

BAVERSTOCK OAKS SCHOOL

PRINCIPAL | TUMUAKI

APPLICATION PACK 2026



THANK YOU FOR EXPRESSING AN INTEREST IN THE POSITION OF PRINCIPAL | TUMUAKI AT BAVERSTOCK OAKS SCHOOL



Thank you for expressing interest in the position of Principal | Tumuaki at Baverstock Oaks 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 form (a separate document)
- Referee report (a separate document)

Further information about Baverstock Oaks School can be found on the school website:

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

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

1:00 pm 30th January 2026

- Email to: admin@educationgroup.co.nz (subject line: Baverstock Oaks School Principal position) OR
- Deliver to: Tanya Prentice, Office Manager, The Education Group Ltd, Level 2, 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 30th January 2026**

For any further queries please contact Tanya Prentice at the Education Group office (Ph: 09 953 0523) email admin@educationgroup.co.nz or Julie Schumacher, the Appointment Advisor (Ph: 021 081 0523) email julieschumacher@educationgroup.co.nz

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

Julie Schumacher
Director, The Education Group
Appointment Advisor to the Baverstock Oaks School Board



WELCOME FROM THE BOARD

November 2025



Tēnā koe,

On behalf of the Board of Baverstock Oaks School, thank you for expressing an interest in the position of Principal at Baverstock Oaks School in Flat Bush, Auckland. With our Principal retiring, the Board of Trustees is excited to be looking for a new leader who is keen to embrace our existing family focused culture and values, alongside an eye to the future and building and enhancing the foundations set over the last twenty years.

Baverstock Oaks School is a multi-cultural primary school of well over 600 students, 50 different nationalities, and 53% English second language students. Our motto is “Learning to Grow, Growing to Learn” and this is embedded in all that we do. The school aims to provide a rigorous and enriching education in a nurturing environment that embraces and supports the diversity, emotional well-being, and academic needs of young students.

The teaching and support staff are all committed, passionate professionals who have the students, their learning and their well-being at the forefront of every day. They are trusted to lead their students, and the curriculum and their professional development is equally important to ensure they are delivering current best practice and pedagogy.

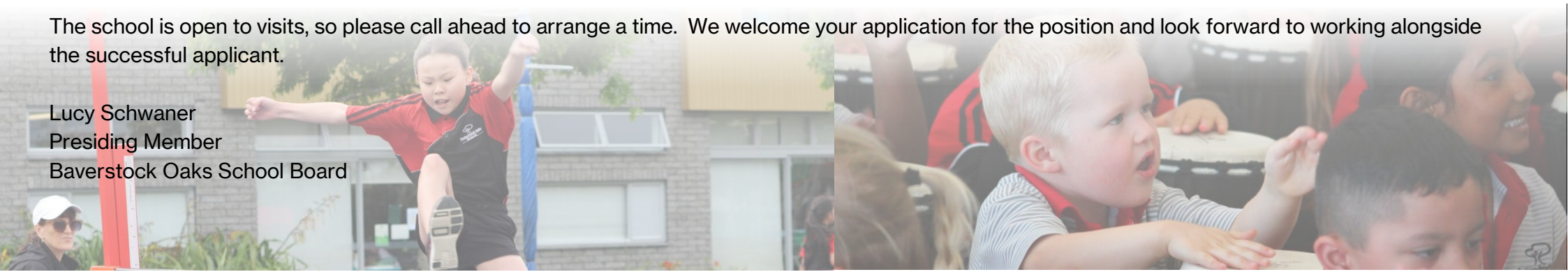
The school environment is open and welcoming, with significant recent investment in upgrading the hall, artificial turf in the heart of the school, and further works planned, creating modern, functional, and active spaces. The Board is committed to future improvements in the school and many, such as the hall that gets hired out, benefit the wider community.

Along with an empathetic, trusting, and empowering leader, we are also looking for someone who believes in the value of student attendance. The school has had attendance services running for several years now and was successful in retaining this service for the wider area. This is an important focus for our school now and into the future.

As the Board of Baverstock Oaks School, we value open and honest communication and understand the importance of supporting our principal and staff. We encourage innovation, fresh thinking and new ideas, and we look forward to building a close working relationship with the new Principal.

The school is open to visits, so please call ahead to arrange a time. We welcome your application for the position and look forward to working alongside the successful applicant.

Lucy Schwaner
Presiding Member
Baverstock Oaks School Board



BAVERSTOCK OAKS SCHOOL PROFILE

Baverstock Oaks School is a vibrant, inclusive learning community with a strong sense of family where everyone is treated with respect and care. We are proud of our warm, welcoming environment where tamariki feel safe, happy, and ready to learn.

In February 2005, Baverstock Oaks School opened its doors to the then, new inhabitants of Flatbush. The school is built on a 4.13-hectare site and is located on part of the original Baverstock family farm. It was therefore only fitting that the school use the name of the prominent local family.

In the heart of the school are some large oak trees, originally planted by Charles Baverstock. Planning the school's buildings was carefully done to ensure the trees survived and the name Baverstock Oaks School, was chosen.

Our dedicated and skilled staff work diligently to meet the individual needs of every learner. The diversity of cultures, abilities, and backgrounds within our community is what makes our school special. We place a strong emphasis on cultural identity through the many cultural groups we promote, and we value opportunities to learn from and celebrate the traditions of others.

Significant resourcing is directed towards supporting our neurodiverse learners, those with learning difficulties, students for whom English is an additional language, and our high-ability and gifted learners who require extension and challenge. Our curriculum is the backbone of all we do – ensuring strong foundations in literacy and numeracy while providing rich, engaging learning opportunities across all areas.

We know that attendance is key to achievement, and this remains an ongoing focus for our school. Our extensive playing fields and outdoor spaces support our commitment to student wellbeing and hauora, complemented by programmes that build resilience and strategies to manage mental health and social pressures.

Our Strategic Plan, developed through the voices of all stakeholders – staff, students, parents, and whānau – outlines three clear goals that guide everything we do:

1. Diverse Learners – ensuring every child's unique needs are recognised and supported
2. Responsive Curriculum – providing meaningful, relevant, and engaging learning experiences
3. Wellbeing and Hauora – nurturing the physical, emotional, and social wellbeing of all

Students at Baverstock Oaks are encouraged to participate and take pride in representing our school in a wide range of inter-school sporting, cultural, and academic events.

Baverstock Oaks is a place where every child is valued, learning is celebrated, and belonging is at the heart of everything we do.





CRITERIA FOR THE APPOINTMENT

The Principal will meet the following criteria which have been created by the Baverstock Oaks School Board following consultation with our staff, students and wider community.

We are looking for a Principal who:

POU TANGATA - LEADER OF PEOPLE

- is approachable, visible, open and genuinely cares for the wellbeing of staff and students
- ensures effective communication, systems, and decision-making, providing transparency, consistency, and accountability across all areas of school life
- has a proven track record of setting, articulating, and delivering a vision and strategies to achieve that vision.
- provides strong leadership and collaborates effectively with the Senior Leadership Team and the Board.
- is experienced in growing teacher capability and collective expertise, through coaching, mentoring, and targeted professional development that aligns with the school's strategic priorities.
- Fosters collaboration and shared leadership, empowering others to contribute ideas, take initiative, and grow their leadership capability.

POU AKO – LEADER OF LEARNING

- has a commitment to student achievement and ensures all students, including students with diverse needs and backgrounds are supported and enabled to progress and achieve.
- understands the value of student attendance and can actively lead the attendance services in the school.
- Understands how to successfully engage with the cultural diversity of our ākonga and community.
- Leads a caring, inclusive school where the NZ Curriculum is brought to life through well-balanced programmes that include a strong literacy and numeracy foundation.
- Understands the need to maintain high academic expectations while leading future-focused learning for all students.

POU TIKANGA MĀORI

- Has a demonstrated commitment to giving effect to Te Tiriti o Waitangi in tangible and practical ways.
- Models culturally sustaining leadership, valuing and embedding tikanga, te reo Māori, and Mātauranga Māori throughout the school.

POU MAHI – LEADER OF OPERATIONS

- Demonstrates skill and experience in the management of a school in the areas of finance, personnel, property, and health and safety and compliance.
- Will foster and further develop our international student offering.

Our students would like their new principal to focus on ...

Kind and Supportive Teachers

“We want teachers who are kind, who listen to us, and who make learning fun.”

Cool Playgrounds and Spaces to Play

“We’d love more fun playground equipment, a finished bike track, and safe places where everyone can play.”

More Sports and Active Stuff

“We want more PE, more sports teams and clubs, and good gear so we can play and stay active.”

A Fun, Safe and Inclusive School

“We want our school to stay clean, safe and friendly, and to keep celebrating everyone’s cultures, creativity and ideas.”



INFORMATION FOR APPLICANTS

Thank you for applying for the position of Principal of Baverstock Oaks 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 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 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.

We encourage you to visit our school between 1 - 16 December. To arrange a suitable time, please contact Delia, our Executive Officer, to make an appointment on (09 278 6741) dconway@baverstock.school.nz

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



PRINCIPAL'S JOB DESCRIPTION 2026

ROLE TITLE: Principal

RESPONSIBLE TO: The Board

DIRECTLY RESPONSIBLE FOR: The students and school staff (teachers, support, ancillary, property staff)

PRIMARY OBJECTIVES:

- **Culture:** Provide professional leadership that creates a school culture of continual improvement which enhancing learning and teaching
- **Pedagogy:** Ensure a learning environment in which there is an expectation that all students will experience success in learning
- **Systems:** Develop and use management systems to support and enhance student learning
- **Partnership and networks:** Strengthen communication and relationships to enhance student learning

PRIMARY FUNCTIONS:

- To act as the Board's chief advisor on policy and strategic issues
- To implement the school's Strategic Plan and policy objectives
- To ensure delivery of a balanced curriculum in line with the National Curriculum Framework and to maintain programmes of assessment and reporting of student progress
- To develop and maintain effective relationships and communications within the school and its community and appropriate agencies
- To manage the schools finance and administrative systems, staff and resources effectively and efficiently

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 BAVERSTOCK OAKS 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	• 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 Baverstock Oaks 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	• 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	• 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
Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture	• 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

Professional Standards	Indicators
Maintain a safe, learning focused environment	- 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	- 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	- 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	- 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	- 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	- 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	- 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.	- 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.	- 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.	- 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	• 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	• 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	• 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	• 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	• 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	• 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 based on the school's annual and strategic objectives	• The school budget is based on strategic and annual 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	- 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	- 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	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	- 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	- 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

Lucy Schwaner
Presiding Member

Date:

RECRUITMENT PROCESS TIMELINE

Staff and Community Consultation	27th – 30th October 2025
Education Gazette Advertisement	Friday 28th November 2025
Visit our school	Between 1st and 16th December 2025
Closing date for Referee Reports	1:00pm Friday 30th January 2026
Closing date for applications	1:00pm Friday 30th January 2026
Shortlisting completed and shortlisted candidates notified	Wednesday 4th February 2026
Visit to shortlisted candidates' schools by Board Members	9th – 13th February 2026
Interviews with an applicant's presentation <i>The Board reserves the right for second interviews to be conducted if needed</i>	Saturday 14th February 2026
Shortlisted Applicants notified of outcome	By Wednesday 18th February
Appointment commences	Term 2 2026 – Monday 20th April



We need to receive:

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



Please ensure we receive your referees' reports by the due date of **1:00 pm Friday 30th January**.

**Completed applications to be received by
1:00pm, Friday 30th January 2026**

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

Subject line: Baverstock Oaks 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 on 09 953 0523 or admin@educationgroup.co.nz; or Julie Schumacher, the Appointment Advisor on jschumacher@educationgroup.co.nz or 021 081 07226.

**We welcome applicants to visit our school
between 1 and 16 December 2025.**

Please contact Delia, Executive Officer, to organise a suitable time on 09 278 6741, or email dconway@baverstock.school.nz