

Halswell Residential College Te Otu Mātua

Tumuaki / Principal

Candidate Briefing Information
February 2025



The Role

Tumuaki / Principal

- **Supporting young people to experience success in education**
- **“Be the best you can be” – fostering student growth and potential**
- **Based in Christchurch**

Halswell Residential College (HRC) Te Otu Mātua, located in Christchurch, is a specialized co-educational residential school offering time-limited interventions for students aged 8 to 16 who face complex behaviours, intellectual difficulties and neurodiverse challenges. HRC is a small school with a staff of highly trained professionals, committed to fostering individual growth and potential, achieving the college's vision “Whakarangatirahia – Be the best you can be”.

The school is located in an award winning purpose built campus which provides up to 32 students with a homely, safe, comfortable environment. The campus is made up of a day school and residential area for students. Learning does not stop at the school gate – throughout the other 19 hours of the day, HRC supports rangatahi to become the best that they can be/whakarangatirahia as they live and learn together in a supportive environment with a clear and consistent rhythm for each day.

HRC provides a tailored curriculum designed to promote learning, engagement, progress, and achievement. This includes highly effective teaching methods, strong relationships with tangata whenua, and evaluative research to ensure continuous improvement. Ākonga are all on individual education plans for learning in both the day school and residential contexts and usually stay between one term and 24 months. A ministerial-appointed Board was established in 2014.

HRC's commitment to inclusivity and personalized care ensures a supportive environment where students can thrive and become contributing members of society.

- Whanaungatanga - Build relationships; Positive, supportive relationships between staff and students form the basis for learning
- Manawa-Roa – Be resilient
- Whaiwhakaaro - Reflect

Both staff and students are encouraged to be enthusiastic, reflective and resilient as they work towards being the best they can be.

Working closely with their Senior Leadership Team, the Tumuaki is responsible for the overall management and professional leadership of the College, the implementation of policies and programmes, and direction and supervision of all staff including non-teaching personnel.

We seek an experienced educational leader with strengths in engaging with diverse stakeholder groups as you lead staff to support the learning of young people with complex intellectual needs.

This is the leadership opportunity you have been waiting for and we would love to hear from you.

About the College

Halswell Residential College (HRC) Te Otu Mātua, located in Halswell, Christchurch, is a specialized co-educational residential school offering time-limited interventions for students aged 8 to 16 who face complex behaviours and neurodiverse challenges. These challenges include Autism Spectrum Disorder (ASD), intellectual impairments, specific learning disabilities, ADHD, trauma, and other similar presentations, diagnosed or not.

The school is located in an award winning purpose built campus which provides up to 32 students with a homely, safe, comfortable environment. The campus is made up of a day school and residential area for students. The residential area, which are designed to assist in the development of life skills, are separate from the teaching spaces which provides a clear demarcation between being at school and being at home.

To experience success in education these young people need to feel safe, make connections, and learn ways to manage their emotions. HRC believes that every interaction with every ākonga by every Kaiako has the potential to make a difference.

Also on site is a four bedroom house which is available to the Tumuaiki/Principal to rent.



Impact

The school has a profound impact on the ākonga who attend and their whānau. Kupu received includes:

- *"A massive thank you, for all the hard work everyone has done over the past year with V. He is a completely different person to the angry child he was. Each one of you should be proud to say that you work there."* Former whānau
- *"When I came to HRC, I needed to work on my behaviour, such as violence, bullying, and sharing with other young people. At HRC, I learned to trust people, be helpful to others, and keep my hands and feet to myself. I never thought I would get to learn mountain biking skills, go walking up big hills, and have lots of outdoor education. My family say they are proud of me going to school, and I am doing better."* Former ākonga
- *"To all the staff at HRC. Thank you for all you have done for our grandson. It has been a joy to see him grow and mature after his time at HRC. I just wish the care he was given was available to all that need it."* Former whānau
- *"When I came to HRC, I needed to learn to stay in class, swear less, and stay settled. At HRC I learnt to stay settled, having good relationships with my teachers helped me to stay settled. I have also learnt to swear less because Lee gave me alternative words like "Cheese and Whiskers", "Fudge", and "Furgargle". I never thought I would go skiing, be the caller in kapa haka or ride drift trikes. My family say that I am doing really well at school and my mum wishes it was easier to get kids into HRC. I say - I will miss HRC."* Former ākonga

