



**Conifer Grove
School.**

Learning for a lifetime



Principal Application Pack 2025

INTRODUCTION TO THE APPLICATION PACK



Thank you for expressing interest in the position of Principal | Tumuaki at Conifer Grove 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)
- Referee Report (a separate document)

Further information about Conifer Grove School can be found on the school website <https://www.conifergrove.school.nz/>

The application for appointment is to be returned with your Curriculum vitae (CV) and covering letter by **1:00 pm Tuesday 10 February 2026**

Email to: admin@educationgroup.co.nz (subject line: Conifer Grove 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 Tuesday, 10th February 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 07226) email jschumacher@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 Conifer Grove School Board



WELCOME FROM THE CONIFER GROVE SCHOOL BOARD



Tēnā koutou katoa,

On behalf of the Board, I am delighted to welcome you to the application process for the position of Principal at Conifer Grove School. We appreciate your interest in joining our vibrant and forward-thinking school community, and we thank you for considering this opportunity to lead and inspire.

Conifer Grove is a Full Primary School (Years 1–8), proudly established in 1981. Today, we serve approximately 560 students and employ around 60 passionate and skilled teachers and support staff. Our school is a place where students are nurtured to grow academically, socially, and emotionally. With the support of our dedicated staff, engaged families, and wider community, we strive to create an environment where every learner can thrive. “Kotahi te kohao o te ngira e kuhuna ai te miro ma, te miro pango, te miro whero” -*Through the eye of the needle pass the white thread, the black thread, and the red thread.* As a diverse school we cherish all cultures and want to see all our children thrive.



We are proud to operate a concept-based curriculum approach, which encourages deep understanding, critical thinking, and meaningful connections across learning areas. This approach is supported by the PB4L (Positive Behaviour for Learning) framework, which underpins our commitment to fostering a positive, respectful, and inclusive school culture.

At the heart of our school are three core values that we strive to honour every day:

- **Whakamiha – Respect**
- **Mana Motuhake – Responsibility**
- **Manaaki – Caring**

These values guide our relationships, our learning, and our shared vision for a safe and inclusive school environment.

Our school motto, **He waka eke noa ki te pae tawhiti – Paddling the Waka Together to Reach New Horizons**, reflects our collective commitment to unity, progress, and shared success. It speaks to the strength we find in collaboration and the aspirations we hold for every learner to journey confidently toward their future. “E lele le toloa ae ma’au i le auvai” –*The Tava’e bird is proud of its feathers.* At Conifer Grove school we want our children to be proud of where they come from and celebrate their diversity.



We are seeking a Principal who embodies strong leadership, a commitment to inclusive education, and a passion for fostering excellence. "Guru bin gyaan nahi" – (Indian proverb) *Without a teacher, there is no knowledge*. The successful candidate will be someone who can enhance our school's curricular and sporting achievements, lead with integrity, further develop our teachers, and collaborate effectively with staff, students, whānau, and the wider community.

This role will commence at the beginning of **Term 2, 2026**, offering a meaningful transition period and the opportunity to begin the journey with fresh energy and vision.

This application pack contains all the information you need to understand the role, our expectations, and the values that guide our school. We encourage you to explore it thoroughly and reflect on how your experience and aspirations align with our goals. Visit our website <https://www.conifergrove.school.nz/> and if you would like to visit our school, please contact Janine on 09 299 7490 or janinel@cgschool.ac.nz to make an appointment.

Thank you once again for your interest. We look forward to learning more about you and your potential to contribute to the ongoing success of Conifer Grove School.

Warm regards,

Carl Fogarty

Presiding Member

Conifer Grove School Board



School Pepeha

*Ko Mātukutūreia te Maunga
Ko Wai o Mahia te Awa
Ko Pāhurehure te Moana
Ko Tainui te Waka
Ko Waiohua te Iwi
Ko Te Ākitai te Hapū
Ko Ihaka Wirihana Takanini te Tangata
Ko Conifer Grove te Kura*

Our School

Conifer Grove School is nestled on the shores of the Pāhurehure Inlet. With a current roll of around 565 students, our kura reflects the rich cultural diversity of our local community – a strength we value deeply. We are a full primary (Years 0–8) that provides students with a strong foundation in Reading, Writing, and Mathematics, alongside opportunities to experience the breadth of the New Zealand Curriculum.

Our teaching and learning is conceptually driven, with big ideas and understandings guiding student inquiry. This approach allows us to bring together students' prior knowledge and cultural identities while extending learning into the Arts, Sciences, Social Sciences, Technology, ICT, Health and Physical Education, and additional languages in Years 7 and 8.

He Waka Eke Noa ki Te Pae Tawhiti – Paddling the Waka Together to Reach New Horizons

At Conifer Grove School, we want every learner to reach their potential, strive for excellence, and develop a love for lifelong learning. We set high expectations for learning and behaviour, encouraging students to be active contributors in their communities and beyond.

Our core values guide all aspects of school life:

Manaaki – Caring

Mana Motuhake – Responsibility

Whakamiha – Respect

Through Positive Behaviour for Learning (PB4L), these values are lived out daily in classrooms, playgrounds, and whānau groups.

Our People and Programmes

Students enjoy a wide range of opportunities, including Kapa Haka (tuakana and teina groups), Pasifika performance, leadership roles, cultural groups, sports, and enrichment activities. Our school is organised into six teaching teams, each with a te reo Māori name that reflects growth and development:

Tipu – Years 0–1, Grow and Increase (including Pihinga, formerly Ara Tuapapa)

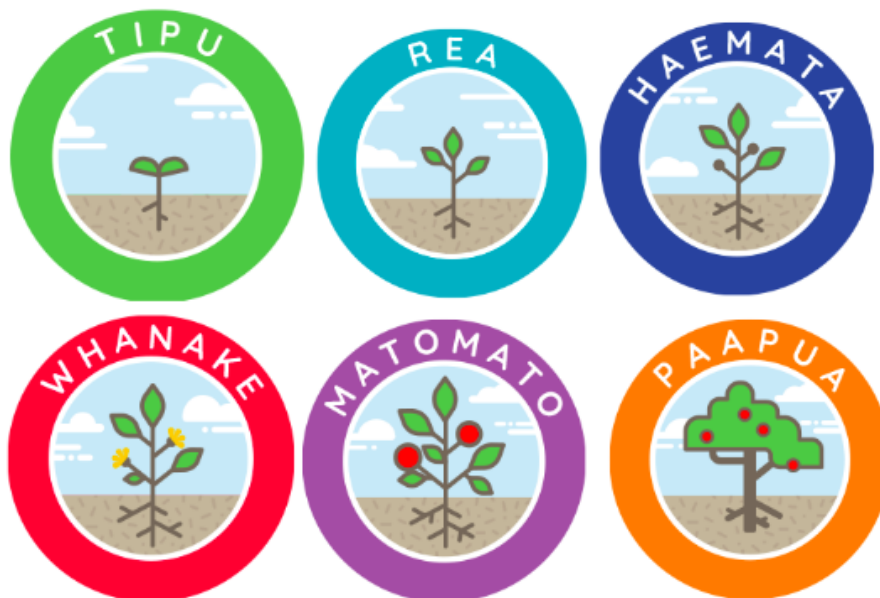
Rea – Year 2, Spring up as fresh growth

Haemata – Years 2–3, Strong, growing

Whanake – Years 4–5, To grow, spring up and develop

Matomato – Years 5–6, Grow vigorously and flourish

Pāpua – Years 7–8, Well grown with spreading branches



All students belong to one of four Whānau Groups, gifted to us by kaumātua Brownie Rauwhero of Te Ākitai, honouring tūpuna connected to our hapū:

Tonga'anui

Hua Kaiwaka

Kiwi Tamaki

Te Mahia

Partnerships and Community

We are proud of our strong and growing connection with mana whenua, Te Ākitai, and the whakapapa of our rohe. The gifting of our whānau group names is a taonga we treasure, and we continue to prioritise whanaungatanga in 2025 and beyond.

Alongside this, we are nurturing a relationship with neighbouring Reremoana School, broadening the opportunities for collaboration across our community.

Our school enjoys high levels of whānau support, and we value open, positive partnerships between home and school.

Looking Ahead

Conifer Grove School is on an exciting journey. Our vision reminds us that we paddle together, reaching new horizons with courage and determination. The next Principal of our school will lead a dedicated team of staff, engaged whānau, and motivated learners, strengthening what we do well while guiding us into the future of education.



CRITERIA FOR THE APPOINTMENT

The Conifer Grove School Board, in consultation with our staff and students have set the following appointment criteria for the Tumuaki | Principal. We are looking for a Principal who:

Pou Tāngata / Leader of Our People

- empowers and develops others, fosters teamwork, and builds leadership capacity.
- demonstrates care, empathy, and fairness, creating a safe and supportive environment for staff and students.
- is present in classrooms, playgrounds, and at events, fostering trust with staff, students, and whanau.
- makes transparent, principled decisions that build trust and credibility.
- builds authentic partnerships with parents, caregivers, and the wider community.

Pou Tikanga Māori

- shows a commitment to Te Tiriti o Waitangi – honours bicultural foundations, strengthens partnership with mana whenua (Te Aakitai)
- values cultural diversity, is culturally responsive and will maintain our inclusive culture promoting te reo and tikanga across the school
- develops and embeds culturally sustaining pedagogies, to meet the needs of our diverse cultural learners of our learners to raise achievement

Pou Mahi – Leader of Operations

- has some experience in the management of a school in the areas of finance, personnel, property and health and safety.
- can work effectively with the board to continue the strategic direction of the school and provide a quality education for our young people.

Pou Ako / Leader of Learning

- anticipates change, adapts to new curriculum requirements, and leads innovation with confidence.
- has experience in establishing strong schoolwide systems and providing proactive support for diverse learners.
- champions equity, diversity, and inclusion for all learners.
- can build on the school's strengths while leading improvement in teaching, learning, and wellbeing.

Personal Attributes Important to Our Community:

- approachable, caring, and visible
- decisive, resilient, and fair
- strong communicator and listener
- culturally responsive and inclusive
- shows integrity and professionalism

INFORMATION FOR APPLICANTS



Thank you for applying for the position of Principal of Conifer Grove 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 Julie Schumacher 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 Janine on 09 299 7490 or janinel@cgschool.ac.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

Education Gazette advertisement	Monday 24 November 2025
Candidates visiting Conifer Grove School	1 – 6 December 2025
Closing date for applications	1:00pm Tuesday 10 February 2026
Closing date for referee reports	1.00pm Tuesday 10 February 2026
Shortlisting completed	Thursday 12 February 2026
Visits to shortlisted candidates' school	Week of 16 February 2026
Interviews with an applicant's presentation <i>The Board reserves the right for second interviews to be conducted if needed</i>	Saturday 21 February 2026
All shortlisted candidates notified of outcome	By Wednesday 25 February 2026
Start Date	Term Two – Monday 20 April 2026

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 1:00 pm Tuesday 10 February 2026

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

Subject line: Conifer Grove 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 Julie Schumacher, the Appointment Advisor at jschumacher@educationgroup.co.nz or 021 081 07226

Again, we welcome applicants to visit our school and to connect with our staff and students. To arrange a suitable time, please contact Janine on 09 299 7490 or janinel@cgschool.ac.nz



PRINCIPAL'S JOB DESCRIPTION 2025



ROLE TITLE:	Principal
RESPONSIBLE TO:	Board of Conifer Grove School
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:	Act as the Board's chief advisor on policy and strategic issues Implement the school's charter and policy objectives Ensure delivery of a balanced curriculum in line with the National Curriculum Framework and to maintain programmes of assessment and reporting of student progress Develop and maintain effective relationships and communications within the school and its community and appropriate agencies 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 controls set
- 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 CONIFER GROVE 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 Conifer Grove 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

Professional Standards	Indicators
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
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 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 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	- 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)

(Board Presiding Member)

Date: