting, or tramping, this is the ideal location for you. Or, if playing pool and darts at the local Country Club, joining a local book club, or attending the much-anticipated Annual Social Club event are more your thing, you will quickly find Makuri is the place to be!

We want a leader whose style aligns with our MAKURI values:

- **Motivated & Adaptable** – Ready to embrace the rewards of rural education.
- **Kind & United** – Building strong relationships with families and the community.
- **Resourceful & Involved** – Eager to be a visible, active part of our close-knit valley.

Ready to make a genuine, lasting impact? Apply now to lead Makuri School into its next exciting chapter.

We look forward to receiving your application.

Ngā mihi nui,/ Kind Regards

Jaime Benoit

On behalf of Makuri School, Board of Trustees

Timeline summary for the appointment of the Principal of Makuri School 2026

Candidates visiting Makuri School	We encourage you to come & visit our school. Applicants are asked to contact Jaime Benoit at makurivacancy@gmail.com should you wish to organise a tour or have any questions.
Closing date for Referee Reports	Friday 5 February – 5pm
Closing date for applications	Friday 5 February – 5pm
Shortlisting completed	By Sunday 13 February Successful & unsuccessful candidates will be notified shortly after this date.
Referee calls completed	Friday 12 February
School visits	If required, school visits to shortlisted candidates' schools will take place prior to interviews. This will be negotiated with applicants.
Interviews to be held at School	Saturday 20 February, 2027 If you are not available for interview at this time, please note this in your covering letter.
Appointment commences	Tuesday 27 April, 2027 or by negotiation

Every effort will be made to keep to the following schedule in determining the successful candidate; however, the Makuri School Board of Trustees reserves the right to alter the timeline if required.



Makuri School - Person Specifications

Our successful applicant will demonstrate the following strengths, characteristics and attributes.

Please provide three (3) evidential bullet points for each person specification.

PERSON SPECIFICATIONS	AS EVIDENCED BY
1. Understands the importance a rural school plays in the local community and is willing to be active and visible in the school and wider community.	
2. Experienced, passionate and inclusive classroom teacher with extensive multilevel teaching ability, who empowers all students to develop their unique potential.	
3. Can lead by example and demonstrate our school values of being Motivated, Adaptable, Kind, United, Resourceful, Involved.	
4. Is 'hands on' in the day to day running and management of the school. And will organise the school, with teaching and learning at the heart of everything they do.	
5. Actively encourage and support students to participate in individual and team sport and activities both within school and in wider organisations.	
6. Is a clear, consistent and professional communicator who can show flexibility, solve problems and resolving conflict by undertaking difficult conversations.	

7. Is friendly, outgoing, energetic, fun and has a great sense of humour.	
8. Shows respect and diversity, enhancing Te Ao Māori at our school in an authentic, rich and integrated way.	
9. Have current, up-to-date knowledge of the New Zealand Curriculum including in-depth knowledge of effective data collation and analysis and reporting practices.	
10. Will approach new ideas creatively and encourage, motivate, challenge and inspire staff with their teaching practice to promote excellence in student achievement.	
11. Will have integrity and be honest and passionate about their role.	

Principal Position Description

Accountable to

As the Principal, you will report and be accountable to the school Board of Trustees (as your employer) through the Presiding Member.

In your position, you have the dual role of being a Board Member in your own right whilst undertaking the role of managing and leading the school.

Position

Teaching Primary Principal Position

0.7 Teaching (Y1 – Y8)

0.3 Leadership

Contract

Primary Principals' Collective Agreement

Functional Relationships

As Principal, you will liaise, when necessary, with educational agencies such as the Ministry of Education, Education Review Office, payroll services, Te Whakarōpūtanga Kaitiaki Kura o Aotearoa or New Zealand School Boards Association (NZSBA).

Delegations

The principal is responsible for the successful management and professional leadership of the school by taking direction from the Board, the school charter and Board's policies and delegations.

Key Functions

The principal will:

- Assist the Board with the development and update of the Charter and strategic plan and then develop the annual operational plan that supports the school to achieve the agreed goals and targets.
- Advise the Board on policy, professional, and administrative matters as necessary.
- Implement policies and resolutions of the Board.
- Manage the day-to-day running of the school by:
 - Implementing, monitoring, and reporting progress on educational and operational plans meeting statutory requirements.
 - Ensuring that student educational needs are met to the highest level for students and that parents are consulted as required and provided with timely advice on student progress and achievement. Parents will have opportunities to be informed about learning programs operating within the school.
 - Developing, promoting and monitoring a culture which values and positively encourages sound teaching and learning that fosters high levels of achievement and maintains good strategies for appropriate behaviour and discipline.
 - Creating opportunities for education outside the classroom (EOTC).
 - Supporting staff to be effective class practitioners through school-wide professional development or an individual professional development plan required to address

specific needs.

- Developing and maintaining effective positive relationships with the Board, staff, students, parents and the community.
- Delegating duties and responsibilities to staff and ensuring good communication is maintained within the school.
- Coordinating the school's day-to-day operations.
- Providing and maintaining the school's facilities, equipment and resources in a tidy and organised manner.
- Controlling, monitoring and reporting on the school's finances in accordance with the approved budget.
- Delegating responsibilities, as agreed, to other teaching staff and/or the Office Administrator so that a shared management structure develops leadership responsibilities within the school.
- Be responsible for implementing and monitoring policy on staffing and staff performance, appraisal and development according to delegations.
- Provide the Board with reports and feedback on the achievement of educational, financial and administrative objectives and requirements.

General

As the Principal, you will be required to achieve the above key functions by meeting objectives and professional standards outlined in an annual performance agreement ratified by the Board after consultation with you.

It is expected that the achievement of the key functions by you as leader of the school will result in managing and leading the school so that it has a positive and exciting environment for students and staff that encourages a high standard of quality education.

Key Performance Outcomes

Satisfactorily meeting the Professional Standards as required for a Primary Principal with particular emphasis on:

- Demonstrating progress on meeting the strategic objectives as approved by the Board and outlined in the Charter, in particular the strategic plan and annual plan.
- Strategically oversee financial, property, HR and health and safety matters prudently and efficiently in accordance with Board policy, legislation and relevant documentation.
- Quality teaching and learning resulting in accelerating achievement levels.
- Maintain or improve levels of student engagement including EOTC (education outside the classroom) activities.
- Undertake professional development to maintain up-to-date knowledge with current pedagogical practice.
- Demonstrate confidence in leading the school.
- Promoting the school, particularly within the community it serves and with other key stakeholders (newsletters and other specific school communications as well as in person).
- Effectively informing parents so they understand how well their child or children are succeeding at school (student reporting) and about the learning programs operating in the school.
- Foster and maintain positive relationships with families attached to the school and within the wider community, and with other stakeholders.

Professional Standards

The Professional Standards set out in this schedule provide a baseline for assessing satisfactory performance within each area of practice. They form part of the principal's performance agreement, which will reflect the school/Board goals, the principal's job description and more specific objectives. Included in the development of the performance agreement will be the identification and development of appropriate indicators.

Areas of practice	Professional Standards
Culture Provide professional leadership that focuses the school culture on enhancing learning and teaching.	➤ In conjunction with the Board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students. ➤ Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning. ➤ Model respect for others in interactions with adults and students ➤ Promote the bi-cultural nature of Aotearoa New Zealand by ensuring that it is evident in the school culture. ➤ Maintain a safe, learning-focused environment. ➤ Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected. ➤ Manage conflict and other challenging situations effectively and actively work to achieve solutions. ➤ Demonstrate leadership through participating in professional learning.
Pedagogy Create a learning environment in which there is an expectation that all students will experience success in learning.	➤ Promote, participate in and support ongoing professional learning linked to student progress. ➤ Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents. ➤ Ensure staff members engage in professional learning to establish and sustain effective teacher / learner relationships with all students, with a particular focus on Māori and Pasifika students. ➤ Ensure that the review and design of school programmes is informed by school-based and other evidence. ➤ Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice. ➤ 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.
Systems	➤ Exhibit leadership that results in the effective day-to-day

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

Note: Principals with teaching responsibilities will also need to meet the requirements of current (at the time) standards and/or criteria for teachers.