Vision

The college's vision "Whakarangatirahia – Be the best you can be," reflects its commitment to fostering individual growth and potential. HRC is a small school with a staff of highly trained professionals dedicated to working with students with intellectual impairments and complex needs.

HRC provides a tailored curriculum designed to promote learning, engagement, progress, and achievement. This includes highly effective teaching methods, strong relationships with tangata whenua, and evaluative research to ensure continuous improvement.

Learning does not stop at the school gate – throughout the other 19 hours of the day, HRC supports rangatahi to become the best that they can be/whakarangatirahia as they live and learn together in a supportive environment with a clear and consistent rhythm for each day.

This unique setting provides common experience, camaraderie, friendship and trust between children and adults. Because they are surrounded by students learning similar skills, they often claim this is the first time they feel like they 'fit in' or that they make a friend.



Mission Statement

"HRC Te Otu Mātua is an intervention for students with intellectual difficulties and complex behaviours. The facilities, specialised curricula, and highly trained practitioners support students within a therapeutic environment, designed to assist them to develop to their full potential."

Our ākonga are all on individual education plans and usually stay between one term and 24 months. We provide a 24/7 educational environment where 'living is learning' and have curricula for both the day school and residential contexts.

The campus features four modern residential whares, each accommodating up to eight students, creating a homelike environment that supports both educational and social development. The college also offers updated playgrounds and facilities to enhance the student experience.

A ministerial-appointed Board was established in 2014.



Values

HRC's commitment to inclusivity and personalized care ensures a supportive environment where students can thrive and become contributing members of society. Positive, supportive relationships between staff and students form the basis for learning. Both staff and students are encouraged to be enthusiastic, reflective and resilient as they work towards being the best they can be.



ERO Report

A June 2024 [ERO report](#) described the key strengths of the school:

- Small class sizes, detailed knowledge of each student, and a learner-centred approach as a basis for ongoing curriculum development.
- An integrated, culturally responsive approach to twenty-four hour, seven days a week learning.
- Close networks with sources of expertise to support a positive environment for learning.
- Sound and productive engagement and partnerships with learners, whānau and external agencies.
- Capable, improvement focused leadership














STRATEGIC PLAN 2024-2025

<h3>HRC VISION</h3> <ul style="list-style-type: none"> → Tailored programmes and interventions provide new skills to support neurodiverse and/or intellectually impaired ākonga in engaging in their local education. → HRC has strong relationships with tangata whenua, whānau and referrers. → Kaiako are highly effective specialists. → Referrers are aware of our service and the referral process and stay involved while each ākonga is at HRC. → Our service gives effect to Te Tiriti o Waitangi and supports the teaching and learning of te reo me ona tikanga. 	<h3>HRC PURPOSE</h3> <p>Whakarangatirahia: Be the best you can be.</p> <p>To deliver an effective time-limited, targeted intervention for neurodiverse and/or intellectually impaired ākonga with complex needs who require specialist intervention to develop skills and strategies to assist full engagement in their local education so they can be the best they can be.</p> <h3>HRC VALUES</h3> <ul style="list-style-type: none"> Manawa-roa Be Resilient Whanaungatanga Build Relationships Whaiwhakaaro Reflect
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STRATEGIC GOALS	1.	A tailored curriculum.	Weave Te Mātaiaho, the HRC curriculum, and All About Me together and train kaiako.
	2.	Highly effective ways of teaching and interacting.	Implement the intentional approaches of a therapeutic milieu and the Common Practice Model.
	3.	Strong relationship with tangata whenua.	Develop new relationships with mana whenua to enhance the outcomes of ākonga.
	4.	Evaluative research.	Research conducted to measure RSS effectiveness.

