

Dear Applicant

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

Currently this is a fully released position, however both Deputy Principals at Fairhaven School are required to relieve throughout the school when required.

The following are included in this application pack:

- 1) Person Specification
- 2) Timeline for Appointment
- 3) Deputy Principal Job Description
- 4) Information About Our School
- 5) Application for Appointment Form

Position Commences Term 4 2025, Monday 6th October or by negotiation

To apply for the position applicants should email Sioned Oliver (Acting Principal) leadteam@fairhaven.net.nz with the following information:

- Your Curriculum Vitae
- A cover letter explaining how the school will benefit from your educational leadership and how you meet our desired criteria
- A copy of your current NZ Practising Certificate
- The Deputy Principal Application Form

Applications close at 9am Monday 14th July 2025

Ngā mihi



Sioned Oliver
Acting Principal

PERSON SPECIFICATION

Deputy Principal – 4 Permanent MUs & SDA

Our Deputy Principal will be a relational leader who:

Leadership & Vision

- Has proven leadership experience
- Is able to be part of our Fairhaven shared vision, creating excellence in specialist education whilst understanding that people contribute in unique and different ways
- Has the ability to think strategically, and understand the impact of day-to-day decisions on the 'big picture' objectives
- Has strong organisational and self-management skills; including delegating, developing and following systems, good time management and pragmatic decision-making

Cultural Responsiveness

- Is committed to growing their skills in Te Reo Māori and mātauranga Māori
- Is committed to growing their own skills and supporting staff growth in Te Ao Māori, including active culturally responsive pedagogy honouring Te Tiriti o Waitangi
- Has an active awareness of and positive attitude towards biculturalism and disability with a commitment to incorporating Te Ao Māori perspectives into the kura environment

Relational & Communication Skills

- Is open, approachable, and consultative with staff, developing and maintaining excellent professional relationships
- Is emotionally intelligent. Can lean into courageous conversations with the purpose of growing wellbeing, skills and excellence within our kura through managing the delicate balance between supporting and challenging staff to grow
- Has a proven record of the ability to foster strong parent/whānau/community and external agency relationships including mana whenua
- Is an excellent communicator with a positive outlook and a sense of humour

Pedagogy & Curriculum Expertise

- Has a knowledge of specialist teaching
- Can demonstrate depth of knowledge in current specialist education pedagogy with the ability to mentor staff in personalising learning for students with complex needs
- Is passionate about curriculum and assessment, with the knowledge and ability to support teachers to adapt the New Zealand curriculum to meet the needs of a wide range of students through Universal Design for Learning

- Is passionate about e-learning with highly proficient ICT skills, knowledge and experience in using assistive technologies and communication strategies to enhance learning outcomes for students with complex needs
- Is neurodivergent affirming, embracing and celebrating unique thinking, strengths and learning skills
- Has a hunger to see equitable access to educational outcomes for ākonga Māori
- Has a relationship-based view and understanding of behaviour as an indication of un-met needs and environmental stressors

Professional Growth & Reflection

- Is a lifelong learner who is innovative, forward thinking and comfortable with change
- Is a reflective practitioner with the ability to collate and analyse data, giving effect to findings to improve own and others practice so that student learning and progress is enhanced



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TIME LINE FOR APPOINTMENT

Deputy Principal 4 PMU + SDA

Applications close: 9am Monday 14th July 2025
Interviews held: 21st – 25th July 2025

Unsuccessful applicants will be notified by letter following interviews and after appointment confirmed.

Position Commences Term 4 2025, Monday 6th October or by negotiation

The receipt of all written and oral information pertaining to applicants in relation to this position will be treated in the strictest of confidence



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Deputy Principal Job Description & Professional Standards Evaluation

Name:	Position: Deputy Principal
Responsible to: Principal, Board of Trustees	Date:

Professional Standard 1

Te hononga pātui i raro o Te Tiriti o Waitangi

Te Tiriti o Waitangi Partnership

Demonstrate commitment to Tangata Whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.

Success Indicators

- a) Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand
- b) Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi
- c) Practice and develop the use of Te reo Māori me ngā tikanga

What this looks like at Fairhaven School.

- a) Classroom environments reflect dual heritage of Aotearoa New Zealand e.g. bilingual signs and symbols and books
- b) Staff actively use Te Reo in everyday interactions with students, including assemblies, gatherings, waiata and karakia
- c) Planning and resources used reflect Aotearoa New Zealand's dual heritage
- d) Staff actively engage in dialogue and PLD to enhance own understanding and knowledge of Te reo Māori me ngā tikanga

Comment:

Professional Standard 2
Akoranga ngaioletanga

Professional learning

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

Success Indicators

- a) Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources
- b) Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures
- c) Engage in professional learning and adaptively apply this learning in practice
- d) Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters
- e) Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning-focused collegial discussions

What this looks like at Fairhaven School.

- a) Participates in collegial / professional dialogue, coaching and mentoring staff in professional practice and specialist pedagogy
- b) Initiates collegial dialogue & engages in research to reflect on & improve practice
- c) Engagement for Learning methodology is utilised to gain knowledge of learners and support teachers to personalise learning and identify next steps for learning
- d) Demonstrates continual improvement in practice – *Records / reflects & supports teachers to be reflective in their practise and their use of assessment for next learning*

Comment:

Professional Standard 3
Ngā hononga ngaio

Professional relationships

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

Success Indicators

- a) Engage in reciprocal, collaborative, learning-focused relationships with:
 - learners, families and whānau
 - teaching colleagues, support staff and other professionals
 - agencies, groups and individuals in the community
- b) Communicate effectively with others
- c) Actively contribute, and work collegially, in the pursuit of improving own and organisational practice, showing leadership, particularly in areas of responsibility
- d) Communicate clear and accurate assessment for learning and achievement information

What this looks like at Fairhaven School.

- a) Communicates regularly & effectively with all members of the school community: *follows lines of communication; is visible across the school; meets regularly with staff, communicates regularly with FAST, and keeps other members of the Lead Team informed. Leads PLD and staff meetings*
- b) Develops & promotes learning partnerships with home / school / community: *attends agency meetings, promotes & contributes to community / school events, communicates regularly with FAST team*
- c) Positively supports initiatives & decisions: *meets deadlines / follows procedures, contributes ideas*
- d) Follows requests willingly & in a positive manner
- e) Takes responsibility for delegated areas
- f) Directs & supports staff; *regular meetings are held, responsibilities outlined, carryout / contributes to Performance Management process*
- g) Supports positive relationships within school & community and with host schools

Comment:

Professional Standard 4

He ahurea akoranga

Learning-focused culture

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

Success Indicators

- a) Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning
- b) Foster trust, respect and cooperation with and among, learners so that they experience an environment in which it is safe to take risks
- c) Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs
- d) Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety
- e) Create an environment where learners can be confident in their identities, languages, cultures and abilities
- f) Develop an environment where the diversity and uniqueness of all learners are accepted and valued
- g) Meet relevant regulatory, statutory and professional requirements

What this looks like at Fairhaven School.

- a) Provides meaningful feedback that encourages teachers (and students) to improve their performance
- b) Provide leadership that is responsive to student and staff identity, culture and needs
- c) Support staff in fostering an environment which encourages students to be independent
- d) Support staff to set goals, reflect & evaluate in order to take increasing control of own learning
- e) Uses positive behaviour support strategies – follows school Risk Management and Behaviour Support Processes: *RAMs; Behaviour Plans followed, regularly updated & communicated to all staff*
- f) Ensures staff & students are familiar with emergency requirements & procedures – *Mobility register visible; Emergency Evacuation plan visible*

Comment:

Professional Standard 5

Te hoahoa akoranga

Design for learning

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

Success Indicators

- a) Selects teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners
- b) Gathers, analyses and uses appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required
- c) Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnerships in New Zealand
- d) Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners
- e) Design learning that is informed by national policies and priorities

What this looks like at Fairhaven school

- a) Universal Design for Learning evident – provides students with multiple means of representation, expression and engagement
- b) Differentiation / personalisation is evident in teacher planning & classroom programmes
- c) Ensures teacher planning reflects school's programmes of learning & current pedagogy – *Planning is evident: Term Overviews, Curriculum Plans, weekly planning, assessment records, Individual Programme (PLP) documentation*
- d) Keeps up to date with current pedagogies, disseminates new learning with staff, coaching and mentoring to improve practice
- e) Lead pedagogical change and curriculum planning development and review
- f) Commitment to the Total Communication philosophy – ensures *visuals, schedules, Core Vocabulary Boards, AAC equipment etc are embedded in all programmes / environments*

Comment:

Professional Standard 6
Te whakaakoranga

Teaching

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

Success Indicators

- a) Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all
- b) Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori
- c) Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners
- d) Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning
- e) Teach in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning
- f) Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning

What this looks like at Fairhaven School

- a) Total Communication philosophy is evident in classroom settings and in staff interactions with students
- b) Oversees PLP processes, coaching and mentoring staff to ensure PLP specific learning intentions are SMART, data is collected and collated
- c) Contributes to development and maintenance of behaviour support systems, and ensures staff are confident to follow processes and implement strategies
- d) Engagement for Learning methodology informs planning and assessment
- e) Demonstrates a commitment to and puts into practice, culturally responsive and relationship pedagogy

Comment:

All professional standards have been assessed & evidence provided to ensure standards have been met

Date:

Signed:

Date:

Signed:

Date:

Signed:

Date:

Signed:

Deputy Principal Leadership

The Deputy Principals, in addition to being Leaders of Learning, also contribute to the operational effectiveness of the school to ensure the effective delivery of the NZ Curriculum, Personalised Learning Programmes and provide effective pastoral care within a delegated area of the school.

Key Tasks:	Success Indicators
<p>Demonstrate leadership that contributes to effective student learning</p> <ul style="list-style-type: none"> a) Actively contribute to the professional learning communities within and outside the school b) Participate in the school's performance management systems and make recommendations to the principal on appropriate professional development opportunities for staff c) Effectively and efficiently use available financial resources and assets, within delegated areas of authority, to support improved learning outcomes for students <p>Demonstrate leadership that contributes to ongoing development of effective colleague practice</p> <ul style="list-style-type: none"> a) Manage systems and administrative practices effectively to support the safe and orderly running of the school b) Initiate, plan, lead and manage in association with the principal and other staff, policies and programmes which meet national requirements consistent with the schools charter and strategic planning and which reflect the schools commitment to excellence in teaching and learning c) Understand and operate within the limits of delegated authorities and adopt a consultative approach with the principal and other staff of issues relating to school policy <p>Other Responsibilities As required and negotiated</p> <p>General Such other duties as the Principal may from time to time determine</p>	<ul style="list-style-type: none"> • Staff are highly engaged and motivated to inquire into own practice • Team work and collegial support is strengthened through identifying and utilising staffs strengths • Staff are focused on student wellbeing and enhancing educational outcomes for all students • Staff meet deadlines, plan and assess student learning in line with school policy and procedures • School resources are well managed and support student learning • Staff / Team meetings are focused, professional learning forums and staff are encouraged to confidently share ideas, knowledge and expertise • Staff feel well supported, are consulted with, follow school procedures and are aware of what is happening in the school • Whānau are well informed and feel welcome • Principal is well informed of successes and challenges • Host School relationships are positive with regular communication and increased educational and social opportunities for students

Comments: *Areas of Strength / Areas for development / Support needed*

Date:	Signed:	Date:	Signed:
Date:	Signed:	Date:	Signed:



Fairhaven School
Whānau ako – learning together

Information About Our School

Fairhaven School is a Specialist School based in Taradale, Napier. Our ākonga all have unique talents and strengths and with specialist teaching are able to experience rich learning in a variety of contexts within school and our local community.

The Base School and 11 satellite classes provide an excellent educational placement option for ākonga with diverse needs. Having satellite classes within mainstream schools allows ākonga to be included in mainstream education at any time based on their individual abilities and needs. Our older ākonga have the opportunity to attend our stand-alone transition centre, Te Rangimarie, at Bridge Pa in Hastings.

We believe inclusion is more than the type of setting that children and young people attend. We believe it is about the quality of their experience and how they are welcomed, supported to learn, and enabled to participate fully in the life of any school or setting. An educationally inclusive school is one in which the teaching and learning and the achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools.



To show the learning pathway through our school, carvings designed and made by ākonga mark the pathway through Fairhaven. The first carving, Te Kāhui Kākano which was erected at Base, tells a story of the environment. Tuna thrash in the river, the koru are the four winds representing people being brought together, and flora and fauna emerge at the top.

A carving at Valhalla farm, on the Napier Taupo Highway, marks the beginning of a pathway through native bush. This carving shows connections between New Zealand culture and the Norwegian background of the owner of the farm.

The crossbar uses the four winds to bring all people from across the world together. The eagle looks to the past and to the future

showing that connections to our ancestors will guide our journey.

Beneath the crossbar, each ākonga has carved their own story to include their cultural background. The pathway through the bush, Te Manu Korero (the calling of the birds), built by staff, ākonga, a local engineer and our local community enables ākonga who use wheelchairs to access the environment.





A pou was unveiled at the opening of our High School classes. The carving speaks of the tangata whenua and the relationship between the two schools, Fairhaven School and Tamatea High School. It is topped by the local black or great shag, Karuhiruhi, who guards the site with great outstretched wings.

Fairhaven School is a Specialist Provider for ākonga who are verified in the Ongoing Resourcing Scheme (ORS). We employ a number of therapists and specialists who work with our teachers and support staff, combining their expertise and knowledge to support the learning outcomes for our ākonga. We have named our therapy team, the **Fairhaven Assessment and Support Team (FAST)**.

Our teaching and learning programmes are delivered within an integrated curriculum, with integral assessment procedures and the student's own Personalised Learning Plan. Ākonga goals are broken down into small specific learning intentions in each teacher's individual planning. Evidence is then gathered within learning contexts on progress and achievement. This collected evidence is used as a basis for developing teaching programmes, feedback to ākonga and parents, completing assessment records, school reviews, and transition point assessments.

Our inclusive philosophy is reflected throughout all our various learning environments. Our focus on integrated programmes contributes to meaningful learning for ākonga by enhancing their motivation and providing purposeful learning opportunities. Structuring learning around unifying themes provides opportunities for ākonga to make connections between Learning Areas, Key Competencies, and Values.

Fairhaven School is well supported by a motivated and enthusiastic Board, and a highly professional and skilled staff team. We are part of the Ahuriri Kāhui Ako alongside 5 schools, three of which host our satellite classes.

This is an exciting opportunity for a new professional leader to build on our many successes and further enhance our strong school community to realise the education potential of all our tamariki.

Fairhaven School is a great place to work. We encourage you to visit to get a feel for our wonderful school. To organise a time for this, please contact our Leadership Team at leadteam@fairhaven.net.nz Ph:06 8442212