

Wakari School

Application Package

Principal Position





Nau Mai Haere Mai, Welcome!

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

We are looking for a new Principal to lead the school from 28 January 2027 unless otherwise negotiated.

The following information is included in this application pack:

- Information about our school
- Recruitment process timeline
- Person Specification
- Principal's Job Description
- Information for applicants

Further information about the school can be obtained from the [school website](#)

Link to apply: [Application Form](#)

We require all applicants to provide the names of two people who could act as referees. One of these should be your current or most recent employer. Referees should have direct knowledge of your capabilities. Please ensure the people you list have consented to act as a referee. Please complete the application form [link above] **The close off for submitting your application is noon on Friday 7 August 2026.**

If you would like to visit our school, please contact the current Principal, Stacey Gribben - principal@wakari.school.nz or 027 357 3043 during term time.

Ngā mihi nui

Jason Sargeant
Presiding Member
Wakari School Board of Trustees
botchair@wakari.school.nz



AN INTRODUCTION TO WAKARI SCHOOL

ABOUT US

Wakari School is a Contributing Primary School catering for tamariki from Years 1 to 6. The School has a current roll of around 300 taura which increases as new entrants join us throughout the year.

OUR VALUES

At Wakari School we promote our values of **Honesty, Manners, Respect, Co-operation and Kindness**. As a family orientated school we promote and encourage parental involvement. This assistance along with a strong Home and School partnership is vital for the tamariki education during their time with us. School camps, trips and swimming would simply not be possible without the vital assistance that whanau offer. Our school has a proud tradition of community involvement stretching back to 1858.

OUR VISION

Wakari prides itself on developing its Vision with our taura; “**Happy, Confident Learners**” Ngā ākonga harikoa, nga ākonga māia hoki and looks to achieve this through its co-operative approach to teaching and learning. We have three syndicates across the school which operate in learning hubs. Hubs are usually 2, 3 or 4 classes in size. We aim to provide our pupils with the means to achieve their best in a caring, safe and secure environment. Wakari School benefits from a true team approach. We have a dedicated and committed Board of Trustees giving many hours of professional input, another hardworking group of parents forming the Home and School Association and still a wider group of parents and grandparents assisting with regular trips, camps and special hub activities.

WHAT WE OFFER

Combining with this widespread community support is a stable, experienced and well-qualified team of kaiako and dedicated support personnel. Together the whole school community has an enviable reputation of a forward-looking and innovative school culture. High expectations, well-organised hubs and whole-school commitment to a positive, respectful environment promote high standards of behaviour, personal growth and excellent standards of achievement. Those currently comprising the Wakari School community contribute to an ongoing cycle of school improvement, building on the successes of our past. Wakari School Provides: flexible learning environments, effective learning support programmes, experienced, reflective and dedicated teachers, The latest in ICT equipment, large grass areas, our own swimming pool and great play equipment, A positive and respectful culture, regular trips and outdoor education experiences.



WHO WE ARE

WE ARE:

- U5, contributing school
- Staffing allocation for 2026 is **18.56**
- Funding roll for 2026 is **329**
- Our roll generates **17** units
- Enrolment scheme in place
- Currently 30 staff
- The school operates three syndicates.

STAFF INCLUDES:

- Non-teaching Principal
- Non-teaching Deputy Principal
- Teaching Assistant Principal
- Three Syndicate Leaders
- 13 Scale A teachers
- Literacy Teacher
- SENCO
- 6 Learning Assistants
- Office Manager
- Office Administrator
- Caretaker

SCHOOL CONTACT INFORMATION

150 Helensburgh Road, Wakari, Dunedin 9010

Telephone: (03) 476 3140

Email: office@wakari.school.nz

Website: www.wakari.school.nz

APPOINTMENT TIMELINE



6 July – Position Advertised

7 August – Applications close at Noon

8 – 16 August – Shortlisting Period

16 August – Candidates updated on progress, shortlisted applicants invited to an interview

19 – 29 August – Interview Period

31 August – Candidates updated on progress

28 January 2027 – Employment commences

The Board reserves the right to call for a second interview if required and to amend this timeline

PERSON SPECIFICATION

WAKARI SCHOOL PRINCIPAL

The Board will appoint the candidate who most closely meets the following requirements and whom the Board feels will best fit this role.

The Principal of Wakari School should be ...

- A leader who is committed to inspiring, challenging and empowering all learners to maximise their personal potential
- Culturally responsive, celebrates diversity, has a good knowledge of te ao Māori, demonstrating leadership towards Te Tiriti o Waitangi and can interact effectively across cultures
- Student centred, focused on student achievement with a proven and successful history of exceptional outcomes for students through quality teaching and learning
- An experienced practitioner with a flair for leadership and management
- Able to demonstrate current best practice
- A positive role model for others; including staff, caregivers and students

Personal Attributes

- Approachable, a good listener and communicator
- Able to lead a high-performing, collaborative environment
- Develops positive relationships within our school community
- Able to motivate, inspire, support and encourage all learners
- Has excellent organisational skills
- Energetic and enthusiastic, has a good sense of humour and likes to have fun
- Able to accept challenges, solve problems as a team where appropriate and be able to provide considered and innovative solutions
- Demonstrates integrity, honesty, resilience and an ethical approach
- Able to bring a sense of curiosity and creativity to the role

Leadership Style and Skills

- A leader who can balance decision making with team-work / collaboration
- An inclusive leader who is holistic in their approach
- Has high expectations of student achievement and behaviour
- Provides leadership in line with our vision, mission and values
- The ability to create an inspiring and practical strategic direction
- Create organisational routines and management processes to maximise efficiency
- Clear effective processes for conflict resolution
- Commit to promoting links between the school, our community and local schools
- Communicate effectively with staff, learners, the Board, caregivers and wider community
- Able to efficiently manage the significant financial, property, compliance and personnel tasks that come with this leadership position



PRINCIPAL'S JOB DESCRIPTION

Role Principal

Responsible to Wakari School Board of Trustees

Responsible for Students and Staff

Primary Objectives

Culture: Provide professional leadership that focuses the school culture on enhancing learning and teaching.

