

the  
education  
group



# WHANGĀREI HEADS SCHOOL



## APPLICATION PACK



## PRINCIPAL POSITION 2021

Level 1, 24 Manukau Road, Epsom, Auckland 1023 | PO Box 26480, Epsom, Auckland 1344

P: 09 920 2173 | E: [admin@educationgroup.co.nz](mailto:admin@educationgroup.co.nz) | W: [educationgroup.co.nz](http://educationgroup.co.nz)



Dear Applicant,

Thank you for expressing interest in the position of Principal at Whangārei Heads Primary School.

The following documents and links are included in this application pack:

- Information about our school
- School Charter (separate document)
- Criteria for appointment
- Information for applicants
- Job Description
- Recruitment process timeline
- Application for appointment form (separate document)
- Self-assessment (separate document)
- Referee report template (separate document)

Further information about our school can be obtained from our school website [www.whangārei heads.school.nz](http://www.whangarei-heads.school.nz)

The application for appointment is to be returned with your CV and covering letter by **12.00 pm (noon) on Monday 8<sup>th</sup> February 2021** either by:

- Emailing to: [admin@educationgroup.co.nz](mailto:admin@educationgroup.co.nz) (subject line: Whangārei Heads School – Principal position)
- Delivering to:  
David Ellery  
The Education Group Ltd, Level 1, 24 Manukau Road, Epsom OR  
P.O. Box 26480, Epsom Auckland 1023

Please ensure that your CV clearly addresses the criteria for appointment.

Referee report forms are to be given to your three referees for them to return directly to The Education Group Ltd by **12.00 pm (noon) on Monday 8<sup>th</sup> February, 2021** The new Principal appointee will commence at the beginning of Term 2, 2021 unless otherwise negotiated.

If you have any further questions, please contact David Ellery of The Education Group (Ph: 021 595411; email: davidellery@educationgroup.co.nz or through the Education Group office Ph: 09 9202173.

Ngā mihi nui

David Ellery  
The Education Group



Kia ora,

Thank you for expressing an interest in joining the Whangarei Heads School Community, our place to grow and learn together – *Ko Tatou kura, kia tipu, kia ako ngatahi*.

Established in 1858 our school has a long and proud history in a rural coastal community on the Whangarei harbour, with Mt Manaia standing proudly over us.

Whangarei Heads School has a strong local community. We place great importance on our relationships with teachers, parents, family and whānau all working together to ensure that all children reach their full potential. With a roll of around 130 students, the school is small enough for the new principal to become actively immersed in this community.

We are fortunate to have a talented team of teachers who are committed to improving student achievement outcomes for all our children. With the school positioned in an environment where learning opportunities are a plenty, we are focused on continuing to offer learning experiences that connect with our physical environment across all the curriculum areas.

The growth of Whangarei and Whangarei Heads has started to change the makeup of Whangarei Heads School with housing development in the area and new families moving to the north. The new principal and Board of Trustees have a unique opportunity to position the school to best capitalise on this changing local environment.

We are looking for an inspirational leader, with both vision and passion; a forward-thinking educator who has the ability to inspire our teachers and students to further excellence.

As a board we are extremely proud of our school and the learning that takes place within it. We look forward to welcoming a new principal who will embrace the unique qualities of Whangarei Heads School.

We look forward to receiving your application.

Nāku iti noa, nā

The Whangarei Heads Board of Trustees

# SCHOOL INFORMATION



## Our Place to Grow and Learn Together

Whangārei Heads School is located 30km east of Whangārei, surrounded by bush and on the lower slopes of Mt Manaia overlooking the entrance to Whangārei Harbour. The School was established in 1858 and has a proud history of serving its community. It serves a supportive and active rural and coastal community.

The School has a decile ranking of 8 and has a roll that fluctuates between 115 to 130. We have added an extra class to our school this year due to role growth. We are a full primary school which adds to our special character.

The values that we weave throughout our school curriculum are:

## *Creativity, Belonging, Respect and Achievement*

The other excellent resources that make up the school are:

- A school/community Library which is community funded.
- A school/community art workshop centre
- A new hard materials technology room
- A swimming pool
- Te Mangoroa—a large multi-purpose room and offices.
- A newly renovated swimming pool complex
- Up-to-date e-learning equipment and network including Ultra-Fast Broadband
- An attractive environment with bush, mountain and sea views
- Vegetable gardens and hen house supporting environmental education.

**Literacy and Numeracy:** Whangārei Heads School gives high priority to the teaching of Mathematics, Reading and Writing. We set high achievement expectations in our annual targets. Teachers assess regularly and use up to date information to inform their planning and teaching. We cater to individual needs, giving support and extension through differentiated grouping and personalised teaching. Teacher Aides support learning through programmes such as Reading Eggs, Steps Web and Quick 60. Digital technologies and thinking skills are integrated into our numeracy and literacy curriculum.



**Play Based Learning:** Our junior classrooms operate within a play-based learning environment allowing children to learn through discovery while also providing teaching in Reading, Writing and Maths.

**Inquiry Learning:** We maximise the exposure to local resources and contexts to offer a local and relevant curriculum that engages and challenges our children.



**Digital Fluency:** We believe children's learning is enhanced when digital technologies are integrated across the curriculum. They allow children to access and manipulate



information as well as develop creative skills. Our senior classes have 1:1 chrome books provided by the school. Our Years 3-4 have 1 chrome book to 2 children. In our Junior school there are iPads as well as some chrome books. We are a Google Classrooms School (or we use Google Drive).

**Education Outside the Classroom:** All of our

children will have a school camp including our juniors. These generally happen at the beginning of the year. Every other year our Year 7/8 class has a city camp, generally to Wellington; this would normally be at the end of the year. We also take advantage of the many outdoor education experiences available to our children, such as 'Experiencing Marine Reserves' and the 'Whitebait Connection'. Whangārei Heads is an Enviro school.

**Year 7 & 8:** As a full primary school we offer a range of specific programmes for our Intermediate level students. These include Technology which takes place in our school, with outside tutors engaged for specific skills. At the end of our Technology intensive we put on a school banquet, which showcases the cooking skills learnt during this time. On Thursdays we run a 'Summit Club', where a number of our Year 7 and 8 children will climb Mount Manaia, which overlooks our school. They are also engaged in environmental activities as well as community initiatives.



**Sharing the Learning:** Parents and friends are welcomed into classrooms to view their children's work. Each week there are school assemblies, on Mondays we focus on our school values and are currently engaged in the 'Zones of Regulation Program' where children learn how to manage emotions through activities in their house groups. Our Friday assembly is a time for classes to take turns at sharing their learning.

We communicate with parents through newsletters, Class Dojo, Facebook, email and face to face meetings during 3-way conferences.

**Visits to Whangārei Heads School will be welcomed, preferably between the 30th November and the 15th December**

**To arrange a visit, please contact Paula Kanara  
[office@whangarei-heads.school.nz](mailto:office@whangarei-heads.school.nz) or Phone (09) 4340844**

# CRITERIA FOR APPOINTMENT

## Person Specifications

**Below is a list of criteria that we believe to be important attributes and skills for anyone considering their suitability for the role.**

### **A Leader who is:**

- Suitably experienced in leadership within schools
- Able to develop a balanced and relevant curriculum for the students at Whangārei Heads School, including environmental awareness
- Visionary, strategic and innovative and can engage all stakeholders and deliver on desired strategic outcomes
- Collaborative, consultative and flexible and enthusiastic about the role
- Able to demonstrate that they have the ability to improve outcomes for all students
- Committed to maintaining high standards of wellbeing for the students, staff and community of Whangārei Heads School
- Able to demonstrate a commitment to staff and curriculum development that meets the needs of our learner's
- Committed and keen to support and develop a child-centred, innovative learning environment at Whangārei Heads School
- Fully committed to being involved in the life of the school and supporting the school's wide range of extra curricula activities
- Culturally responsive
- Visible and engaged in all aspects of school life including being in touch with the classrooms
- Able to demonstrate competence in the areas of property, finance, personnel and health and safety and has practical skills to manage the everyday running of a small school
- Able to build on the special character of the school

### **Personal Attributes and Qualities**

- Has a proven record of building strong relationships and great interpersonal skills
- Is open, approachable and has high emotional intelligence
- Is an open and effective communicator
- Displays strong character and confidence
- Enjoys the outdoors

**And most importantly is prepared to embrace the special character of the school**

## SELF ASSESSMENT

**Please complete the following self-assessment. Please limit your responses to the space provided. Bullet points are acceptable.**

### **Strategic Development**

*Looking at the strategic goals and initiatives in the Whangārei Heads School Charter, how would you implement and further develop these in 2021 and beyond?*

### **Special Rural Character**

*Whangārei Heads School is proud of its close-knit rural/coastal community which is the heart of the school. Bearing this in mind, what have you done in your current community to engage them in both your school and the learning programmes?*

**Staff Culture**

*How have you encouraged a positive staff culture within your current environment? Outline the steps you have taken to develop and sustain this.*

**Innovation and Achievement**

*Outline three initiatives that **you** have implemented that have improved student achievement or outcomes.*



## PRINCIPAL JOB DESCRIPTION

<b>JOB TITLE:</b>	Principal
<b>RESPONSIBLE TO:</b>	Board of Trustees
<b>DIRECTLY RESPONSIBLE FOR:</b>	The students, school staff (senior managers, teachers, support, ancillary, and property staff)
<b>PRIMARY OBJECTIVES:</b>	<p><b>Culture:</b> Provide professional leadership that focuses the school culture on enhancing learning and teaching</p> <p><b>Pedagogy:</b> Create a learning environment in which there is an expectation that all students will experience success in learning</p> <p><b>Systems:</b> Develop and use management systems to support and enhance student learning</p> <p><b>Partnerships and Networks:</b> Strengthen communication and relationships to enhance student learning</p>
<b>RESPONSIBLE FOR:</b>	The effective operation of the school, as per the job description and the Primary Principal's Professional Standards
<b>EFFECTIVE RELATIONSHIPS WITH:</b>	The Board of Trustees, students, staff, parents, community, education agencies, neighbouring schools

### Signatures:

\_\_\_\_\_  
(Principal)

\_\_\_\_\_  
(Board Chair)

### Date:

## PRINCIPAL'S PROFESSIONAL STANDARDS AND JOB DESCRIPTION

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

Professional Standards	Indicators	Evidence
In conjunction with the Board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students	<ul style="list-style-type: none"> <li>• Demonstrates the ability to take a strategic view of the school, including its strengths and weaknesses, to plan and lead the school's on-going development to achieve excellent outcomes in children's learning</li> <li>• Demonstrates the ability to drive an idea from inception to completion engaging the community, staff and students in achieving the vision</li> <li>• Takes the time to understand and value what Konini is as a school and demonstrates understanding of what makes the school unique</li> <li>• Works with the Board to develop an inspirational strategic plan ensuring it reflects identified needs and changing circumstances</li> </ul>	<ul style="list-style-type: none"> <li>• Principal, staff and students use the shared language of the vision and values consistently</li> <li>• The Charter/Strategic Plan is developed in consultation with the community and reflects the needs and aspirations of the school; it is kept up to date</li> <li>• The vision and values of the school are understood and referred to by students, staff and parents</li> <li>• Student achievement is the focus of all key decision making</li> <li>• The vision and values are reflected in the school website, newsletter, staff meeting minutes and Board minutes</li> <li>• Clear annual goals are formulated, discussed and agreed with the Board</li> </ul>
Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning	<ul style="list-style-type: none"> <li>• Shows the ability to inspire and develop all staff and promote a team approach to decisions that affect teaching and learning</li> <li>• Values and enables the potential of students to contribute and lead in our school and the broader community</li> <li>• Shows an openness and willingness to engage with new and different ideas in balance with the unique culture of the school</li> <li>• A strong partnership is evident between students, teachers and parents in achieving improved learning outcomes for students</li> <li>• Is able to delegate responsibilities to staff</li> </ul>	<ul style="list-style-type: none"> <li>• High levels of involvement from the staff in the development of annual teaching and learning goals.</li> <li>• Staff are encouraged to consider leadership opportunities that arise within the school and community</li> <li>• Delegated tasks are achieved by relevant staff</li> <li>• Regular teacher / parent /student discussion and communication</li> </ul>

Professional Standards	Indicators	Evidence
Model respect for other in interactions with adults and students	<ul style="list-style-type: none"> <li>• Is fair and professional with an ability to bring out the best in people</li> <li>• Acts as a role model and sets clear expectations for others</li> <li>• All staff model constructive relationships with students, with each other and with other adults</li> </ul>	<ul style="list-style-type: none"> <li>• The Principal regularly demonstrates to staff and students the importance of treating all others with respect and dignity</li> <li>• Clear expectations are articulated for all staff and students</li> </ul>
Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture	<ul style="list-style-type: none"> <li>• Demonstrates a willingness to build on the unique philosophy and culture of the school</li> <li>• Tikanga Māori and Te Reo are incorporated into the day to day life of the school and into classroom programs</li> </ul>	<ul style="list-style-type: none"> <li>• Reflected in newsletters, signage, classrooms and assemblies</li> <li>• Appropriate use is made of Māori language</li> <li>• Promotion of specific Māori language / cultural opportunities within and outside the school to students, teachers and parents e.g. Kapa haka group</li> <li>• Encouragement of staff to actively engage in programmes and events such as Māori language week</li> <li>• Māori Hui/Consultation takes place regularly</li> </ul>
Maintain a safe, learning focused environment	<ul style="list-style-type: none"> <li>• Ensures a safe physical environment</li> <li>• Ensures the class environments are conducive to teaching and learning</li> <li>• Maintains an awareness of staff workloads, challenges and stress</li> <li>• Ensures all staff feel comfortable in identifying successes, issues or concerns with themselves or a member of the senior leadership team</li> </ul>	<ul style="list-style-type: none"> <li>• All necessary regular hazard identification checks are undertaken, and remedial action taken where required</li> <li>• Health and Safety legislation enacted</li> <li>• Regular status updates are provided to the Board</li> <li>• Observations, informal conversations and strategic discussions are undertaken with team leaders and the leadership team</li> <li>• Works with outside agencies to support staff and students</li> <li>• Workload balances are discussed at all staff performance reviews</li> <li>• An open-door policy is implemented for all staff and students, and this is expected of the senior leadership team</li> </ul>

Professional Standards	Indicators	Evidence
Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected	<ul style="list-style-type: none"> <li>Shows a passion for all students as learners including students with special education needs, the gifted and talented, and students with different cultural backgrounds</li> <li>Proactively builds positive, friendly and professional relationships with students</li> <li>Provides opportunities for individual success and excellence</li> <li>Enhances the multicultural dimensions of the school.</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning is undertaken with the staff, identifying and celebrating diversity</li> <li>Staff diversity is identified, and staff are encouraged to relate this back to students</li> <li>Staff are encouraged to actively engage and promote programmes to support multicultural dimensions of the school</li> </ul>
Manage conflict and other challenging situations effectively and actively work to achieve solutions	<ul style="list-style-type: none"> <li>Issues are identified in a timely and consistent manner and appropriate actions are promptly undertaken</li> <li>Negotiates and facilitates in order to achieve a solution and/or a mutually acceptable resolution wherever possible</li> <li>Encourages staff and the community to share concerns before they become big issues</li> <li>Maintains a 'no surprises' approach with the Board</li> </ul>	<ul style="list-style-type: none"> <li>Issues are being addressed in a timely and consistent manner at all times, following the school policy and procedures</li> <li>Each situation is handled on a case by case basis</li> <li>Appropriate documentation is kept</li> <li>The Principal is available to meet with staff and community to deal with challenging situations in a timely manner</li> <li>Conflicts reach an appropriate resolution</li> <li>Significant issues are highlighted to the Board</li> </ul>
Demonstrate leadership through participating in professional learning	<ul style="list-style-type: none"> <li>Actively seeks professional development that supports personal leadership growth</li> <li>Understands own strengths and weaknesses to inform professional development</li> <li>Professional development is integrated into the leadership role</li> </ul>	<ul style="list-style-type: none"> <li>Personal learning is shared/verbalised with staff as part of leading professional learning within the school</li> <li>The Principal participates in staff professional learning where possible, showing it is valued</li> <li>Regular self-review is undertaken and linked to personal professional development plan</li> </ul>

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

Professional Standards	Indicators	Evidence
Promote, participate in and support ongoing professional learning linked to student progress	<ul style="list-style-type: none"> <li>Keeps abreast of current thinking and research via professional reading, professional learning groups and personal learning</li> <li>Drives innovative learning practices within the school</li> </ul>	<ul style="list-style-type: none"> <li>A professional learning program is in place for staff</li> <li>Regularly reviews of student achievement in key areas are carried out to refine future professional learning programs for staff</li> <li>Attendance at a professional learning group</li> <li>Professional reading and research is ongoing</li> <li>Attendance at relevant conferences linked to professional development plans</li> <li>Innovative learning practices are incorporated in professional development plans and teaching programmes</li> </ul>
Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents	<ul style="list-style-type: none"> <li>Demonstrates the ability to lead learning, with a clear focus on excellent outcomes for students, through effective, up to date and evidence-based teaching and learning principles and pedagogy</li> <li>Takes a pragmatic approach to new initiatives such as National Standards e.g. How can we adapt this to achieve best learning outcomes for our children?</li> <li>Staff work on clearly established teaching and learning goals that will lead to improved learning outcomes for students</li> <li>All staff are actively involved in professional development based on effective teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>All staff undertake professional learning around curriculum development and use</li> <li>Group review is undertaken of student data and strategies for improvement are shared</li> <li>Curriculum development is undertaken as required</li> <li>Teachers' planning meetings are undertaken</li> <li>Opportunities and forums exist for staff to share experience and expertise</li> <li>Observations of practice and sharing of learning take place regularly</li> </ul>
Ensure staff members engage in professional learning to establish and sustain effective teacher/learner relationships	<ul style="list-style-type: none"> <li>Demonstrates the skills and experience to mentor and guide others by actively participating and interacting with students</li> <li>Demonstrates the ability to ensure effective</li> </ul>	<ul style="list-style-type: none"> <li>An annual professional development plan that is linked to student achievement needs, staff professional growth is maintained</li> <li>Evidence of teachers attending relevant professional</li> </ul>

Professional Standards	Indicators	Evidence
with all students, with a particular focus on Māori students	relationships with Māori and Pacific students	development <ul style="list-style-type: none"> <li>Māori and Pacific student achievement is analysed by teachers and regular progress summaries are shared with the Board</li> </ul>
Ensure that the review and design of school programmes is informed by school-based and other evidence.	<ul style="list-style-type: none"> <li>Decisions are data and evidence driven</li> <li>Professional development is linked to student achievement</li> <li>Innovative practices reviewed and considered for inclusion in school programmes</li> </ul>	<ul style="list-style-type: none"> <li>There is a robust review cycle in place with a process that is also responsive to needs as they arise.</li> <li>The review schedule is adhered to</li> <li>Recommendations from reviews are actioned</li> <li>The Board is informed of the processes and recommendations</li> </ul>
Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice.	<ul style="list-style-type: none"> <li>Demonstrates the skills and experience to mentor and guide others by actively participating and interacting with staff</li> <li>Staff are provided with individual feedback, coaching, encouragement and support</li> <li>Supports and oversees staff as they observe and mentor each other with regard to best practice in teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Staff work based on clearly established teaching and learning goals that will lead to improved learning outcomes</li> <li>The attestation and appraisal cycle identifies staff professional development needs</li> <li>Individual teacher development goals and action plans are in place using a teaching as inquiry methodology</li> <li>Evidence is collected and collated by all staff that shows they are meeting the Practising Teacher Criteria and Professional Standards</li> </ul>
Analyse and act upon school-wide evidence on student learning to maximise learning for all students with a particular focus on Māori and Pasifika students.	<ul style="list-style-type: none"> <li>Shows a passion for education, and demonstrates a thorough understanding of teaching and learning for diverse students</li> <li>There is clear focus in classrooms, teams and professional discussions on ongoing student achievement improvement</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum meetings are undertaken as required and minutes maintained</li> <li>The Board receives regular reports on student achievement</li> </ul>