Signed

Principal:

Board of Trustees Chairperson:

Date:

Date:



APPLICATION FOR APPOINTMENT MAKURI SCHOOL

TO: JAIME BENOIT

POSITION APPLIED FOR: PRINCIPAL

PERSONAL DETAILS:

Name: _____

Home Phone: (0) _____

Address: _____

Work Phone: (0) _____

Mobile Phone: (0) _____

Email: _____

Date of Birth _____

Place of Birth _____

Registration No: _____

Expiry Date: _____

PRESENT EMPLOYER:

Name of present employer:

Work Phone: (0) _____

Address: _____

Other Phone: (0) _____

Date commenced: _____

Position held: _____

REFEREES:

One of these should be your current employer & should include people who can verify your ability to:

- Relate to/work constructively with your employer (either BOT or Principal).
- Lead a team &/or work collaboratively with others to implement a project.
- Teach

1

Name: _____ Home Phone: (0) _____

Address: _____ Work Phone: (0) _____

_____ Mobile Phone: (0) _____

_____ Email: _____

2

Name: _____ Home Phone: (0) _____

Address: _____ Work Phone: (0) _____

_____ Mobile Phone: (0) _____

_____ Email: _____

3

Name: _____ Home Phone: (0) _____

Address: _____ Work Phone: (0) _____

_____ Mobile Phone: (0) _____

_____ Email: _____

TERTIARY EDUCATION QUALIFICATIONS

Institution attended	Year	Qualifications attained	Date awarded

LEADERSHIP & TEACHING SERVICE (list all schools and positions):

Position	School	Date from	Date to	Reason for leaving

OTHER QUALIFICATIONS/PROFESSIONAL MEMBERSHIPS

Please give details below:

OTHER INFORMATION

Yes	No	
		Have you had any injury or medical condition which the duties of this job may aggravate or contribute to, or know of any reason why you might have difficulty carrying out the job responsibilities?
		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?
		Have you ever been the subject of any concerns involving child safety?
		Have you been, or are you currently under investigation from any authority such as Health and Disability Authority, Privacy Commissioner etc?
If yes to any of the above, please give details below:		

Yes	No	
		Do you have any matters relating to yourself currently or previously before the Teaching Council of Aotearoa New Zealand?
		Do you have a current New Zealand Driver Licence?
		Do you give permission for your police record to be checked?
		Are you a New Zealand citizen?
		If not, do you have residential status?
		Or, a current work permit/visa?
		Have you changed your name by deed poll / statutory declaration?
Other names known by: _____		

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 Makuri School Appointment Committee or 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: _____

DECLARATION: (To be signed by the Applicant)

Yes	No
☐	☐

HAVE YOU EVER BEEN CONVICTED OF AN OFFENCE AGAINST THE LAW? (apart from minor traffic offences) Have you received police diversion for an offence, have charges pending or know of any reason why you should not be employed to work in a school environment?

If you ticked YES, please provide date and details of offence(s) or charges on a separate sheet. Please note that you may be asked to provide a copy of the relevant court records available from the registrar of the court concerned.

Details of offences or charges:

I certify that I know of no reason why I would not be suitable to work with children/young people (a Board may not appoint or employ a children's worker who has been convicted of an offence specified in Schedule 2 of the Children's Act 2014. The Clean Slate Act does not apply to Schedule 2 offences.)

I certify that I am not awaiting sentencing or have pending charges.

I certify that I am registered (or provisionally registered) as a New Zealand teacher.

I solemnly and sincerely declare that to the best of my knowledge and belief the information given in this application and in my CV is correct. I understand that if any false or misleading information is given, or any material fact is suppressed or deliberately omitted, I will not be employed, or if I am employed, my employment will be terminated. I also understand that any false information given in relation to my medical history may result in my loss of entitlement for any compensation from ACC or the Board's workplace insurer.

APPLICANT'S SIGNATURE: _____ DATE: _____



Request for Referee Report for the position of:

Principal: Makuri School

Confidential to the Board of Trustees

This page is to be completed by the applicant

Tenā koe (name of Referee)

I am an applicant for the position of Principal at Makuri School, and I have named you as a confidential referee. Please forward the completed referee's report to:

makurivacancy@gmail.com

Jaime Benoit

Board of Trustees Presiding Member
on behalf of the Board of Trustees of Makuri School

Referee reports must be received by **Friday 5 February, 2027 – 5pm**

Ngā mihi nui,

(Name of Applicant)



Principal - Makuri School Referee Report

(Confidential to the Makuri School Board of Trustees)

For:

Name of Applicant:	
Name of Referee:	
Phone (Home)	
Phone (Work):	
Phone (Mobile):	
Email:	
Are you prepared to be contacted by telephone or email to follow up on the information contained in this report if necessary?	☐ Yes No ☐

1. What is your relationship to the applicant? How long have you known them? What opportunities have you had recently to see them at work?

Comments:

Please assess the applicant's performance for each of the following selected performance indicators by circling, highlighting or ticking the number in the appropriate box.

1	2	3	4	5
Not satisfactory	Satisfactory but needs further development	Competent	This is an area of strength	Outstanding

PERSONAL QUALITIES

*	Committed & dedicated	1	2	3	4	5
*	Caring & empathetic	1	2	3	4	5
*	Approachable	1	2	3	4	5
*	Respectful	1	2	3	4	5
*	Positive and has a growth mindset	1	2	3	4	5
*	Sense of humour	1	2	3	4	5
*	Organisation and efficiency	1	2	3	4	5
*	Listening skills	1	2	3	4	5
*	Genuine and has the ability to connect with a range of people	1	2	3	4	5

PROFESSIONAL QUALITIES

Capacity to:

*	Focus the school on learning and teaching	1	2	3	4	5
*	Initiate and manage change effectively	1	2	3	4	5
*	Effectively manage conflict	1	2	3	4	5
*	Creatively approach new ideas	1	2	3	4	5
*	Be visible across the school and value being part of school and community events	1	2	3	4	5
*	Be innovative in their approach to education and open to learning	1	2	3	4	5
*	Articulate vision and set and lead direction	1	2	3	4	5
*	Provide a professional perspective on educational issues	1	2	3	4	5

RELATIONSHIPS WITH STUDENTS

Capacity to:

*	Earn respect	1	2	3	4	5
*	Establish warm relationships with all students regardless of age, ethnicity and individual abilities	1	2	3	4	5
*	Encourage and support students to take responsibility for own learning	1	2	3	4	5
*	Support students to uphold high standards of behaviour and personal conduct	1	2	3	4	5
*	Value student voice in self-review and decision making	1	2	3	4	5
*	Work positively to advocate for Maori, Pasifika and priority students' needs	1	2	3	4	5

RELATIONSHIPS WITH COLLEAGUES

Capacity to:

*	Lead a successful team	1	2	3	4	5
*	Work collaboratively with others	1	2	3	4	5
*	Ensure that staff feel valued and are supported	1	2	3	4	5
*	Establish positive working relationships	1	2	3	4	5
*	Inspire, motivate and challenge staff	1	2	3	4	5
*	Communicate effectively	1	2	3	4	5
*	Utilise the strengths of others	1	2	3	4	5
*	Actively network with other leaders	1	2	3	4	5

MANAGE A SCHOOL ORGANISATION

Proven skills in:

*	Finance and resource management	1	2	3	4	5
*	Recruiting and retaining high quality staff	1	2	3	4	5
*	Implementing effective performance management systems leading to improved teaching and learning	1	2	3	4	5
*	Regularly connecting and working effectively with the school community	1	2	3	4	5
*	Working productively with the BOT	1	2	3	4	5
*	Promoting the school and its achievements	1	2	3	4	5

SUMMARY	1	2	3	4	5
How would you rank the applicant for the position?	Not recommended	Recommended Some reservations	Recommended	Highly Recommended	Outstanding No Reservations

Comments

Thank you for taking the time to help us make a sound and careful decision about this appointment.

Signed: _____ **Date:** _____