

Principal Application Pack 2025

Albany Primary School





INTRODUCTION TO THE APPLICATION PACK

Thank you for expressing interest in the position of Principal | Tumuaki at Albany Primary School.

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

- Welcome letter from the Presiding Member
- School Profile
- Criteria for the appointment
- Instructions for completing the application
- Timeline for applicants
- Job Description
- Application for Appointment Form (a separate document)
- Referee Report (a separate document)

Further information about Albany Primary School can be found on the school website

<https://www.albany.school.nz/>.

The application for appointment is to be returned with your CV and covering letter by

1:00 pm, Friday 24 October 2025

- Email to: admin@educationgroup.co.nz (subject line: Albany Primary School Principal Position) OR
- Deliver to: Tanya Prentice, Office Manager, The Education Group Ltd, Level 1, 24 Manukau Road, Epsom

Referee report forms are to be given to your **three** referees for them to return directly to The Education Group Ltd by **1:00 pm, Wednesday 22 October 2025**

For any further queries please contact Tanya Prentice at the Education Group office (Ph: 09 953 0523) email admin@educationgroup.co.nz or Nicky Knight, the Appointment Advisor (Ph: 021 420 299) email nickyknight@educationgroup.co.nz)

Once again, thank you for your interest in applying for this position.

Dr Nicky Knight
Director, The Education Group
Appointment Advisor to the Albany Primary School Board





WELCOME FROM THE ALBANY PRIMARY SCHOOL BOARD

Tēnā koe,

After twenty plus years of leading Albany Primary School, our much-loved Principal, Maree Bathurst, has made the difficult decision to retire. We are grateful for your interest in the role as we seek to appoint a Principal who will lead us into a new and exciting chapter, helping us to continue to grow and flourish as a community as we realise our potential.

We are a large, ethnically diverse school of over 700 students with an expected growth to around 1000. We are valued as a warm, welcoming, and friendly place where students, staff, and whānau feel they belong. We comprise a multicultural community that embraces and celebrates students speaking over 40 different languages. We are a school that emphasises inclusivity and equality, enjoying a positive reputation with our wider community. While recognised for maintaining high academic standards, we also encourage creativity, curiosity, and innovation. We are an agile and adaptive community, exhibiting a strength in continual self-review, demonstrating humility to learn and grow, striving to realise the potential of our individual learners and our collective whole.

Our Board has a strong governance culture that supports and empowers leadership. We view our role as kaitiakitanga (guardians) of the school, to ensure: every student can reach their highest possible standard in academic achievement; school is a safe place for all; is inclusive of, and caters for, students with differing needs; and gives effect to Te Tiriti o Waitangi. Our school's vision, values and partnership are foundational to our purpose and relationships:

- Three-way partnership in learning (student, parents, and staff) is also a model which guides our decisions, ensuring that all voices are heard.
- Our REACH values of Respect (Whakaute), Excellence (Kairangi), Aroha and Caring (Aroha), Collaboration (Mahi tahi), and Honesty (Ngākaupono), which are strongly embedded, continue to underpin our relationships with each other and our community.
- Our VISION of 'Where Learning Makes a Difference' is reflected in our continuous learning (Whakatiputipu) both individually and collectively as we strive for achievement for every learner in our school (kura).

We are looking for an experienced school leader who recognises and embraces the strengths of our community and continues to exhibit and inspire courageous leadership, developing our distributed leadership model that empowers and deepens leadership through the school. The ideal candidate will demonstrate an ability to articulate and implement innovative vision, relate well to all ages, be empathetic, visible and approachable, and a person of integrity and character who models and values hauora (holistic health and wellbeing).

We welcome applicants to visit our school and see the kura in action. Please contact Lisa Elder, EA to Principal on (09) 415-9668 ext 702, or mobile 021 157 0169 or e-mail lelder@albany.school.nz to arrange an appointment.

Thank you again for your interest in the Principal role at Albany Primary School. We look forward to receiving your application.

Ngā mihi nui

Rick Pierce

Presiding Member, Albany Primary School Board



SCHOOL PROFILE ALBANY PRIMARY SCHOOL

We are a school with a rich history having been established in 1866 and moving onto our current site in May 1975. Over the decades our school community has changed significantly from a rural and horticultural setting to a small suburban school, to our current school, one that supports a diverse multi-cultural and mainly urban community.

We are located in Albany, tucked down Bass Road, alongside the Main Highway and have recently opened a new 20 classroom innovative learning environment classroom block. We have a new multipurpose hall under construction. This hall will bring back a central meeting place and heart to our school for our learners, teachers and whanau.

We have a role of approximately 700 learners with a stable staff, that includes a range of career experiences. We have a distributed leadership model which currently includes three Deputy Principals and five Team Leaders. We are supported by an active School Board, which includes some members who have served for more than two terms, governing the direction for our School. We have an embedded culture of care within our Board, Leadership and staff, which has become our way of being for our staff, learners, whanau and the community.

One of our strengths is the three-way partnerships we foster with whānau and learners. These open and meaningful relationships are built through partnership meetings, student led conferences, an open-door policy in our classrooms and no surprises expectations approach to reporting to whānau.

The school's vision "where learning makes a difference" is the foundation for all we do. We are a school committed to fostering curiosity and an inquiring mind in our learners. Our REACH values of Respect (Whakaute), Excellence (Kairangi), Aroha and Caring, Collaboration (Mahi tahi), and Honesty (Ngākaupono) are modelled and reinforced by the teachers as essential qualities that we all strive for in our learning community. They are taught explicitly and form the basis for developing our class culture statements and building relationships with peers and teachers.

We have over 40 languages spoken at our school. We are a multicultural community which consists of approximately:

- | | | |
|---------------------|--------------------------------|-----------------|
| • Chinese 34.9% | • Sri Lankan 7.2% | • Filipino 4.5% |
| • NZ European 13.4% | • African/African Origins 6.6% | • Korean 4.1% |
| • Indian 7.5% | • NZ Maori/Pacific 5.8% | • Other 16% |

One of the highlights in our school calendar is our Pōwhiri every term which welcomes our new whānau, which often includes new settlers to New Zealand and from within New Zealand. Our Pōwhiri is another opportunity to build partnerships with our community through a formal welcome, waiata and then kai shared with new families and the Senior Leadership Team. We believe that giving them an opportunity to experience part of our school culture and New Zealand history, supports their sense of belonging to our Kura. We celebrate the many cultures we have in our school through an inclusive approach of inviting whānau in to school to be our experts in the room. Through this approach we have had many successful language weeks, cultural festivals and shared authentic learning opportunities for our children.

We have an established connection with China and the Confucius Institute. We have had many Mandarin Learning Assistants over the past five years and established sister school relationships. We continue to foster strong relationships with our sister schools through opportunities for staff to visit China through cultural exchanges and online STEAM lessons.

Our recently built new classroom block has extensive views towards the openness of the Waitakere Ranges and spans around towards Albany Village. This connection with the Waitakeres is forming part of a new relationship with Te Kawerau a Maki as a post settlement Iwi for our Albany Area. As a school and Board, we are looking forward to fostering this relationship and developing open and purposeful dialogue with Iwi to strengthen our relationships with Mana Whenua and improve outcomes for all our learners.

At Albany Primary School, we believe in continuous self-review and our teachers demonstrate a growth mindset through Professional Growth Cycles, where we use a GROWTH coaching model to support teachers with their professional inquiries and reflections.

From our 2024 ERO review the following findings exemplify some of our current strengths:

- Student outcomes are increasingly equitable and excellent
- School leadership fosters and sustains a school culture of continuous improvement that enhances learning and student achievement
- The school provides high quality teaching and learning across a broad curriculum

Our curriculum is delivered using an Assessment for Learning pedagogy. We have embedded this through our distributed leadership and coaching model. Through this model, and our Whānau ki te Ako drivers of Student Agency and Collaboration, we have supported our learners to develop agency and become partners in their learning with their teachers.