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

Professional Standards	Indicators	Evidence
Exhibit leadership that results in the effective day-to-day operation of the school	<ul style="list-style-type: none"> <li>• Is a strong, confident, committed and passionate leader with an honest and clear communication style</li> <li>• Demonstrates professionalism at all times.</li> <li>• Implements best practice systems for leadership and management.</li> <li>• Quality day to day management systems are in place to ensure a highly effective school operation.</li> </ul>	<ul style="list-style-type: none"> <li>• Quality systems and documentation are in place (staff handbook, policies and procedures).</li> <li>• All staff have clear job descriptions to ensure their roles and responsibilities are carried out</li> <li>• Where appropriate, action is taken to ensure compliance with policies and procedures</li> </ul>
Operate within board policy and in accordance with legislative requirements	<ul style="list-style-type: none"> <li>• Current legislation is adhered to and deadlines are met</li> <li>• Understands and operates within Board policy</li> </ul>	<ul style="list-style-type: none"> <li>• School policy documents are customized and appropriate for the school</li> <li>• School policies and procedures are reviewed in accordance with the school review cycle</li> <li>• New legislation and MOE Bulletin are reviewed, noted with the Leadership and Board and followed.</li> </ul>
Provide the Board with timely and accurate information and advice on student learning and school operation	<ul style="list-style-type: none"> <li>• The Board is informed of all areas of the schools' operation and student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Regular and scheduled reports are provided to the Board</li> <li>• Reports focus on student learning trends within and across calendar years</li> <li>• The Board understands the teaching and learning strategies that underpin student achievement</li> </ul>
Effectively manage and administer finance, property and health and safety systems	<ul style="list-style-type: none"> <li>• Highly effective management systems are in place for finance, property and for health and safety</li> <li>• Ensures school buildings and facilities meet Health &amp; Safety regulations</li> </ul>	<ul style="list-style-type: none"> <li>• The Principal meets regularly with relevant Board committee members.</li> <li>• The Principal works within the financial budget and follows the school's policies and procedures</li> <li>• Large expenditure and funding issues are discussed and agreed with the Board</li> <li>• The Principal assists the Board in the compilation of the annual budget</li> <li>• All policies and procedures are complied with by staff</li> </ul>

Professional Standards	Indicators	Evidence
		and students <ul style="list-style-type: none"> <li>• Regular meetings take place relating to health and safety with office staff and caretaker to confirm that all necessary checks and actions have been carried out</li> <li>• The hazard register is kept up to date</li> <li>• Finances are regularly reviewed at Board meetings</li> </ul>
Effectively manage personnel with a focus on maximizing the effectiveness of all staff members	<ul style="list-style-type: none"> <li>• Performance management systems are in place that ensure a highly effective and motivated staff</li> </ul>	<ul style="list-style-type: none"> <li>• The annual appraisal cycle is adhered to for all staff (both teaching and non-teaching)</li> </ul>
Use school/external evidence to inform planning for future action monitor progress and manage change	<ul style="list-style-type: none"> <li>• Is proactive in identifying, monitoring and informing Board and staff of future changes, then instigates and coordinates agreed and/or required actions</li> </ul>	<ul style="list-style-type: none"> <li>• Board minutes are maintained</li> <li>• Staff minutes are maintained</li> <li>• In association with the Board, the Annual plan is completed, and the Charter updated as required</li> <li>• Student achievement data records are maintained</li> <li>• Progress against the annual plan is monitored and action taken to ensure goals are achieved each year</li> </ul>
Prioritise resource allocation on the basis of the school's annual and strategic objectives	<ul style="list-style-type: none"> <li>• The School budget is based on charter goals and the annual and strategic plans</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic budget planning is undertaken prior to presentation to Board, based on charter priorities</li> <li>• The Principal works with the Board to forecast/recast the budget as required</li> </ul>

#### 4. Partnerships and Networks: Strengthen communication and relationships to enhance student learning

Professional Standards	Indicators	Evidence
Work with the Board to facilitate strategic decision making	<ul style="list-style-type: none"> <li>Proactively builds positive, respectful and professional relationships with the Board</li> <li>Principal plays a proactive role on the Board as the educational leader</li> <li>Supports the Board to focus on future thinking/strategic planning</li> </ul>	<ul style="list-style-type: none"> <li>Actions are reflected in feedback from Board members and minutes.</li> <li>The Principal attends Board and relevant subcommittee meetings</li> <li>The Principal has regular meetings with Board chair</li> <li>There is a regular strategic review at Board meetings</li> </ul>
Actively foster relationships with the school's community and local iwi	<ul style="list-style-type: none"> <li>Proactively builds positive, respectful, friendly and professional relationships with students and parents</li> <li>Positively builds trust between home and school to positively influence student learning and engagement</li> </ul>	<ul style="list-style-type: none"> <li>Regular communication takes place via newsletters and other media</li> <li>Regular school events are organised for parents and the local community</li> <li>Consultation with students, teachers, parents and the wider community is undertaken as required</li> <li>Māori community meetings and consultation takes place as required</li> </ul>
Actively foster professional relationships, with, and between colleagues, and with government agencies and others with expertise in the wider education community	<ul style="list-style-type: none"> <li>Passionately and confidently represents the school with other educators and government agencies</li> </ul>	<ul style="list-style-type: none"> <li>The Principal meets with members of local principals' cluster</li> <li>The Principal maintains relationships with government agencies</li> <li>The Principal attends meetings with government agencies as needed</li> <li>The Principal maintains relationships with wider educational community and agencies</li> </ul>
Interact regularly with parents and the school community on	<ul style="list-style-type: none"> <li>Passionately and confidently represents the school in the local community and with prospective parents</li> </ul>	<ul style="list-style-type: none"> <li>The Principal undertakes front of school duty, such as assemblies</li> </ul>

Professional Standards	Indicators	Evidence
student progress and other school-related matters	<ul style="list-style-type: none"> <li>• Is seen to be a 'visible' principal by the school community</li> <li>• Parent community is well informed about student achievement and school related matters</li> <li>• Demonstrates approachable, caring and respectful demeanour which encourages interaction with children and parents</li> </ul>	<ul style="list-style-type: none"> <li>• The Principal engages in informal conversations after/at social functions and at school events</li> <li>• A regular newsletter is sent out and the website kept up to date</li> <li>• Three-way conferences are utilised where appropriate</li> <li>• Regular informal discussion and interaction with parents and students observed including attendance at external sports days, meeting and greeting parents and students at the start and conclusion of the school day etc</li> </ul>
Actively foster relationships with other schools and participate in appropriate school networks	<ul style="list-style-type: none"> <li>• Passionately and confidently represents the school in the local community with schools in the local area</li> <li>• Attend variety of relevant principal and community networking opportunities and meetings</li> </ul>	<ul style="list-style-type: none"> <li>• The Principal regularly attends principals' cluster meetings</li> <li>• The Principal regularly attends a principals' professional development group</li> <li>• The Principal attends other relevant networking opportunities</li> </ul>

# INFORMATION FOR APPLICANTS

Thank you for applying for the position of Principal of Whangārei Heads School. Please ensure you have a copy of the position description and person specifications before completing this application.

1. Please complete this form personally. Read it through first and then answer all questions. Make sure you sign and date where indicated.
2. Attach a *curriculum vitae* containing any additional information relevant to the position. If you include written references, please note that we may contact the writer of the reference.
3. Copies of qualification certificates should be attached. If successful in your application, you will be required to provide originals as proof of qualifications. These will be needed to verify the copies which will be retained for the school's records.
4. If you are selected for interview you may bring whānau/support people at your own expense. **Please advise if this is your intention.**
5. Failure to complete this application and answer all questions truthfully may result in any offer of employment being withdrawn or appointment being terminated if any information is later found to be false.
6. **a)** Applicants may not be employed as a children's worker if they have been convicted of a specified offence listed in [Schedule 2 of the Vulnerable Children Act 2014](#), unless they obtain an exemption. The Criminal Records (Clean Slate) Act 2004 will not apply to these specified offences and these offences will be included in your Police vetting results.  
**b)** The Clean Slate Act provides certain convictions do not have to be disclosed providing:
  - You have not committed any offence within 7 consecutive years of being sentenced for the offence
  - You did not serve a custodial sentence at any time
  - The offence was neither a [specified offence under the Clean Slate Act 2004](#) nor a [specified offence under the Vulnerable Children Act 2014](#)
  - You have paid any fine or costs

Please note that you are not obliged to disclose convictions if you meet the above conditions but can do so if you wish. If you are uncertain as to whether you are eligible contact the Ministry of Justice.

7. This application form and supporting documents received from the successful applicant will be held by the school. That person may access it in accordance with the provisions of the Privacy Act 1993.
8. CVs provided from non-successful applicants will not be returned, unless a stamped self-addressed envelope is provided. Application forms and CVs from non-successful applicants will be held until the appointments process is completed and will then be destroyed.
9. You are required to request referees reports from three referees. The report template is included in this pack as a separate attachment. It is your responsibility to contact referees and provide them with a copy of the report template and the information that they need to complete and return it. These remain confidential to The Education Group and the Board of Trustees. All information collected from referees will be destroyed at the end of the selection process.
10. All information received will be confidential to the Board of Trustees and The Education Group Ltd.
11. **Visits to the schools of short-listed candidates will likely be arranged prior to interviews. Arrangements for these will be made known to those concerned.**

**N.B. If shortlisted, you will be required to bring to your interview, copies of two types of identification along with the originals to be sighted.**

1. **If possible this should be photo ID e.g. passport and a NZ Drivers Licence**
2. **If you do not have one or other of the above documents, please supply a birth certificate, bank statement or IRD number**

## APPOINTMENT TIMELINE

The Whangārei Heads School Board of Trustees has set the following timeline for the appointment of the Principal. Every effort will be made to keep to the following schedule in determining the successful candidate, however, these dates may be altered if necessary.

Timeline for the appointment of the Principal of Whangārei Heads School 2021	
Gazette Advertisement	<b>27<sup>th</sup> November (online) 7<sup>th</sup> December – Education Gazette</b>
Closing date for Referee Reports	<b>12.00 pm (noon) on Monday 8<sup>th</sup> February 2021</b>
Closing date for applications	<b>12.00 pm (noon) on Monday 8<sup>th</sup> February 2021</b>
Shortlisting completed	<b>By 15<sup>th</sup> February</b>
Possible visit to shortlisted candidates' schools	<b>22<sup>nd</sup> – 26<sup>th</sup> February</b>
Interviews with an applicant's presentation <b><i>There may be a two-stage interview process</i></b>	<b>Saturday 27<sup>th</sup> February</b>
Appointment commences	<b>3<sup>rd</sup> May 2021 (Term 2) or as negotiated</b>

**The Board reserves the right to conduct a second interview if required.**

### **Checklist - We need to receive completed:**

- Application form and self-assessment
- Curriculum Vitae – with copies of verified qualification certificates attached
- Reports from three referees

Completed applications to be received by **12.00 pm (noon) on Monday 8<sup>th</sup> February 2021** and should be emailed (preferred) to: [admin@educationgroup.co.nz](mailto:admin@educationgroup.co.nz)

or posted to:

David Ellery, The Education Group Ltd  
PO Box 26480, Epsom, Auckland 1023

or delivered to: Level 1, 24 Manukau Road, Epsom

**If you have any queries, please contact Tanya Prentice (Secretary for The Education Group) by phoning: 09 920 2173 OR David Ellery 021 595 411**