AT HRC, OUR WORK WILL BE UNDERPINNED BY APPROACHES THAT ARE:

	Evidence-based		Culturally responsive		Ākonga-centred
	In partnership with ākonga, whānau, and referrer		In a physically and emotionally safe therapeutic environment		Inclusive
	Relationship-based		Planned and purposeful		Trauma-sensitive

WHAT OUTCOMES DO OUR COMMUNITY SAY THEY WANT FROM OUR KURA?

ĀKONGA WANT TO:

- make friends.
- learn to manage their anger.
- learn to cope with their anxiety.
- get better at reading and maths.
- learn about their culture.
- get help when they need it.
- be seen and heard.
- feel safe.
- belong/fit in.

WHĀNAU WANT THEIR RANGATAHI TO:

- learn skills so they can manage themselves in a mainstream kura.
- be able to handle big emotions.
- get quality academic support.
- be happy and accepted at kura.
- develop knowledge of te reo and tikanga Māori.
- learn life skills and become more independent.
- be happy and safe while living away from home.

REFERERS WANT HRC TO:

- give ākonga the tools required to manage their emotions.
- support the development of social skills.
- engage ākonga in education.
- provide useful information to receiving kura at transition time.

KAIAKO WANT TO:

- align with the latest research and evidence of what works in residential settings.
- have strong relationships with tangata whenua.
- embed the new curriculum.
- be confident in delivering the Common Practice Model.
- become better at enacting the intentional use of the Daily Life Events.
- share knowledge with other professionals.

Further Information:

Te Otu Mātua HRC website: www.halswellcollege.com

Click [here](#) to view the full Strategic Plan 2024-2025

Click [here](#) to take the Te Otu Mātua HRC Tour

Position Description for the role of Principal | Tumuaki

Reports to: Board of Trustees through the Presiding Member

Manages: The overall management and professional leadership of Halswell Residential College (HRC), the implementation of strategic objectives, policies and programmes and the leadership of all staff.

Direct Reports: Four – Associate Principal Residential, Associate Principal Day School, Executive Officer (the Senior Leadership Team), Executive Assistant.

PURPOSE OF POSITION

The Principal/Tumuaki reports to the Board of Trustees. Working closely with their Senior Leadership Team they are responsible for the overall management and professional leadership of the College, the implementation of policies and programmes, direction and supervision of all staff including non-teaching personnel.

POSITION VALUES

The role of Principal/Tumuaki is considered as that of the College CEO and it is expected the Principal/Tumuaki will maintain a high level of professionalism and integrity, display a positive attitude and team focus, be enquiring and articulate.

KEY RELATIONSHIPS – INTERNAL AND EXTERNAL

- Board of Trustees
- Senior Leadership Team
- All Day School Staff
- All HRC staff
- Family and whanau of the students
- Local Iwi
- Related community groups and agencies
- Intensive Wraparound Service
- Ministry of Education
- Other special needs schools, Westbridge Residential School in particular
- Other stakeholders

KEY ACCOUNTABILITIES, RESPONSIBILITIES AND PERFORMANCE MEASURES

ACCOUNTABILITIES	RESPONSIBILITIES	PERFORMANCE MEASURES
<p>Strategic Management</p>	<ul style="list-style-type: none"> • Directs day to day operations of the College, taking direction from the College’s Charter/Strategic Plan, its policies, and the Board of Trustees. • Is a full member of the Board of Trustees, sharing with other trustees’ collective responsibility for the governance of the College. • Prepares the Charter/Strategic Plan and strategic goals to reflect the vision of the Board of Trustees. • Regularly reviews policies, procedures and College programmes and undertakings with a focus on educational success. • Lead staff in the implementation and evaluation of educational programmes. • Ensure programmes reflect Charter/Strategic Plan priorities. • Understand the importance of evidence-based practise. • Implement priorities and targets that foster high achievement. • Report as required to the Board of Trustees on management issues and the attainment of charter/strategic plan goals. • Develop a climate of trust and co-operation between the College and the community it serves. • Demonstrate a core understanding of, and affinity with, the students at the College and the challenges faced by those students. • Be decisive, assertive, flexible and able to demonstrate initiative. • Operate in high stress situations and be on duty and on call as part of the ‘in loco parentis’ function of a residential school. 	<ul style="list-style-type: none"> • Actively works towards the development of a shared vision for the future of the school, which identifies priorities and targets for: • Addressing barriers to learning • Fostering high achievement of students • Employing teachers of the highest quality available • Focusing the school on continued improvement. • Makes progress towards achieving the vision through the effective management of available resources.
<p>Professional Leadership</p>	<ul style="list-style-type: none"> • Ensures that the College is fully staffed through robust recruitment and 	<ul style="list-style-type: none"> • Operational plans are developed

ACCOUNTABILITIES	RESPONSIBILITIES	PERFORMANCE MEASURES
Effectively leads the Senior Leadership Team	<p>retention processes and in accordance with agreed recruitment strategy.</p> <ul style="list-style-type: none"> • Establishes and implements Key Performance Indicators (KPIs) for all direct reports. • Monitors and manages staff performance in accordance with established processes and policies. • Ensures the direct reports are regularly and appropriately communicated with so that they understand the direction and performance of the functions and HRC and are kept informed of all relevant matters and events. • Reviews staff performance in accordance with KPIs providing coaching, performance management and leadership as necessary to ensure staff are meeting objectives and KPIs. • As part of the performance review process, develops and regularly reviews a personal development plan for each direct report, identifying training and development options to improve performance and achievements of KPIs and to support career progression as appropriate. • Provides verbal and written reports to the Board of Trustees as required. 	<p>that accord with the strategy of HRC and members of the Senior Leadership Team have a comprehensive understanding of these plans.</p> <ul style="list-style-type: none"> • Performance Reviews of the Senior Leadership Team are completed in the time frames established and to the required standard. • Personal development plans are complete, and all training and development opportunities are attended by individuals as agreed in the plans. • Board reports are received by BOT members no less than 5 days before the meeting. • Reports ensure there are “no surprises” for the Board. • Demonstrates a thorough understanding of current approaches to effective teaching and learning across the curriculum. • Analysis and makes effective, timely responses to school self review, external audits, and outcomes of student learning. • Reflects on own performance appraisal and demonstrates a commitment to own ongoing

ACCOUNTABILITIES	RESPONSIBILITIES	PERFORMANCE MEASURES
		<p>learning in order to improve performance.</p> <ul style="list-style-type: none"> • Defined Measures: <ul style="list-style-type: none"> • Charter/Strategic Plan delivered to MOE on time. • Annual Report delivered to MOE on time. • No incidents by staff of culturally insensitive or inappropriate behaviour.
<p>Financial and Budget Management Ensures HRC operates within the financial budget agreed.</p>	<ul style="list-style-type: none"> • In conjunction with the Senior Leadership Team, establishes a comprehensive annual operating budget for HRC for approval by the Board of Trustees. • Actively manages the operating budget of the College by undertaking a monthly analysis of any variances of actual expenditure or revenue versus the budget and reporting to the Board on expenditure versus budget. • Develops and annually reviews levels of delegated authority of expenditure for each member of the Senior Leadership team. • Develops, documents and regularly reviews processes and procedures for all functions within the finance area of HRC ensuring compliance with all accepted financial management practices, regulatory requirements and Ministry of Education guidelines. • Ensures all relevant staff members understand the financial processes and procedures and comply with all requirements. • Ensures all money/funds are properly managed. • Ensure all returns are filed with and that all tax payments are made to the appropriate statutory bodies in full and on time. • Liaises with the appointed auditors, providing all requested documentation and information to enable a comprehensive audit and report to be made and submitted to the Ministry of Education on time. 	<ul style="list-style-type: none"> • Annual Budget for HRC is completed in full and on time. • Reports to the Board of Trustees with a monthly consolidated expenditure versus budget report that is accurate and timely. • Year End budget to be within +/- 5% of annual budget unless otherwise agreed with the Board Chairperson. • Develops a budget in consultation with the Ministry of Education.