Our goal is to ensure that all learners are given every opportunity possible to develop and grow through our inclusive and holistic curriculum. Our Inquiry model uses a conceptual base that provides learners with authentic and transdisciplinary learning opportunities. It is a cylindrical and reflective process where students are encouraged to move between the cogs of explore, wonder, connection, reflection and action. The anticipation of the Inquiry ignite week is a special part of our Inquiry Model where the children are given clues to unlock the concept for the term.





CRITERIA FOR THE APPOINTMENT

The Albany Primary School board, in consultation with their staff, students and community, have set the following appointment criteria for the Tumuaki | Principal.

We seek a Principal who:

POU TANGATA (LEADER PEOPLE)

- Is an experienced leader who can work effectively with the Board, Senior Leadership Team and staff to drive the school's vision and strategic goals through collaborative approaches and teamwork
- Fosters a collaborative, high trust approach to leadership, professional growth and able to build capability in others
- Has the ability to protect what is valued while leading improvements and change
- Models and values hauora (holistic health and wellbeing)
- Is visible and engaged, able to build connections between students, whānau and our multicultural community
- Is able to maintain and enhance our inclusive school culture

POU TIKANGA MĀORI

- Gives meaningful effect to Te Tiriti o Waitangi in the context of our local environment and curriculum
- Demonstrates culturally responsive practices and understands what this means and looks like in our diverse educational context

POU AKO – LEADER OF LEARNING

- Sets and maintains high expectations and will commit to improved academic progress and achievement and equity of outcomes for all students
- Has an in-depth understanding of The New Zealand curriculum and can support its implementation using an evidenced informed approach



POU MAHI – LEADER OF OPERATIONS

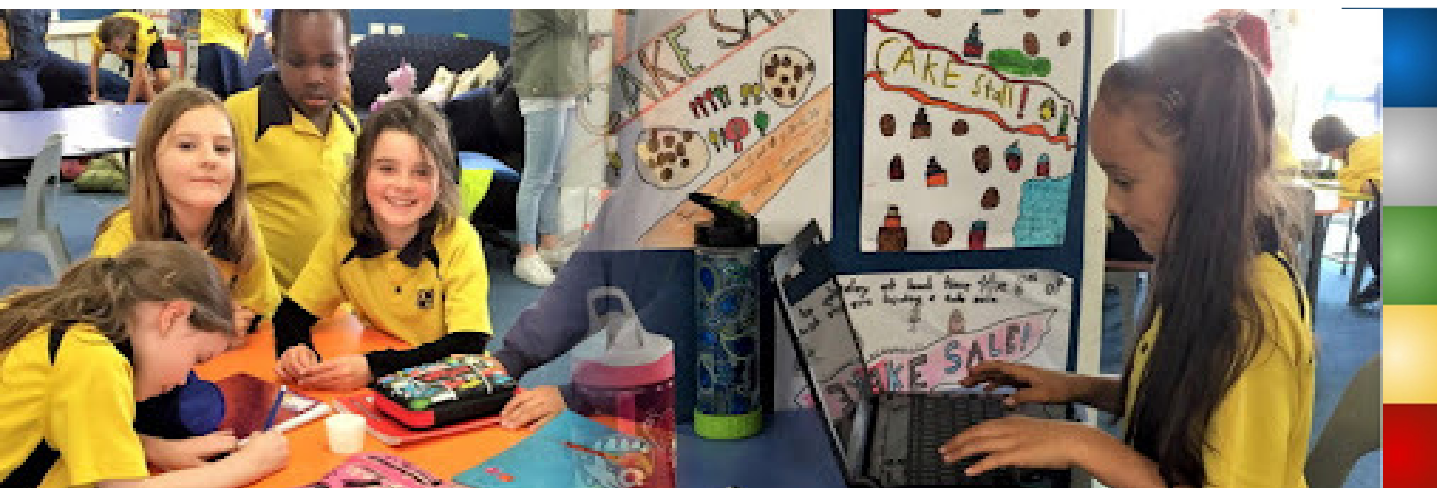
- Displays excellent school administration skills and experience in the management of the school in the areas of finance, personnel, property and health and safety

Personal Attributes and Qualities

- Is empowering, energetic and inspiring
- Is approachable, empathetic, has a sense of fun and leads with respect, kindness and care

Feedback from the students - We would like our new principal to be...

- Fun and inspiring
- Kind but not too kind-just right
- Approachable
- Friendly
- A good listener (not super bossy) and is fair in decision making
- Organised
- Not too nice because if they are too nice, they won't do anything if we are in trouble



Albany Primary School

Our Vision

Where Learning Makes a Difference

- Feel the energy
- Hear the excitement of discovery
- See the learning that is filled with curiosity, creativity and success

Our Values

Respect - **Whakaute**
Excellence - **Kairangi**
Aroha and Caring - **Aroha**
Collaboration - **Mahi Tahī**
Honesty and Integrity - **Ngākaupono**





INFORMATION FOR APPLICANTS

Thank you for applying for the position of Principal of Albany Primary School.

Please ensure you have a copy of the job description, the appointment criteria and have read all material provided, before completing the separate application form.

1. Please fully complete the application 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 the 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. All applicants will be required to give consent to a Police Vet (if required).
7.
 - 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 Children's 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 Children's 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.

8. Application forms and CVs of unsuccessful applicants will be held until the appointment process is completed and will then be securely destroyed after 90 days. For the successful candidate these documents will be held in their personnel file. The successful candidate may access it in accordance with the provisions of the Privacy Act 2020.
9. You are required to request referee 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 Ltd and the Board. 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 and The Education Group Ltd.
11. **We encourage you to visit the school. To arrange a suitable time, please contact Lisa Elder, EA to Principal at lelder@albany.school.nz or phone 021 157 0169**

If shortlisted, you will be required to bring to your interview, **the originals and copies** of the following:

1. Your current Practising Teacher Certificate
2. Two types of identification
 - If possible, this should be photo ID e.g., passport and a NZ Driver Licence
 - If you do not have one or other of the above documents, please supply a birth certificate, bank statement or IRD number



RECRUITMENT PROCESS TIMELINE



| | |
|--|---|
| Education Gazette Advertisement Online | Wednesday 17 September |
| Candidates visiting Albany Primary School | 7-9 October |
| Closing date for Referee Reports | 1:00 pm Wednesday 22 October |
| Closing date for applications | 1:00 pm Friday 24 October |
| Shortlisting completed | Candidates will be notified 29-30 October |
| Interviews with an applicant's presentation <i>The Board reserves the right for second interviews to be conducted if needed</i> | Saturday 8 November |
| Appointment commences | Term 1, 2026 |

We need to receive:

- Letter of introduction
- Completed Application Form or Appointment Form
- Current Curriculum Vitae
- Reports from **three** referees (applicant to organise)

Completed applications to be received by 1:00 pm, Friday 24 October 2025

Email to: Tanya Prentice admin@educationgroup.co.nz

Subject line: Albany Primary School Principal Appointment

Or deliver to: The Education Group Ltd, Level 2, 24 Manukau Road, Epsom, Auckland

If you have any queries, please contact: Tanya Prentice, the Office Manager for The Education Group at admin@educationgroup.co.nz or 09 953 0523 or Nicky Knight, the Appointment Advisor at nickyknight@educationgroup.co.nz or 021 420 299.

We welcome applicants to visit our school and to connect with our staff and students. Please contact Lisa Elder, EA to Principal at lelder@albany.school.nz or phone 021 157 0169 to organise a suitable time.



PRINCIPAL'S JOB DESCRIPTION 2025

| | |
|----------------------------------|---|
| ROLE TITLE: | Principal |
| RESPONSIBLE TO: | Board of Albany Primary School |
| DIRECTLY RESPONSIBLE FOR: | The students and school staff (teachers, support, ancillary, property staff) |
| PRIMARY OBJECTIVES: | <p>Culture: Provide professional leadership that creates a school culture of continual improvement which enhancing learning and teaching</p> <p>Pedagogy: Ensure a learning environment in which there is an expectation that all students will experience success in learning</p> <p>Systems: Develop and use management systems to support and enhance student learning</p> <p>Partnership and networks: Strengthen communication and relationships to enhance student learning</p> |
| PRIMARY FUNCTIONS: | <p>Act as the Board's chief advisor on policy and strategic issues</p> <p>Implement the school's charter and policy objectives</p> <p>Ensure delivery of a balanced curriculum in line with the National Curriculum Framework and to maintain programmes of assessment and reporting of student progress</p> <p>Develop and maintain effective relationships and communications within the school and its community and appropriate agencies</p> <p>Manage the schools finance and administrative systems, staff, and resources effectively and efficiently</p> |
| RESPONSIBLE FOR: | The effective operation of the school, as per the job description and the Primary Principal's Professional Standards |



AREAS OF AUTHORITY:

The Board acknowledges that the Principal has the control of school day to day management, subject to policy guidelines, delegated authority policy, and accurate scheduled reports on progress against controlling documents:

- Financial Control within annual budget limits and financial control
- Responsive maintenance programme
- Employment of staff
- Management of health and safety requirements
- Personnel management applying to performance, delegations and duties
- Curriculum management
- Student welfare



PRINCIPAL PROFESSIONAL STANDARDS AT ALBANY PRIMARY SCHOOL

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

| Professional Standards | Indicators |
|---|---|
| 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"> • 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 • Demonstrates the ability to drive an idea from inception to completion engaging the community, staff, and students in achieving the vision • Takes the time to understand and value Albany Primary School and demonstrates understanding of what makes the school unique • Works with the Board to develop an inspirational strategic plan ensuring it reflects identified needs and changing circumstances |
| 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"> • Shows the ability to inspire and develop all staff and promote a team approach to decisions that affect teaching and learning • Values and enables the potential of students to contribute and lead in our school and the broader community • Shows an openness and willingness to engage with new and different ideas in balance with the unique culture of the school • A strong partnership is evident between students, teachers, and parents in achieving improved learning outcomes for students • Appropriately delegates responsibilities to staff |
| Model respect for other in interactions with adults and students | <ul style="list-style-type: none"> • Is fair and professional with an ability to bring out the best in people • Acts as a role model and sets clear expectations for others • Ensures all staff model constructive relationships with students, with each other and with other adults |

| Professional Standards | Indicators |
|--|--|
| Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture | <ul style="list-style-type: none"> • Demonstrates a willingness to build on the unique philosophy and culture of the school • Ensures Tikanga Māori and Te Reo are incorporated into the day-to-day life of the school and into classroom programs |
| Maintain a safe, learning focused environment | <ul style="list-style-type: none"> • Ensures a safe physical environment • Ensures the class environments are conducive to teaching and learning • Maintains an awareness of staff workloads, challenges, and stress • Ensures all staff feel comfortable in identifying successes, issues or concerns with themselves or a member of the senior leadership team |
| Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected | <ul style="list-style-type: none"> • Shows a passion for all students as learners including students with special education needs, the gifted and talented, and students with different cultural backgrounds • Proactively builds positive, fun, friendly and professional relationships with students • Provides opportunities for individual success and excellence • Enhances the multicultural dimensions of the school. |
| Manage conflict and other challenging situations effectively and actively work to achieve solutions | <ul style="list-style-type: none"> • Identifies issues in a timely and consistent manner and promptly undertakes appropriate actions • Negotiates and facilitates to achieve a solution and/or a mutually acceptable resolution wherever possible • Encourages staff and the community to share concerns before they become big issues • Maintains a 'no surprises' approach with the Board |
| Demonstrate leadership through participating in professional learning | <ul style="list-style-type: none"> • Actively seeks professional development that supports personal leadership growth • Understands own strengths and weaknesses to inform professional development • Integrate professional learning and development into the leadership role |