Pedagogy: Create a learning environment in which there is an expectation that all students will experience success in learning.

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

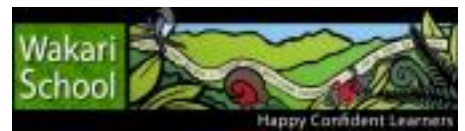
Partnerships: Strengthen communication and relationships to enhance Student learning.

Primary Functions

- To act as the Board's chief adviser in policy and strategic issues.
- To implement the school's Charter and policy objectives
- To ensure professional performance and development of self and all staff
- To ensure delivery of a balanced curriculum in line with the National Curriculum Framework and to maintain programmes of assessment and reporting of student progress
- To lead the school's staff effectively and to staff the school appropriately
- To develop and maintain effective relationships and communications within the school and its community and appropriate agencies
- To manage the school's administrative systems, its staff, resources and finance effectively and efficiently

Responsibilities and Key Tasks

- To use critical inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.
- To establish and maintain professional relationships and behaviours focused on the learning and well-being of each learner.
- To demonstrate commitment to tangata whenua and bicultural partnership and practice in Aotearoa New Zealand
- To create and maintain learning-focused environments which are collaborative, inclusive and safe



- To design learning based on professional knowledge, assessment information and an understanding of each learner's strengths, interests, need, identity, language and cultures.
- To teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.

Delegated Authorities

The Board of Trustees delegates to the Principal the following powers and responsibilities, subject to accurate scheduled reports:

- The day-to-day curriculum and resource management of the school and the achievement of the Government's key achievement areas and requirements as specified in official educational policy documents.
- The implementation of any other requirements specified by Act of Parliament, the Secretary of Education, any other permanent head of a Government department and for individual and collective employment contracts.
- Approval of any orders for goods and services up to the value of \$1000 and provided such an order will not exceed the Board approved budget allocation for the expenditure item involved.
- Ordering fixed assets for which the capital expenditure has the prior approval of the Board.
- The appointment of relieving and casual staff provided such appointment is within the budget allocation for this particular person and provided this delegation is not given to any other staff member.
- Communication with parents, officials, representatives of educational organisation and other firms and organisations with whom the Principal deals as part of their curriculum and resource management responsibilities.
- Delegating staff responsibilities in writing.
- Managing staff performance.
- Liaising with external agencies on behalf of the board and in accordance with the Board's policy guidelines.

Appraisal Process Overview

An annual performance appraisal process will be agreed to by the Presiding Member and the Principal

Annual reports on the performance of the Principal will be made to the Board of Trustees.

Performance agreement goals will be set annually based on:

- The school charter.
- Strategic and annual goals.
Annual targets for student achievement.
- The Principal's previous performance review.



INFORMATION FOR APPLICANTS

Thank you for applying for the position of Principal of Wakari School.

Please ensure you have a copy of the job description, the appointment criteria and have read all material provided, before completing the separate application form.

1. Please fully complete the digital application form personally. Answer all questions. Make sure you sign and date where indicated.
2. Attach a curriculum vitae containing any additional information relevant to the position. If you include written references, please note that we may contact the writer of the reference.
3. Copies of qualification certificates should be attached. If successful in your application, you will be required to provide the originals as proof of qualifications. These will be needed to verify the copies which will be retained for the school's records.
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 will be required to give consent to a Police Vetting check.
 - 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 certain convictions do not have to be disclosed providing:
 - a. You have not committed any offence within 7 consecutive years of being sentenced for the offence
 - b. You did not serve a custodial sentence at any time
 - c. The offence was neither a specified offence under the Clean Slate Act 2004 nor a specified offence under the Children's Act 2014
 - d. You have paid any fine or costs
 - e. Please note that you are not obliged to disclose convictions if you meet the above conditions but can do so if you wish. If you are uncertain as to whether you are eligible contact the Ministry of Justice.
6. Application forms and CVs of unsuccessful applicants will be held until the appointment process is completed and will then be securely destroyed after 90 days. For the successful candidate these documents will be held in their personnel file. The successful candidate may access it in accordance with the provisions of the Privacy Act 2020.
7. The Appointments committee reserves the right to contact anyone to assist with the interview process
8. All information received will be confidential to the Board.
9. Candidates may undertake a school visit.

If shortlisted, you will be required to bring to your interview, the original and copies of the following:

1. Your current Practising Teacher Certificate
2. The primary identity document detailed on your application form. i.e. Passport
3. The secondary identity document detailed on your application form. i.e. Drivers licence (a list of acceptable primary and secondary documents is available in the last sections of the Children's Regulations 2015)