

Westland High School

Principal | Tumuaki Position Description



Purpose

The Principal | Tumuaki is the professional and cultural leader of Westland High School and the Chief Executive of the school. The Principal works in partnership with the Board, mana whenua, staff, students, whānau and the wider community to lead a safe, inclusive, high-performing school that honours Te Tiriti o Waitangi and delivers equitable outcomes for all learners.

The Principal is a full member of the School Board in their own right and is responsible for implementing Board policy, meeting all statutory obligations, and leading the school in line with its vision, values and strategic direction.

Accountability

The Principal reports to the Board through its Presiding Member and is responsible for legal, curriculum, policy and financial compliance.

Working Relationships

- Leads and strengthens the Senior Leadership Team, building capability and stability across Westland High School.
- Builds trusted relationships with staff, students, whānau, mana whenua and community partners through presence, listening and connection.
- Works in partnership with the Board to turn strategic priorities into clear, achievable actions.
- Acts as an authentic ambassador for Westland High School, promoting its strengths and opportunities within Hokitika, the wider Westland community and external networks.

Key Responsibilities and Expected Outcomes

Key Responsibility

POU AKO - Leader of Vision for Learning

The Principal is the educational leader of the school, responsible for leading teaching and learning that is future-focused, inclusive and grounded in the Westland context.

Expected Outcomes

- A clear, shared vision for learning is lived across the school and reflects the aspirations of Westland whānau, mana whenua and community
- Teaching and learning are future-focused, evidence-informed and culturally

responsive, aligned to the New Zealand Curriculum and local context.

- Student progress and achievement are monitored, analysed and responded to in a timely and effective way.
- Equitable outcomes are actively pursued for all learners, with Māori ākonga supported to achieve success as Māori.
- Learning environments are safe, inclusive and characterised by high expectations, engagement and belonging.
- Continuous improvement is embedded through self-review, reflection and innovation

POU TĀNGATA – Leader of People

The Principal builds strong relationships and a positive school culture where people feel valued, supported and empowered.

- A strong, stable and collaborative Senior Leadership Team provides confident leadership across the school.
- Staff feel valued, supported and developed, with wellbeing and sustainable workloads prioritised.
- A professional culture of trust, respect and shared responsibility is strengthened and sustained.
- Students feel known, supported and safe, with wellbeing and pastoral care embedded in school practice.
- Change is led thoughtfully and inclusively, building confidence, capability and shared ownership.
- Relationships across the school are characterised by integrity, empathy and open communication.

POU TIKANGA MĀORI - Leader of Te Tiriti o Waitangi Practice

The Principal brings Te Tiriti o Waitangi to life in the school and actively upholds bicultural practice.

- Authentic, trusting partnerships with mana whenua are strengthened and embedded in school life.
- Whānau Māori are meaningfully engaged in shaping the school's vision, priorities and learning pathways.
- Te reo Māori and tikanga Māori are visible, valued and increasingly integrated across the kura.
- Māori learners experience culturally safe environments and are supported to thrive as Māori.
- Bicultural practice is prioritised through leadership, resourcing and professional learning.
- Leadership reflects an understanding of the impact of colonisation and a commitment to equity and partnership.

POU MAHI – Leader of Operations and Governance

The Principal ensures the school is well managed, compliant and sustainable.

- The school is well-managed, compliant and financially sustainable, with systems that support effective teaching and learning.
- Clear governance–management boundaries are maintained, with the Board supported through timely, evidence based advice and reporting.
- Strategic and annual plans are implemented effectively and monitored against agreed outcomes.
- Resources, staffing and property are aligned to educational priorities and student needs.
- Health and safety, employment and legislative obligations are consistently met.
- Risks are identified early and managed proactively to support long-term stability

Professional Standards for Secondary Principals

The Key Tasks outlined in the preceding pages have been developed to assist in meeting the Professional Standards for Secondary Principals, as outlined below:

1. Culture: Provide professional leadership that focusses 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 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 bicultural nature of 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 in professional practice, through applying critical enquiry and problem solving

2. 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
- Promote and support the gaining of worthwhile qualifications and successful transitions to tertiary education or employment for all students
- Ensure that the review and design of school programmes is informed by school based and external evidence
- Foster a professional learning community within which staff members are encouraged to be reflective practitioners engaging with research and provide feedback on their professional practice
- Ensure the use of best practices for assessment and analyse and act upon evidence on student learning to maximise learning for all students
- Focus in particular on success in learning for Māori and Pasifika students, students with special education needs, and students at risk of not succeeding at school

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

- Exhibit leadership that results in the effective day to day operation of the school
- Operate effective systems 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 finance, property, 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
- Align resource allocation with the school's annual and strategic objectives

4. Partnerships and Networks: Strengthen communication and relationships to enhance students learning

- Work with the Board to facilitate strategic decision making
- Actively foster positive 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
- Ensure regular interaction with parents and the school community on student progress and other school-related matters
- Actively foster positive relationships with other schools and participate in appropriate school networks

Signed

Principal: _____ Date: _____

Board Presiding Member: _____ Date: _____