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

| Professional Standards | Indicators |
|--|---|
| Promote, participate in and support ongoing professional learning linked to student progress | <ul style="list-style-type: none"> Keeps abreast of current thinking and research via professional reading, professional learning groups, and personal learning Drives innovative learning practices within the school |
| 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"> 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 Ensures all staff are actively involved in professional learning and development, with goals based on effective teaching and learning practices, leading to improved learning outcomes for students |
| Ensure staff members engage in professional learning to establish and sustain effective teacher/learner relationships with all students, with a particular focus on Māori students | <ul style="list-style-type: none"> Demonstrates the skills and experience to mentor and guide others by actively participating and interacting with students Demonstrates the ability to ensure effective relationships with Māori and Pacific students |
| Ensure that the review and design of school programmes is informed by school-based and other evidence. | <ul style="list-style-type: none"> Ensures decisions are data and evidence driven Links professional learning and development is to student achievement Reviews and considers innovative practices for inclusion in school programmes |
| 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"> Demonstrates the skills and experience to mentor and guide others by actively participating and interacting with staff Ensures staff are provided with individual feedback, coaching, encouragement, and support Supports and oversees staff as they observe and mentor each other regarding best practice in teaching and learning |
| 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"> Shows a passion for education, and demonstrates a thorough understanding of teaching and learning for diverse students Has a clear focus in classrooms, teams, and professional discussions on ongoing student achievement improvement |

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

| Professional Standards | Indicators |
|--|---|
| Exhibit leadership that results in the effective day-to-day operation of the school | <ul style="list-style-type: none"> Is a strong, confident, committed, and passionate leader with an honest and clear communication style Always demonstrates professionalism Implements best practice systems for leadership and management Ensures quality day to day management systems for a highly effective school operation |
| Operate within board policy and in accordance with legislative requirements | <ul style="list-style-type: none"> Adheres to current legislation and deadlines are met Understands and operates within Board policy |
| Provide the Board with timely and accurate information and advice on student learning and school operation | <ul style="list-style-type: none"> The Board is informed of all areas of the school's operation and student learning |
| Effectively manage and administer finance, property and health and safety systems | <ul style="list-style-type: none"> Highly effective management systems are in place for finance, property and for health and safety Ensures school buildings and facilities meet all Health & Safety regulations |
| Effectively manage personnel with a focus on maximizing the effectiveness of all staff members | <ul style="list-style-type: none"> Performance management systems are in place that ensure a highly effective and motivated staff |
| Use school/external evidence to inform planning for future action monitor progress and manage change | <ul style="list-style-type: none"> Is proactive in identifying, monitoring, and informing Board and staff of future changes, then instigates and coordinates agreed and/or required actions |
| Prioritise resource allocation on the basis of the school's annual and strategic objectives | <ul style="list-style-type: none"> The school budget is based on charter goals and the annual and strategic plans |

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

| Professional Standards | Indicators |
|---|--|
| Work with the Board to facilitate strategic decision making | <ul style="list-style-type: none"> Proactively builds positive, respectful, and professional relationships with the Board Plays a proactive role on the Board as the educational leader Supports the Board to focus on future thinking, strategic planning |
| Actively foster relationships with the school's community and local iwi | <ul style="list-style-type: none"> Proactively builds positive, respectful, friendly, and professional relationships with students and parents/whānau Positively builds trust between home and school to positively influence student learning and engagement |
| 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"> Passionately and confidently represents the school with other educators and government agencies |
| Interact regularly with parents and the school community on student progress and other school-related matters | <ul style="list-style-type: none"> Passionately and confidently represents the school in the local community and with prospective parents/whānau Is seen to be a 'visible' principal by the school community Keeps parents/whānau well informed about student achievement and school related matters Demonstrates an approachable, caring, fun, and respectful demeanour which encourages interaction with children and parents/whānau |
| Actively foster relationships with other schools and participate in appropriate school networks | <ul style="list-style-type: none"> Passionately and confidently represents the school in our Kāhui Ako, and with other schools Attends a variety of relevant principal and community networking opportunities and meetings |

SIGNATURES:

(Principal)

(Board Presiding Member)

Date: