

# Southern Health School

## Te Kura Whaiora ki te Tonga

Tumuaki / Principal

### Candidate Information



# The Role

## Tumuaki / Principal

- Students and their hauora are at the centre of learning
- Supporting every student's right to learn and flourish
- Based in an urban centre in South Island (flexible location)

The Southern Health School is a State Special School for students from Year 1 to 13, who live in the South Island, Stewart Island or Chatham Islands and are ill. Overseen by an experienced Board of Trustees, the school is part of a network of regional health schools providing education for students who are unable to attend their regular school due to health-related issues. The school caters to children and young people facing physical or mental health challenges, ensuring they continue to receive quality education while managing their conditions, whether they're in hospital or at home in the community.

With 51 teachers in multiple sites, teaching nearly 700 students in a year, the school offers a tailored curriculum designed to meet each student's unique educational and health needs. Learning occurs in small groups, one-on-one settings, or via remote learning, depending on the student's situation.

Teachers work closely with families, health professionals, and students' home schools to ensure a cohesive approach to both health and education. Emotional and social well-being are prioritised alongside academic progress.

The Tumuaki leads and manages to maintain a responsive, inclusive and high performing school where success and individualised learning is fostered.

We seek an experienced educational leader with strengths in engaging with diverse stakeholder groups as you lead staff across the South Island.



# About The School

New Zealand's Health Schools were established out of "Special Education 2000", to help keep children learning when they are unwell for extended periods and missing school.

There are three Health Schools in New Zealand:

**Northern Health School:** Covers the upper half of the North Island.

**Central Regional Health School:** Covers the lower half of the North Island.

**Southern Health School:** Covers the South Island

and together they assist around 2,500 students each year.

It's a common misconception that Health Schools only help children who are ill in hospitals. This is largely because Health Schools evolved from the earlier framework of Hospital Schools which had classrooms based within the hospital, but our mandate now extends far beyond the hospital grounds.

Health Schools today provide educational support to children whether they're in hospital or at home in the community. This change reflects the fact that modern medical practice has reduced the amount of time patients actually spend in hospital for treatment, and the fact that there are long-term illnesses which don't require hospital treatment.

Health School teachers spend about most of their time teaching children in a community setting. It was this growing emphasis on community-based teaching that provided the rationale for a change in name from "Hospital School" to "Health School" in 2000.

The Southern Health School began with around twelve teachers in six sites around the South Island, teaching around 100 students in a year. As the school has become more widely known it now has 56 teachers in eleven sites, teaching nearly 700 students in a year and assisted by the support staff (total staff 71, 41.6 FTE).

It is encouraging to know that students who are unwell are able to continue their education with the support of Health Schools.



**The Southern Health School** is a State Special School for students from Year 1 to 13. The school caters for Primary and Secondary School students who are ill and who live in the South Island, Stewart Island or the Chatham Islands. But the illness is not as important as the fact that the students are unwell and missing school. The school's job to help them to keep learning and help them get back to school as soon as they are well or transition to other learning opportunities.

The Christchurch base is part of the wider Southern Health School network, which operates throughout the southern regions of New Zealand. It is overseen by a Board of Trustees who [with the exception of the Staff Trustee] are appointed, at triennial School Board election time, by the Minister of Education. The day-to-day operations are managed by the Principal and a team of dedicated teachers and support staff. The Tumuaki / Principal vacancy arises from the sad passing of Helen Mantell in September 2024.

We have teachers and learning support centres across the South Island, from Invercargill to Nelson.

### Who can attend

Students who have high health needs as identified by a qualified doctor or specialist. These students will have been absent from school for more than 10 days in a row or 40 in a whole year; will be having treatment for their illness; and will stay on the roll of their usual school, since they are only admitted to our school while they are ill.