ACCOUNTABILITIES	RESPONSIBILITIES	PERFORMANCE MEASURES
	<ul style="list-style-type: none"> • Immediately attends to any remedial actions required by the auditors. 	
<p>Leadership of Curriculum Provides support to the AP Day School to ensure curriculum reflects the objectives of HRC.</p>	<ul style="list-style-type: none"> • Together with the Associate Principal Day School and the Associate Principal, Residential, develops the annual and/or periodic objectives and vision for the College curriculum. • With the input of the Team Leader Day School and Teachers, develops and annually reviews a comprehensive educational programme that aligns with the objectives and vision of HRC and the HRC Curriculum - which focuses on the specific needs of the students and community - together with referring to components of the New Zealand Curriculum provided by the Ministry of Education. • Ensures necessary staff are fully trained on the curriculum and that they have the resources and facilities to properly teach the students as required. • Review the curriculum regularly. • Reports to the Board of Trustees twice yearly on student achievement against charter/strategic plan and annual objectives. 	<ul style="list-style-type: none"> • The curriculum reflects the strategic objectives and values of HRC. • The curriculum is implemented as planned. • Teaching standards are of a high quality. • Reports monthly to the Board of Trustees on matters of the curriculum.
<p>Relationship Management</p>	<ul style="list-style-type: none"> • Maintain strong working relationships with the Ministry of Education and the Intensive Wraparound Service in particular. • Build networks with other schools, and the special education sector. • Maintain a culture of inclusion, encourage parental involvement and staff participation in decision making. • Be able to lead, appraise, delegate and motivate staff. 	<ul style="list-style-type: none"> • No unresolved issues with the Ministry of Education. • Relationships of trust and confidence with staff, stakeholder and community groups.
<p>Behaviours, approach, and style Models desired behaviours for students and creates a safe and positive learning environment.</p>	<ul style="list-style-type: none"> • Creates a positive learning environment that encourages the students to participate in activities and share ideas. • Promotes desired student behavioural styles and approaches that align with the Individual Educational Plans, Functional Behaviour Analysis plans and other Behavioural Management requirements. • Acknowledges desired behaviours, efforts and results through praise and other 	<ul style="list-style-type: none"> • No unresolved complaints from students, family, whanau or colleagues regarding negative behaviour within HRC or substandard behaviour management practices. • Uses self-reflective practices and

ACCOUNTABILITIES	RESPONSIBILITIES	PERFORMANCE MEASURES
	<p>accepted methods.</p> <ul style="list-style-type: none"> • Quickly and effectively deals with undesirable behaviours in students using accepted methods and in accordance with HRC policy and procedures. • Supports other College staff as requested or where incidents require, modelling collaboration, teamwork and positive behaviours. • Understands and implements safe behaviour management techniques in accordance with HRC policies and procedures to ensure students and staff safety is not compromised. 	<p>supervision to continuously develop own methods of operating effectively.</p> <ul style="list-style-type: none"> • All training agreed is undertaken. • No behaviours inconsistent with those expected of a Principal/Tumuaki. • Is perceived as a strong and capable Principal/Tumuaki.
<p>Compliance Ensures the College is compliant with all statutory and HRC policy and procedural requirements.</p>	<ul style="list-style-type: none"> • Maintains a full understanding of all regulatory requirements for the operation of a residential educational facility for the students at HRC. • Ensures these regulatory requirements are clearly documented and understood by all staff within the College. • With the support of the Associate Principal Day School and the Associate Principal, Residential, regularly reviews – amending as necessary: <ul style="list-style-type: none"> • the HRC Policy and Procedure Manual; • the HRC Staff Code of Conduct; • the HRC Philosophy of Care; • the HRC Health and Safety Manual; • the HRC Behaviour Support Procedures; • Any other policies, procedures and practices – <p>ensuring these provide for and support the best practice operation of a residential educational facility for all HRC students.</p> • Ensures all policies, procedures and practices are understood by all College staff. • Monitors all pastoral notes made by staff within the College to ensure they are complete, accurate and of a high standard. <p>Liaises with the Education Review Offices or any other reviewing or auditing bodies to facilitate a review or audit of the College and its practices.</p>	<ul style="list-style-type: none"> • No regulatory, procedural or policy breaches by College staff. • Any breach is immediately and appropriately managed so that no further breaches will occur. <p>No adverse feedback or significant procedural or regulatory breaches or omissions as determined by the Education Review Office or other reviewing or auditing body.</p>

ACCOUNTABILITIES	RESPONSIBILITIES	PERFORMANCE MEASURES
	<ul style="list-style-type: none"> Ensures all feedback or changes required following a review or audit of the College are implemented without reasonable delay. Reports as required on matters of compliance including any changes or breaches. Reports to the Board of Trustees upon a regulatory or procedural breach of significance. 	
<p>Health and Safety Leadership</p> <p>Ensures the provision of a very low risk environment for students and staff within the Day School.</p>	<ul style="list-style-type: none"> Champions student health and safety within the College, proactively providing or facilitating guidance, coaching and training, to support compliance with all HRC processes, procedures and policies on the effective management of health and safety within the College and ensuring a very low risk environment for students and staff. Ensures all Health and Safety policies, procedures and practices are understood and followed by all staff within the College without exception. Reports to the Board of Trustees where the Health and Safety of students or staff has been put at risk or where there is a breach of Health and Safety policies, procedures and practices. Reports as required to the Board of Trustees on all matters of Health and Safety within the College. 	<ul style="list-style-type: none"> No regulatory, procedural or policy breaches. Any breach is immediately and appropriately managed so that no further breaches will occur. No adverse feedback or significant procedural or regulatory breaches or omissions as determined by the Education Review Office or other reviewing or auditing body. No Health and Safety regulatory, procedural or policy breaches. Any breach is immediately and appropriately managed so that no further breaches will occur. A Health and Safety Assessment is completed at least once per term and any remediation undertaken within 24 hours of any high-risk situation identified.
<p>Risk and Crisis Management</p> <p>Ensures risks are identified, mitigated and reported.</p>	<ul style="list-style-type: none"> Understands and identifies the risks involved in the College. Documents known risks and the risk management plans and procedures. Ensures all staff members understand the risks involved in the College and know how to manage these risks. 	<ul style="list-style-type: none"> All risks within the College have a mitigation or management strategy. No breaches of or failure to use the identified risk mitigation or

ACCOUNTABILITIES	RESPONSIBILITIES	PERFORMANCE MEASURES
	<ul style="list-style-type: none"> Ensures all staff members understand the correct Behaviour Support procedures and are able to safely execute these procedures. Reports as required to the Board of Trustees on risks that have arisen in the College. Reports immediately to the Board of Trustees where serious risks to the safety of the students have arisen. 	<p>management strategies by any staff member in the College.</p> <ul style="list-style-type: none"> No staff member is unable to properly and safely execute the Behaviour Support procedures. The Principal/Tumuaki is able to properly and safely execute the Behaviour Support procedures.
<p>Cultural Leadership Ensures all students are supported culturally and provided with all opportunities to develop themselves within their culture.</p>	<ul style="list-style-type: none"> Maintains an understanding of key cultural mores, behaviours and values. Models respect for others in interactions with colleagues and students. Promotes the multicultural nature of New Zealand and an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected. Ensures all College staff understand key cultural mores, behaviours and values. Supports the Kaiwhakahare as required to ensure the cultural needs of the students are provided for. 	<ul style="list-style-type: none"> No incidents by staff of culturally insensitive or inappropriate behaviour.
<p>Team Participation and Self Review Works with the Board of Trustees on matters of operational and strategic importance to HRC.</p>	<ul style="list-style-type: none"> Ensures that the Board of Trustees is kept informed of all pertinent developments and information within functions and processes managed by Principal/Tumuaki. Participates fully in all meetings with the Board of Trustees, contributing ideas and reporting as required. Participates fully in meetings with colleagues throughout the business, contributing as appropriate and supporting colleagues as required. Focuses on continuous improvement by regularly and actively engaging in selfreflection in order to improve the effectiveness of professional practice in accordance with HRC policies, procedures and guidelines. Undertakes any other duties reasonably requested by the Board of Trustees. 	<ul style="list-style-type: none"> Is viewed by members of the Board of Trustees as a contributor and collaborates to achieve group objectives.

COMPETENCIES – ATTRIBUTES AND BEHAVIOURS

In order to be effective in the position the Principal/Tumuaki shall have and be able to consistently demonstrate the attributes and behaviours described below.

- Works to achieve the educational success of the College by managing the performance and development of its staff, the day-to-day administration of College life, keeping staff and student safe, developing and leading the strategic planning and direction and effectively communication with all members of the College's community.
- Actively demonstrates professionalism throughout the organisation and the industry and is a credible and trustworthy person who holds the respect and loyalty of all stakeholders.
- Works positively with colleagues to achieve goals; experience is shared and help is actively sought and proactively offered. Strong working relationships are developed and maintained across the organisation.
- Has tenacity in pursuing goals, showing focus in the face of opposition and ensures personal goals are aligned with the school objectives.
- Demonstrates a strong understanding and commitment to the goals and objectives of the organisation, regularly contributes to formulating goals.
- Demonstrates a holistic approach to learning which identifies the ecology in which the ākonga learns is just as important as the teaching.

COMPETENCIES – SKILLS AND EXPERIENCE

In order to be effective in the position the AP shall have and be able to demonstrate the following skills and experience:

- A current New Zealand Teacher Registration.
- Proven experience at management level in an education role.
- Experience in supporting the learning of students with complex intellectual needs.
- A strong understanding of developing and implementing processes and procedures that ensure organisation compliance with legislative requirements.
- Experience operating effectively in a multicultural setting.
- Substantial people leadership experience.
- Competent use of computers and software.
- The ability to safely and correctly execute HRC Behaviour Support procedures.
- Licensed in New Zealand to drive a car.

Person Specification

Our new Tumuaiki will be:

- An experienced educational leader with a track record of success in inspiring, supporting, mentoring and developing diverse teams, with values-based leadership.
- Innovative, seeking new opportunities to grow HRC Te Otu Mātua and raise the profile of the kura.
- Experienced in supporting the learning of young people with complex intellectual needs.
- An excellent communicator, with strong interpersonal skills, compassion and empathy.
- Approachable, collaborative and adaptable, with courage, sensitivity and a sense of humour.
- A critical thinker and problem-solver.
- Highly organised, setting priorities and managing finances, resources, staffing and time effectively.
- Experience operating effectively in a multicultural setting.

Our new Tumuaiki will have:

- A current New Zealand Teacher Registration.
- Proven experience at management level in an education role.
- A proven track record engaging with diverse stakeholder groups including with the Ministry of Education and building collaborative networks.
- Strengths in building strong and positive relationships, with skills in advocacy.
- Knowledge of trauma-informed practice.
- Skills in managing HR and employment relations issues.
- A strong understanding of developing and implementing processes and procedures that ensure organisation compliance with legislative requirements.
- Understanding of good governance and experience reporting to a Board.
- A sound knowledge of Te Tiriti o Waitangi, with competence and confidence in te reo Māori and tikanga.
- Cultural awareness, enabling Māori and Pasifika young people to live their culture.
- An unwavering belief in the mahi, with a heart for the ākonga who attend HRC Te Otu Mātua.

An understanding of residential schools, whilst not essential, would be an advantage.

Sheffield Contacts



Andrea Bankier - Senior Consultant



Ph +64 27 447 8102

Email andrea.bankier@sheffield.co.nz

Andrea assists clients to create productive and sustainable work environments and deliver strategies that achieve organisational, business and individual outcomes. As an experienced organisational development consultant and human resource project manager, Andrea's learning and development expertise has allowed her to work with multidisciplinary teams, to build workforce capability across a range of sectors.



Emma Gifford - Search Consultant



Ph +64 3 374 9355

Email emma.gifford@sheffield.co.nz

Emma has a strong analytical and research background, with over 20 years experience in professional services and consultancy firms. She combines an interest in what makes businesses work well with a genuine interest in candidate care and enjoys working in an environment with a strong team focus that delivers quality outcomes for our clients.



Jane Cotter - Project Coordinator



Ph +64 3 353 4357

Email jane.cotter@sheffield.co.nz

Jane has an extensive recruitment background, having worked the majority of her career in the sector, in both consultant and coordinator roles in UK, Middle East, Australia and New Zealand markets. She has worked with government and private companies across many disciplines including engineering, education and health. Her focus is always to make the appointment process for candidates and clients smooth and enjoyable.

Our Process



Search and Advertising

During this period a Sheffield consultant may contact you to discuss your application, explore your motivation for applying and assess your suitability and fit with the key competencies of the role. All applications received will be acknowledged via email.



Candidate Review

Sheffield will provide a formal report of all applications received with summarised candidates' information from CVs and cover letters, to the client for their consideration. All candidates will be advised of the status of their application within a week of the advertised closing date.



Consultant/Longlist Interviews

The lead consultant will interview those candidates selected for progression either face to face or via video meeting depending on location. The format will be a behavioural-based interview where you will be asked to provide examples from your career in relation to key competencies of the role. This will also be a chance to discuss motivations for applying and general career background, as well as to answer any queries you may have about the role.



Recommendations for Shortlist

From the initial longlist interviews, Sheffield make recommendations for shortlist to the client. We also provide a formal report to our client including summary points from your longlist interview. Those candidates not selected for further progression will also be advised at this stage.



Client/Shortlist Interviews

If you are progressing to the shortlist/client interview stage, you will be contacted and arrangements will be made for a suitable time for interview. We ask for your flexibility to make this work as easily for the client as possible.



Due Diligence and Decision

If you are the successful candidate this will involve reference checking and probity of education, employment and police records as well as online searches. Sheffield will support you with any due diligence required on your part. Unsuccessful candidates will also be informed at this stage and feedback will be provided.

How to Apply

Candidates can apply, in strict confidence, online at www.sheffield.co.nz.

To apply by email, please attach your cover letter and CV and send to cvchc@sheffield.co.nz quoting 8911aa.

Applications close on 18 March 2025. Emails will be electronically acknowledged, and further correspondence may be by email. For more information please phone Andrea Bankier on +64 27 447 8102.

Sheffield has prepared a Candidate Handbook which provides you with valuable information and suggestions for your job search. To read through the handbook please visit: [Candidate Handbook](#)

Working with Sheffield

You can expect that Sheffield will:

- Act with utmost integrity, honesty & with complete confidentiality
- Treat you with respect & comply with all relevant laws & policies
- Maintain a high level of communication throughout a recruitment process
- Demonstrate the highest levels of individual skills & knowledge

In return, we would like to expect that you will:

- Be up front and completely honest with us
- Prepare thoroughly for all interviews
- Treat your consultant as the potential employer with the same courtesy and respect they show you
- Work closely with your consultant

The information contained in this document is a reflection of the essential elements of the position and company history as represented to Sheffield by Halswell Residential College Te Otu Mātua and is not intended as a formal position description. It will be subject to further elaboration or clarification at a later stage in the selection process and Sheffield accepts no liability for any representations made in good faith.

Trusted advisors in
sourcing, selecting and
shaping leaders for
over 60 years

sheffield 
Sheffield South Island

Andrea Bankier
+64 27 447 8102
Andrea.Bankier@sheffield.co.nz
www.sheffield.co.nz