



NGA TAWA
DIOCESAN SCHOOL
ngatawa.school.nz

HEAD OF EQUESTRIAN

Position description.

TENURE:	Full Time, Permanent
RESPONSIBLE TO:	Director of Sport
FUNCTIONAL RELATIONSHIP WITH:	Principal Director of Sport Property Management Equestrian Academy Staff Other Nga Tawa staff Parents and guardians Students

PURPOSE OF ROLE

- To develop and execute robust strategic plans and policies that advance the vision and objectives of the school and deliver sustainable outcomes.
- To ensure the long-term success of Nga Tawa's Equestrian Academy through the occupation of a strong national market position for secondary school equestrian experiences.
- To develop and deliver student centric programmes and services that produce highly satisfied clients (girls and their families) and stakeholders.
- To provide and continually develop high-calibre coaching capabilities.
- In conjunction with a committee, source appropriate horses and fit-for-purpose equine facilities.
- Deliver effective management of health and safety, risk and quality and the overall welfare of horses in the care of NTEA.
- To professionally lead a team that is integrated into the Nga Tawa school community.

PERSON SPECIFICATION

The Head of Equestrian will have sound agribusiness knowledge, particularly relating to the equine industry. They will be able to take a 'big picture, whole-of-business' approach to the role, while being conscious of individual needs or specific team requests. Through effective engagement with stakeholders, they will gain respect and value for the position they represent. They will be recognised, respected and valued by all. They will have the confidence and knowledge required to make decisive, but fair and equitable decisions. They will demonstrate their commitment to the values of Nga Tawa through their actions and behaviour and the culture of the Academy.

EDUCATION QUALIFICATION

A Bachelor's Degree in Agriculture, Agricultural Science, or similar tertiary level equine industry qualifications. Recognised coaching qualifications would be advantageous.

KNOWLEDGE AND EXPERIENCE

- A sound theoretical knowledge of animal husbandry with an emphasis on equine.
 - Experience of managing the day-to-day aspects of a business, to enable sustainable operations.
 - Effective leadership and collaboration skills when engaging with staff and contractors, particularly around ways to improve practices.
 - The ability to professionally develop and performance manage Academy staff.
 - The ability to manage and resolve issues that may involve students, parents, and/or equine staff.
 - Effective written and oral communication skills appropriate for a range of audiences – staff, students, and associated business leaders.
 - Competence and confidence in using information technology to assist planning, administration, and student learning.
 - Time management and administrative skills, including the ability to manage work to meet deadlines.
 - An understanding of girls' education and the relative advantages of girls' schools.
 - An understanding of the needs of, and effective ways of working with, international students.
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PERSONAL PROFESSIONAL QUALITIES

- The ability to establish a team and motivate and support colleagues in a stimulating, positive and rewarding Academy environment.
 - An open, warm, and empathetic manner.
 - The personal skills required to build trust, respect, and confidence of all stakeholders and be seen as approachable and someone who can hold 'difficult conversations' if the situation demands it.
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- The ability to inspire and be innovative when working to resolve problems.
 - Commitment and support of our Anglican special character, demonstrated through modelling our values of courage, respect and integrity.
 - Willingness to participate in school activities, meetings, and a commitment to on-going professional development.
 - Clear police vetting.
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KEY ACCOUNTABILITIES

1. Business
2. Staff development and training
3. Corporate
4. Health and Safety
5. Programme Delivery
6. Special Character
7. Personal and Professional Development

1. BUSINESS

Key Tasks

Performance Indicators

Strategic Management

- Develop the NTEA operational plan and implement strategies and procedures, including the NTEA rider/equestrian profile.
- Support, challenge and innovate to ensure NTEA and school objectives are met.

Contribute to strategic objectives.

Financial Management

- Report financial performance to Director of Sport.
- Authorise accounts for payment.

Accurate and timeline reporting of budget.

All accounts authorised for payment in a timely manner.

Individual Programme

- Develop the framework.
- Liaise with school and NTEA staff to ensure the quality assurance system is functioning properly.

Proactively seek feedback from school and staff, with action taken as appropriate.

Reports endorse quality programme delivery.

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- Provide training, tools and techniques to staff and students to achieve quality outcomes. *Innovative programme delivery, aligned to the best student outcomes.*
 - Monitor individual performance of NTEA.
 - Publishing data and reports regarding performance against set indicators. *Student achievement in competitions.*
 - Preparing the quality audit report. Support, challenge and innovate to ensure NTEA and school objectives are met.
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Risk Management

- Identify, assess, and report on associated mitigation plans that risk NTEA performance goals and operations. *Risk register maintained and items actioned in a timely manner.*
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Equine Planning Committee

- Plan for and lease the right quality and balance of school ponies in terms of demand and rider capabilities, in conjunction with committee. *Herd managed to meet the needs of the Academy, with lease options available for advanced riders.*
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Equine Welfare Management

- Develop and maintain guidelines that set out equine welfare requirement and expectations. *Care and wellbeing of all livestock exemplified by best practice.*
 - Oversee and monitor horse wellbeing and general condition.
 - Manage medication access and administration.
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Brand Development

- Develop operating practices and standards for services, facilities, and administration. *Brand awareness maintained with stakeholders and the wider New Zealand equine community.*
 - Monitor student and staff satisfaction. *Operating practices developed and reported on.*
 - Establish and maintain the NTEA value proposition to use with key stakeholders. *Positive student/parent annual survey feedback.*
 - Develop the NTEA culture. *Regular engagement with key stakeholders.*
- Positive informal feedback from students/parents.*
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Marketing and Promotions

- Promote the academy to prospective students and their families. *Brand awareness maintained with stakeholders and the wider New Zealand equine community.*
 - Engage with the community through NTEA presence at key equestrian and school events, programmes and public functions. *Nga Tawa representation at relevant equestrian functions and events.*
- Positive feedback from the community.*
- Increase in student numbers.*
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2. STAFF DEVELOPMENT AND WELLBEING

Key Tasks	Performance Indicators
Culture, capability, development, and training <ul style="list-style-type: none">• Recommend the right balance of staff in terms of skills and experience.• Induct staff.• Manage leave.• Provide staff development opportunities.• Conduct performance appraisals.	<i>Formal performance appraisals with staff are conducted annually, with regular informal meetings held throughout the year.</i> <i>NTEA leave liability managed.</i>
Coach Development <ul style="list-style-type: none">• Provide professional coaching and mentoring development.• Provide tools and resources to support coach development.• Evaluate coaching performance.	<i>Professional development plans in place for all staff.</i> <i>Student growth and development measured.</i>

3. CORPORATE

Key Tasks	Performance Indicators
School Community Engagement <ul style="list-style-type: none">• Actively engage with the Senior Management Team to achieve school and NTEA goals.• Participate in school activities, meetings, and professional development.• Engage with school staff to share insights into rider commitments and needs to ensure NTEA participation is coordinated, and rider health and wellbeing is managed.	<i>School goals are met.</i> <i>Positive feedback from school staff.</i> <i>Regular participation in school events.</i>
Event and Competition Management <p>Establish the annual event and competition calendar.</p>	<i>Event and competition calendar developed and available at the start of the year.</i>

4. HEALTH AND SAFETY

Key Tasks	Performance Indicators
Health and Safety Management <ul style="list-style-type: none">• Review, evaluate and analyse the NTEA environments.• Design and put in place lawful and safe health and safety procedures, practices, and systems – on and offsite.	<i>Health and Safety procedures are put in place and regularly trialed i.e., fire drills.</i>

<ul style="list-style-type: none"> • Provide health and safety inductions, information, training and supervision to staff and riders. • Conduct regular inspections and monitor the effectiveness of the health and safety framework. • Meet the requirements of the school's health and safety policies and systems. 	<p><i>All staff and students will have completed induction on their first day at the Academy.</i></p> <p><i>Signage in place.</i></p> <p><i>Record of immediate and consistent reporting.</i></p>
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5. PROGRAMME DELIVERY

Key Tasks

Performance Indicators

Rider Administration

- Award equestrian colours.
- Recognise the performance of riders.
- Monitor and hold riders accountable to meeting NTEA expectations.

Colours presented.

Student achievements are celebrated.

Rider Coaching

- Induct riders to the yard, their school pony, environment, and animal welfare responsibilities, and NTEA expectations.
- Establish riders' goals.
- Plan coaching plans and sessions to achieve riders' goals.
- Provide coaching sessions to riders (dressage, jumping).
- Source and arrange riders access to specialist coaches.
- Record, track and monitor riders' engagement and progress, including observations about riders' performance at coaching sessions, events, and competitions.

All students have an updated and current coaching and performance plan that will enable them to achieve their goals.

School reports are developed and available to parents according to the published timetable.

All students attend a minimum of ten coaching sessions a term.

Rider Mentoring

- Develop and maintain the NTEA mentoring framework, in alignment with the school mentoring programme.
- Mentor student Head of Equestrian.

Regular reports from mentoring sessions.

Positive feedback from students.

Rider Health and Wellbeing

- Maintain close working relationships with the schools' wellbeing staff (boarding, international, counselling etc).

Care and wellbeing of all students is always considered.

Concerns are communicated.

Reporting

- Prepare regular and annual reports to the Director of Sport.

All reports are accurate, are provided in a timely manner and meet the requirements of the Board and school management.

Communication Management

- Provide information and advice to staff, parents, and riders.
- Contribute to NTEA newsletters and school communication platforms.
- Maintain NTEA's own social media channels.
- Manage relationships with and expectations of parents.
- Handle enquiries, resolve complaints and respond to requests in relation to Nga Tawa procedures.
- Regularly provide information to and engage with members of the Academy.

Be readily available for discussions with students and parents.

NTEA guidelines followed when handling complaints.

Regular reporting undertaken.

6. SPECIAL CHARACTER

Key Tasks

Performance Indicators

Support the Anglican special character of the school.

Active participation in reflecting the Anglican tradition.

Maintain a thoroughly professional image and example to school personnel and members of the school community by embodiment of the school values of respect, integrity, and courage.

Behaviour and attitude is consistent with school values.

7. PROFESSIONAL AND PERSONAL DEVELOPMENT

Key Tasks

Performance Indicators

Keep informed of developments in own area.

Attendance at related courses.

Attend professional development courses offered to maintain personal awareness of developments related to the equine industry and business strategies

*Attendance at related courses.
Report back to management following attendance.*

Perform such other duties and assume other responsibilities as the Director of Sport may assign.

*Attendance at related courses.
Report back to management following attendance.*

SIGNARIES

Signed:

Date:

HEAD OF EQUESTRIAN

Signed:

Date:

PRINCIPAL