### Individual Learning Plans

Individual Learning Plans (ILP) are developed in association with the School of Enrolment, parents and other professionals involved with the student. The school

- Prepares and locates resources and learning programmes for students.
- Arranges Te Aho o Te Kura Pounamu (The Correspondence School) lessons as appropriate.
- Provides online learning opportunities.
- Teaches students in hospital, at home and in learning support centres.
- Keeps in touch with students' usual school and teachers.
- Support students' learning needs.
- Works with students to help them back to their usual school.



For more information on the school visit: [www.srhs.school.nz](http://www.srhs.school.nz) | Te reo: [About the School in te reo](#)

[ERO Report](#)

## Our Values

Te Tiriti o Waitangi is the founding document of Aotearoa New Zealand. We acknowledge our obligations as a result of that agreement and commit to meeting those in our practice. Woven through all of the values is a clear awareness that learning at Southern Health School / Te Kura Whaiora ki te Tonga ( SHS) is centred around ako. We learn from our ākonga and our ākonga learn from us.

Within this context, we uphold these values:

**Whakaoranga** : Our students and their hauora / holistic wellbeing are at the centre of our work.

**Pono**: We act with courage and integrity.

**Whakawhanaungatanga**: We connect, collaborate, and learn alongside each other.

**Manaakitanga** : We work with respect and care for the mana and dignity of our ākonga, their families and whānau, our colleagues and the wider community.

**Kotahitanga**: We are inclusive.

### Whakaoranga

*Our students and their hauora are at the centre of our work.*

Working holistically, we intentionally support te whaiora o ngā ākonga (student pursuit of wellbeing) in order to tautoko (support / facilitate) their re-engagement with their learning pathway.

We are personalised in the way we work with each of our ākonga. We are intentional in developing meaningful relationships with ākonga and their whānau. We tautoko the aspirations and goals of ākonga as culturally located people. We attend to our own and our students' hauora.

### Pono

*We act with courage and integrity.*

We are present, open and willing to engage with others. Our words and actions promote the best outcomes for ākonga. We make tough decisions when we have to and seek support when we need it.

We do this because we respect not only our own mana but that of others. We hold ourselves accountable. When we make mistakes, we learn from the experience and move forward. We speak honestly and respect the opinions of others.

### Whakawhanaungatanga

*We connect, collaborate, and learn alongside each other.*

We take time to make connections and build the relationships that sit at the core of our work. We are approachable. We ask questions, listen and reflect. We share our knowledge, resources and mahi to improve our practice.

### Manaakitanga

*We work with respect and care for the mana and dignity of our ākonga, whānau, our colleagues, and the wider community.*

We are kind to ourselves and others. We are welcoming and hospitable. We approach each other with unconditional positive regard. While we do not always have to agree, we assume positive intent and withhold judgement.

### Kotahitanga

*We are inclusive.*

We are a place where everyone feels safe and accepted as their authentic self. We do not tolerate discrimination. We value difference and diversity and our practice is respectfully responsive.

# Strategic Plan 2024 - 2025

Ko te whai mātauraka. Ko te hauora

Seek health and wellbeing through learning

**Every child has the right to learn and flourish through education**

## 2024 – 2025 Outcomes

**Goal 1:** To meet the personal learning needs of every ākonga through a flexible and holistic approach to curriculum delivery.

### Strategic Actions

- Develop and implement innovative practices to meet the changes to the NZ Curriculum and National Assessment
- Implement assessment practices consistently across the school to inform teaching and learning
- Provide/develop appropriate resources for each of the above

### In order to meet NELP Priorities

- Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures
- Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy
- Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

**Goal 2:** To support Ākonga, Kaiako and Kaimahi to develop the academic, personal, social and cultural skills, knowledge and dispositions necessary for their own success.

### Strategic Actions

- Develop consistent SHS pedagogy for engagement, learning and transition
- Implement organisational values with staff to support consistent pedagogy
- Implement specific programmes that support transition eg. Hauora/wellbeing, executive function, art therapy, careers, SEN
- Develop and implement a framework and initiatives for staff hauora/wellbeing
- Support staff to further develop practices that support inclusiveness and diversity in their teaching

### In order to meet NELP Priorities

- Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
- Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
- Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
- Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work



**Goal 3:** To develop practices that are safe for all cultures and enable ākonga to achieve success in the bicultural context of Aotearoa New Zealand.

Strategic Actions	In order to meet NELP Priorities
<ul style="list-style-type: none"> <li>• Support staff to develop competence in Te Reo Māori</li> <li>• Employ culturally competent pedagogies across the school that respond to Mana Ōrite mō te mātauranga Māori</li> <li>• While ensuring that the very best candidates are employed for any role, ensure recruitment processes actively seek to support diversity in staffing.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</li> <li>• Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</li> <li>• Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</li> </ul>

**Goal 4:** To engage with and foster partnerships with our communities to best meet the needs of our ākonga.

Strategic Actions	In order to meet NELP Priorities
<ul style="list-style-type: none"> <li>• Foster partnerships and engagement between SHS and it's communities/hapori Whānui</li> <li>• Establish a designated SHS space for teaching for all teachers</li> <li>• Reduces barriers to access to ensure the roll reflects the diverse nature of children across te Wai Pounamu/the South Island, including learning, ethnicity, gender</li> <li>• Regional relationships with iwi and rōpū, focussed on ākonga success and honouring our obligations under Te Tiriti o Waitangi, are established and show influence in school operations.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</li> </ul>

NATIONAL EDUCATION and LEARNING PRIORITIES (NELP)	EDUCATION AND TRAINING ACT - A BOARD'S PRIMARY OBJECTIVES
<p><b>Objective 1: LEARNERS AT THE CENTRE</b> Learners with their whānau are at the centre of education</p> <p><b>Objective 2: BARRIER FREE ACCESS</b> Great education opportunities and outcomes are within reach for every learner</p> <p><b>Objective 3: QUALITY TEACHING AND LEADERSHIP</b> Quality teaching and leadership make the difference for learners and their whānau</p> <p><b>Objective 4: FUTURE OF LEARNING AND WORK</b> Learning that is relevant to the lives of New Zealanders today and throughout their lives</p> <p><b>Objective 5: WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b> New Zealand education is trusted and sustainable</p>	<p><b>Objective 1:</b> Every ākonga is able to attain their highest possible standard in educational achievement</p> <p><b>Objective 2:</b> The school is a physically and emotionally safe place for all ākonga and staff</p> <p><b>Objective 3:</b> The school is inclusive of, and caters for, ākonga with differing needs</p> <p><b>Objective 4:</b> The school gives effect to Te Tiriti o Waitangi</p>

# Position Description



**Position:** Tumuaki Principal of Southern Health School

**Date:** December 2024

**Grade:** U6

**Remuneration:** Based on the Primary Principals' Collective Agreement. The salary components comprise:

- a school roll-based salary (Grade U6)
- a staffing-based salary component (41.6 FTE)
- an equity index payment
- a payment for Leadership
- a Career stage payment (where applicable)
- a Special School payment.

**Responsible for:** All students and school staff on all sites across the South Island.

**Functional Relationships with:**

- School partners – Northern Health School, Central Health School
- Students, families/caregivers,
- Schools
- Health providers
- Ministry of Education, government and non-government agencies.

**Role Purpose:**

Lead and manage Southern Health School efficiently and effectively in order to maintain it as a responsive, inclusive and high performing school where success and individualised learning is fostered.

Vision – Every child has the right to learn and flourish through education.

**Primary Objectives and Functions:** Ensure school operations are in accordance with legislation, the New Zealand Curriculum, the policies and procedures of the school and reporting requirements.

*Oversee the continued development of innovative, responsive and student-centred teaching practices that embody the Core Values of Southern Health School as outlined in the Charter:*

- Ensure appropriate staffing of the school and ongoing professional development and appraisal of self and all staff.
- Provide visionary leadership and mentorship and act as a professional and innovative role model to teachers and students.
- Promote a culture that fosters achievement, ambition and lifelong learning.
- Provide leadership in teaching and learning to maintain and grow Southern Health School's high level of performance and unique, innovative and responsive character.



- Have an expectation that all students will experience success in learning, and all students will be engaged in their learning, through individualised work plans.
- Manage the School Curriculum to ensure it meets the expectations of the New Zealand Curriculum, and maintain high quality programmes of assessment and transparent reporting of student progress.
- Ensure a culturally responsive and inclusive school environment.

*Develop and maintain effective relationships and communications both within Southern Health School and external agencies:*

- Communicate the school's policies and strategies to parents/caregivers, staff, students and other stakeholders.
- Build and maintain constructive relationships with our partner agencies and other schools.
- Fosters a collaborative environment where staff can develop and excel.
- Develop and maintain effective relationships with the board, with open communication and respect.

*Manage and administer efficient and contemporary systems that enhance the running of Southern Health School:*

- Implement the Southern Health School Charter and Strategic Plan, Annual Development Plan and policies; record and maintain data to inform the Board of progress, and to assist in future planning.
- Provide professional advice to the Board in policy and strategic issues and implement Board decisions.
- Effectively manage and administer finance, property and health and safety systems, to ensure the maintenance or upgrading of our equipment and educational facilities, and provide a safe, supportive and stimulating learning environment.

*Meet the Principal Professional Standards and the Teaching Council of Aotearoa New Zealand Professional Standards and be appraised annually against these:*

- Demonstrate growth against the Professional Standards and uphold the Code of Professional Responsibility as required by the Teaching Council of Aotearoa New Zealand.
- Utilise the Professional Growth Cycle as an opportunity for personal and professional growth.
- Abide by the Southern Health School's Code of Conduct.
- Maintain a current practicing certificate with the Teaching Council of Aotearoa New Zealand.

Hold and maintain a current full New Zealand Driver Licence.

Uphold the Person Specifications outlined below.

# Person Specification

## Our new Tumuaki will be:

- An experienced educational leader with a track record of success and excellent curriculum and pedagogical knowledge
- A visionary and inspirational leader, supporting, mentoring and developing teams and staff
- Innovative, seeking new opportunities to grow Southern Health School and raise the profile of the school
- An excellent communicator, with strong interpersonal skills, compassion, empathy and effective listening skills
- A decisive problem-solver
- Highly organised, setting priorities and managing time effectively.

## Our new Tumuaki will have:

- Experience leading teams, supporting and developing staff and building a collaborative culture
- 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
- Excellent management skills, managing staffing, resources, finances and property in an educational setting
- Skills in managing HR and employment relations issues
- 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
- A flexible and adaptable style, professional, with a calm demeanour
- A sense of humour.

Whilst not essential, the following skills would be an advantage:

- Experience and knowledge of impact of learning issues on health especially mental health and behaviours
- Ability to prepare business cases and project plans
- Sourcing and applying for community-based grants funding
- Understanding of how a health school model works.

This document should be read in conjunction with:

- Southern Health School Charter and Strategic Plan and Annual Plans
- The Principal's Annual Performance Agreement
- Professional Standards for Principals
- Teaching Council of Aotearoa New Zealand Professional Standards and Code of Professional Responsibility
- Primary Principals' Collective Agreement.

# Sheffield Contacts



## **Andrea Bankier** - Senior Consultant



**Ph** +64 27 447 8102

**Email** [andrea.bankier@sheffield.co.nz](mailto: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](mailto: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](mailto:jane.cotter@sheffield.co.nz)

Jane comes from an extensive recruitment background, having worked over 20 years in the sector, both in New Zealand and abroad. Jane has worked for government and private companies across several disciplines including engineering and health.

# 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](http://www.sheffield.co.nz).

To apply by email, please attach your cover letter and CV and send to [cvchc@sheffield.co.nz](mailto:cvchc@sheffield.co.nz) quoting 8892aa.

Applications close on 10 February 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 Southern Health School 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](mailto:Andrea.Bankier@sheffield.co.nz)  
[www.sheffield.co.nz](http://www.sheffield.co.nz)