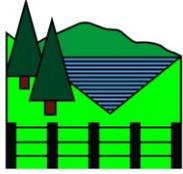


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Lake Rerewhakaaitu School
9 Ash Pit Road – RD 3 – Rotorua 3073
Telephone 07 3666 814
Email principal@lakerere.school.nz

Cover letter

February 2020

Dear Applicant,

Thank you for expressing an interest in the Principal's position at Lake Rerewhakaaitu School. The Board of Trustees is looking for a new Principal to lead our school from Term Three, 2020.

The following information is included in this information pack:

- General notes Page 1
- Recruitment process timeline Page 2
- Person Specification Page 3
- Standard Job Description Page 5
- Application for Appointment form Separate file

You may gain extra information from our school website and the Education Review Office website
www.lakerere.school.nz www.ero.govt.nz

Applications for appointment need to be received by **5:00 pm on Friday 03 April 2020** either by:

- Emailing to tonypope57@gmail.com or posting to:
- Tony Pope
81 Haumoana Street
ROTORUA 3010

If posting, please note on your envelope "Confidential application enclosed."

Receipt of all applications will be acknowledged by return email. If you have not heard from me within three days of sending your application, please phone me to confirm.

Please ensure that your application contains:

- A covering letter outlining your responses to the criteria contained in the Person Specification (p.3) **Bullet points relating to each criterion would be helpful**
- A copy of your Curriculum Vitae with the details of three referees
- A completed application form

If you have any further questions, please contact me by email: tonypope57@gmail.com, mobile 022 3502053 or landline 07 3502053.

Kind regards,

Tony Pope (Consultant)
On behalf of the
Lake Rerewhakaaitu School Board of Trustee

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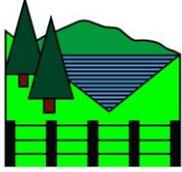
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Appointments Process Timeline

Tuesday, 25 February 2020	Education Gazette advertisement online
Monday, 16 March 2020	Education Gazette advertisement in print
Friday, 03 April 2020	Closing date for applications at 5:00 p.m.
Tuesday, 07 April 2020	Shortlisting completed, and applicants informed
14/04/20 – 22/04/20	Referees phoned
Saturday, 02 May 2020	Interview shortlisted candidates
Wednesday 06 May 2020	Inform shortlisted candidates of selection panel's choice
Monday, 20 July 2020	Commencement date for new principal

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Person Specification

As part of the appointments process the Board of Trustees surveyed the children, staff, parents and school community to find out what they believe are necessary and desirable qualities in the new principal. This section is designed to capture the expertise and qualities for the principal’s role at a highly effective level.

In your separate covering letter please address as many of these criteria as possible. Bullet points under each heading would be appreciated. We are looking for someone who ... is ... has

Mission Statement:

**Preparing students of today for the possibilities of tomorrow.
Kei te whakatakataka nga tamariki o tenei wa mo nga ahei a tona wa.**

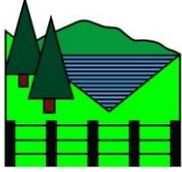
Qualifications

<i>Essential:</i>	<i>Desirable:</i>
<ul style="list-style-type: none"> An experienced, NZ Fully Registered Teacher with proven success in the classroom and a record of effective, positive, productive leadership at a team level or above 	<ul style="list-style-type: none"> A Degree in Education or related fields Professionally up to date A commitment to ongoing professional learning

Leading us onwards

<i>Essential:</i>
<ul style="list-style-type: none"> In partnership with the board, able to co-construct a clearly expressed vision for Lake Rerewhakaaitu School that inspires and engages us all A person of integrity who is inclusive, approachable, empathetic, consultative, collaborative and leads by example

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Nurturing our children

Essential:

- Nurtures our children holistically with a balanced, interesting curriculum that encourages them to participate in a wide range of extracurricular activities and sports
- Develops positive, sustained relationships with all students
- Maintains a positive behaviour system where our school is a safe place for everyone
- Is kind, caring and has the energy and time to visit us in our classrooms and get to know us

Supporting our teachers and paraprofessionals

Essential:

- High expectations, high trust and clear lines of accountability
- Regularly spends time in our classrooms, supporting students, staff and programmes
- Grows us as teachers and leaders by providing feedback on our practice and giving us opportunities to take part in quality professional learning
- Encourages a good work/life balance

Connecting with our school and wider community

Essential:

- A welcoming, open door policy in word and practice with regular, consistent communication to our community
- An ability to develop partnerships, sustain relationships and support the aspirations of our rural community where the school is the hub
- An understanding of Te Ao Maori
- Committed to participation in school-based activities that celebrate the benefits of a rural lifestyle (Such as Ag Day, Group Day, environmental initiatives etc.)

Other

Essential:

- Views education as a vocation and has a sense of perspective and humour
- A strong advocate who works with the board in analysing the students' and school's needs and plans accordingly

Desirable

- An understanding of budgeting and financial and property management

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Principal's Job Description

Responsible to:	The Lake Rerewhakaaitu School Board of Trustees
Directly Responsible for:	The students and school staff (Senior leaders, teachers, support and ancillary staff)
Key roles:	<p>Culture: Provide professional leadership that focuses the school culture on enhancing teaching and learning</p> <p>Pedagogy: Create a learning environment in which there is an expectation that all students will experience success and learning</p> <p>Systems: Develop and use management systems to support and enhance student learning</p> <p>Partnerships and Networks: Strengthen communication and relationships to enhance student learning</p>
Responsible for:	The effective operation of the school as seen in the Principals' Professional Standards and the Standards for the Teaching Profession (as detailed below)
Effective Relationships with:	The Board of Trustees, students, staff, parents, community, education agencies and local schools
Signed:	
Principal:	
Board Chairperson:	
Date:	

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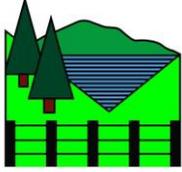
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The Professional Standards provide a baseline for assessing satisfactory performance within each area of practice. They form part of the principal's performance agreement which will reflect the school / Board goals, the principal's job description and selected personal goals.

Area of Practice	Professional Standards
<p>CULTURE Provide professional leadership that focuses the school culture on enhancing teaching and learning</p>	<ul style="list-style-type: none">• 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 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 through participating in professional learning.
Associated Standards for the Teaching Profession	
<p>Te Tiriti o Waitangi partnership</p> <ul style="list-style-type: none">• Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand. <p>Professional learning</p> <ul style="list-style-type: none">• Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners. <p>Professional relationships</p> <ul style="list-style-type: none">• Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner. <p>Learning-focused culture</p> <ul style="list-style-type: none">• Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety. <p>Design for learning</p>	

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- Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner’s strengths, interests, needs, identities, languages and cultures.

Teaching

- Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.

Area of Practice	Professional Standards
<p>PEDAGOGY Create a learning environment in which there is an expectation that all students will experience success and learning</p>	<ul style="list-style-type: none"> ● 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 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.

Associated Standards for the Teaching Profession

Te Tiriti o Waitangi partnership

- Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.

Professional learning

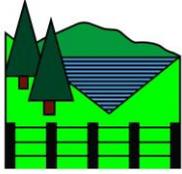
- Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.

Professional relationships

- Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.

Learning-focused culture

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- Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.

Design for learning

- Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner’s strengths, interests, needs, identities, languages and cultures.

Teaching

- Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.

Area of Practice	Professional Standards
<p>SYSTEMS Develop and use management systems to support and enhance student learning</p>	<ul style="list-style-type: none"> ● Exhibit leadership that results in the effective day-to-day 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 on the basis of the school’s annual and strategic objectives.

Associated Standards for the Teaching Profession

Professional learning

- Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.

Professional relationships

- Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.

Design for learning

- Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner’s strengths, interests, needs, identities, languages and cultures.

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Area of Practice	Professional Standards
PARTNERSHIPS and NETWORKS Strengthen communication and relationships to enhance student learning	<ul style="list-style-type: none">• 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.
Associated Standards for the Teaching Profession	
Te Tiriti o Waitangi partnership <ul style="list-style-type: none">• Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa/New Zealand Professional relationships <ul style="list-style-type: none">• Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner	