



*Together we learn - Together we grow
Ngātahi te ako - Ngātahi te tipu*

Principal Application Pack 2025



INTRODUCTION TO THE APPLICATION PACK



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

The following documents and information 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)
- Self Review (a separate document)
- Referee Report (a separate document)

Further information about Birchwood School can be found on the school website <https://www.birchwood.school.nz>.

The application for appointment is to be returned with your Curriculum vitae (CV) and covering letter by **12:00 noon, Friday 19 September 2025**.

Email to: admin@educationgroup.co.nz (subject line: Birchwood School Principal position)

Referee report forms are to be given to your **three** referees for them to return directly to The Education Group Ltd by **12:00 noon, Friday 19 September**.

For any further queries please contact Tanya Prentice at The Education Group office at email admin@educationgroup.co.nz or phone 09 953 0523, or Roween Higgie, the Appointment Advisor at email roweenhiggie@educationgroup.co.nz

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

Roween Higgie

The Education Group

Appointment Advisor to the Birchwood School Board



WELCOME FROM THE BOARD



Kia Ora

On behalf of the School Board, I would like to thank you for your interest in applying for the position of Principal / Tumuaki at Birchwood School.

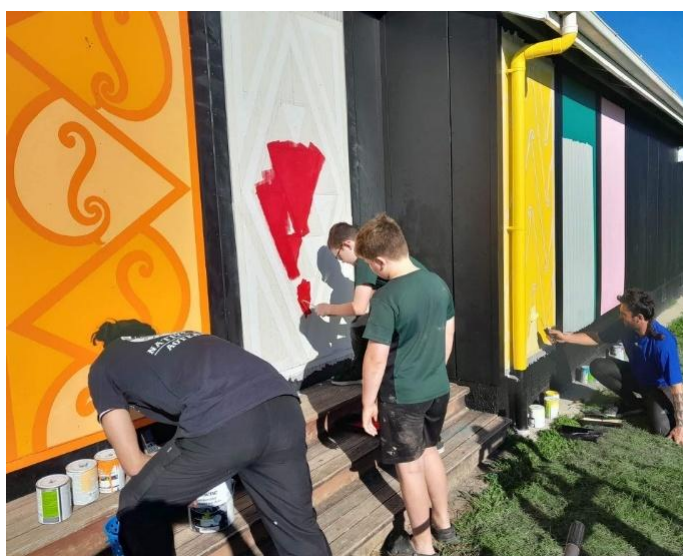
With the relocation of our current Principal, we are now seeking a professional and visionary leader who is, above all, well-aligned with our school's values and community culture. The role of Principal at Birchwood School is a vital one – we are looking for someone with a deep commitment to our students, staff, and whānau; someone who puts people at the centre of their decision-making, is action-oriented and takes initiative.

Our school's whakatauki and vision is "Ngātahi te ako, ngātahi te tipu - Together we learn, together we grow" and this is embedded in the culture of who we are as a school. We seek an inspirational leader who can shape Birchwood School, guided by the school values (Grit, Respect, Own It and Whanaungatanga) and someone who will continue to drive forward and implement our strategic plan, by working collaboratively with the Board, staff, and wider community.

Being part of the Birchwood School community is a source of pride for both our students and staff. Our journey in recent years has been one of growth, progress, and positive change and to continue this momentum, we are looking for someone with a strong blend of schoolwide leadership experience, strategic capability, and excellent communication and operational skills. The ideal candidate will demonstrate approachability, presence, inclusivity, and empathy and have the ability to build authentic relationships to foster strong partnerships with parents, whānau, iwi, and the local and wider communities.

Thank you once again for your interest in leading Birchwood School. We look forward to learning more about what you can bring to our special kura.

Ngā mihi nui
Kelly Cole
Presiding Member
Birchwood School Board



SCHOOL PROFILE

Birchwood School is located in Stoke, 8km from Nelson City. The roll is currently around 250 students. At Birchwood we have our GROW values that focus of **G**rit, **R**espect, **O**wning actions and **W**hanaungatanga and these are the whakapapa of our current Strategic Plan. We teach our ākonga about these values and we reward them when they are able to demonstrate these in their learning and behaviour.

Birchwood School is an urban school with a rural feel where a family like context is nurtured. Our school's culture has been developed to align with Professor Russell Bishop's Relationship-Based Learning pedagogy. We believe that great relationships are vital for learning, so our teachers foster caring relationships with our students so that we can ensure that great learning is happening at our kura.

Promoting both student and staff well-being is also central to our school's culture. We follow the principles of PB4L and have systems and practices in place to support our students to make positive behaviour choices. As part of our involvement in PB4L we have developed our school wide GROW values. These values are the desired behaviours we strive to instil in our students and model as staff.

We have beautiful school grounds with lots of space for running around. There are many different playgrounds, including an obstacle course, netball and basketball courts, places to scooter, a junior and senior playground and a nature playground. We've recently added a school bike track and a play shed with loose parts.

At Birchwood School we are proudly a GREEN/GOLD Enviroschool so please check out our <https://sites.google.com/birchwood.school.nz/birchwoodenviroschool?usp=sharing>

Our focus this year has been reconnecting with our local area and reminding our students that they are the kaitiaki of our school. We have visited our local stream and taken action by clearing rubbish and planting the banks there.

Birchwood has 12 classroom spaces and a separate 'rainbow room' for lunchtime activities. The school library is a welcoming space where you can snuggle with a book or play board games with your friends.

For more information we welcome you to explore our website

<https://www.birchwood.school.nz/home>.



CRITERIA FOR THE APPOINTMENT

The Birchwood School Board, in consultation with the parents/whānau, staff and the students have set the following appointment criteria for the Tumuaki | Principal. We seek a Principal who:

Pou Tāngata - Leading People

- Lives our GROW values and embraces our school culture
- Will foster an environment of growth and excellence for staff and students
- Will be engaged with, know and enjoy the Birchwood students, whānau and the community, the iwi and local stakeholder groups
- Demonstrates a commitment to being highly visible and engaged with the students, staff and families
- Understands the need to connect before making changes (whanaungatanga)
- Fosters a collaborative, high trust approach to leadership

Pou Ako / Leader of Learning

- Is a strong, visionary and inspiring leader who can deliver on our school Strategic Pou and build a new 2026 – 2029 plan with the board, staff and whānau / community
- Has a proven track record of being focused on student learning, teacher pedagogical practice and improved achievement
- Can make evidence based and student-centred decisions
- Can lead change with the NZ Curriculum and work alongside of staff through this implementation phase to support pedagogical practice
- Will support (be a champion for) our current environmental and sustainability initiatives including Garden to Table at Birchwood
- Embraces and values the wider curriculum including sports, arts, culture and community engagement
- Able to support and develop student agency and our Year 6 student leaders - Manukura o te Taiao

Pou Tikanga Māori – Leading Value and Practices

- Actively values and promotes Te Ao Māori and knows how to give meaningful effect to Te Tiriti o Waitangi in all aspects of school life
- Displays proven ability to build on culturally responsive practices and promote cultural diversity
- Will continue our Relationship Based Learning Approach
- Can continue to support the school's Kaupapa with our mana whenua and iwi Ngāti Apa ki te Rā Tō

Pou Mahi – Leading Operations

- Has experience in all school operational elements – Finance, Personnel, Property Management, Health and Safety and compliance
- Has proven experience or the knowledge to work in partnership with a Board to manage financial budgets well
- Brings the capability to deliver on our 5YA and 10 YPP
- Will willingly engage with the Board and the Birchwood PTA to work as a cohesive team for the benefit of the students

Personal Attributes and Qualities

- Is highly approachable, friendly and empathetic
- Is a clear and transparent communicator
- Brings a sense of fun and willingness to be involved

The students have asked for a Tumuaki who:

- Is kind and friendly
- Is organised and smart
- Is funny
- Will have a strong connection with the students, go on trips and EOTC and support our sports
- Will celebrate the diversity and the connections with our community



INFORMATION FOR APPLICANTS

Thank you for applying for the position of Principal of Birchwood 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 (CV) 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 let Roween Higgie know when she finalises the interviews with you 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 seven 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 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 Camilla Brotherton via email camilla.brotherton@birchwood.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



RECRUITMENT PROCESS TIMELINE 2025



Education Gazette online advertisement	Wednesday 6th August online
Candidates visiting the school	Please contact Camilla Brotherton via email camilla.brotherton@birchwood.school.nz to arrange a suitable time
Closing date for applications	12:00 noon Friday 19th September 2025
Closing date for referee reports	12 noon Friday 19th September 2025
Shortlisting completed	Monday 29th September
Visits to shortlisted candidates' school	Prior to Interview
Interviews with an applicant's presentation <i>The Board reserves the right for second interviews to be conducted if needed</i>	Sunday 12 th October
Appointment commences	2 months after the appointment date or as negotiated

We need to receive:

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

Completed applications to be received by 12:00 noon, Friday 19 September 2025

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

Subject line: Birchwood 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 Roween Higgie, the Appointment Advisor at roweenhiggie@educationgroup.co.nz

We welcome applicants to visit our school and to connect with our staff and students. To arrange a suitable time, please email Camilla Brotherton on camilla.brotherton@birchwood.school.nz

PRINCIPAL'S JOB DESCRIPTION 2025



ROLE TITLE:	Principal
RESPONSIBLE TO:	The Board of Birchwood School
DIRECTLY RESPONSIBLE FOR:	Educational Leadership, Professional Leadership, School Management, Facilitation of Partnerships and Networks, Board Governance
PRIMARY ROLES:	<p>Educational leader of the school with responsibility for meeting the learning needs of all students.</p> <p>Professional leader of the school with responsibility for school performance and development.</p> <p>Manager of the school with responsibility for the effective operation of the school.</p> <p>Facilitator of partnerships and networks within and beyond the school.</p> <p>Member of the Board sharing collective responsibility for the governance of the school.</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 school's 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 and The Teaching Council Standards for the Teaching Profession
AREAS OF AUTHORITY:	<p>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:</p> <ul style="list-style-type: none">• 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 BIRCHWOOD 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 Birchwood 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. Translates this into an Annual Plan each year
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 • Integrates 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 Pasifika 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 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 based on 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

General:

- Maintains full registration as a teacher with the Education Council of Aotearoa New Zealand by fulfilling the requirements of the Practising Teacher Criteria.
- Meets the requirements of the Professional Standards for Primary School Principals. Engages fully in a performance management appraisal /professional growth process and undertakes ongoing professional learning and development opportunities.

SIGNATURES:

(Principal)

(Board Presiding Member)

Date: