



SUNNYHILLS SCHOOL

LEARNING FOR LIFE

Deputy Principal Appointment



APPLICATION PACK



Thank you for expressing interest in the position of Deputy Principal at Sunnyhills School. We are seeking a leader who will work alongside the Principal, another DP and an experienced leadership team to continue to grow our vision for Teaching and Learning. The position description is attached, and this is a 5 Management Unit (4 permanent and 1 fixed term) position and is currently fully released.

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

- Welcome letter from our Principal
- 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 Sunnyhills School can be found on the school website:

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

The application for appointment form is to be returned with your CV and covering letter by:
1:00 pm Friday 18 October 2024

- Email to: admin@educationgroup.co.nz (subject line: Sunnyhills School Deputy 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 18 Friday October 2024**

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 working alongside a dedicated team at this high performing school.

Julie Schumacher

Director

The Education Group

Advisor to the Sunnyhills School Appointments Committee



Learning for life

Sunnyhills School

17 The Crest Pakuranga Auckland | 5768031 | www.sunnyhills.school.nz



Learning for life

September 2024

Tēnā koe

The Sunnyhills School Board would like to thank you for expressing an interest in applying for the Deputy Principal position.

Sunnyhills School is a thriving primary school Years 0-6. We have a roll of 515 pupils, 29 teaching staff, 3 specialist subject teachers in STEM, Music, and Environmental Studies, 7 learning assistants, 3 office staff, 3 property staff and very strong community support. The school is located in a culturally diverse area of Sunnyhills, Auckland nearby to the Tāmaki River and Ōhūiarangi, Pigeon Mountain. Sunnyhills School is part of Te Ara Mana-ā Kura Kāhui Ako (Farm Cove Community of Learning) which is a network of schools serving the Pakuranga suburb of East Auckland that provides a strong pathway of achievement for all its learners.

Sunnyhills School recognises cultural diversity and honours Te Tiriti O Waitangi by promoting an inclusive environment where whānau are engaged in many aspects of school life. The unique position of the Māori culture within New Zealand and our communities' many different cultures and values are embraced.



This is an exciting opportunity for someone to lead in a successful school and continue to consolidate and build on the positive relationships established within our diverse community. Our successful applicant will have the ability to continue build upon and develop new initiatives that will ensure a strong culture focused on teaching and learning. Our new Deputy Principal will be well supported by our committed and dedicated staff and school leadership team.

In addition to the contents of this pack, we encourage you to explore the school website for more insight <https://www.sunnyhills.school.nz>

Thank you again for your interest in this position, and we look forward to receiving your application.

Ngā mihi nui

Mark Keenan
Principal

AN INTRODUCTION TO SUNNYHILLS SCHOOL



Kia Ora and Welcome!

He Taonga a tātou Tamariki
Our Children Are Our Treasure

At Sunnyhills School we are passionate about helping people discover and achieve their potential. We recognise that people come with different values, cultures, strengths and needs and as a staff, together with our community, we are committed to celebrating diversity and providing a quality education that meets the needs of all students.

Learning at Sunnyhills:

We believe that all of our Tamariki / children are Taonga/treasures, similar to Gemstones in that they are small but precious, they are diverse and unique, and they take time within the right environment to develop, grow and reach their potential.

Teaching at Sunnyhills:

As educators at Sunnyhills School, we see our role as helping our children shine. We do this through genuine relationships, meaningful opportunities, and a rich, holistic curriculum that challenges, engages, promotes and celebrates learning for all.

Our purpose is: **Learning for Life (through our Sunnyhills GEMS) - Ākonatia hei oranga**

Our GEMS are embedded within Learning (Growth) for life (Empathy, Mana and Self Belief). The growth gem relates to knowledge (Ako and Wananga) and the last three gems focus on relationships and humanity. (Whanaungatanga, Manaakitanga and Tangata Whenuatanga). The GEMS are integral to each other, and you can't grow unless you have empathy, mana, and self-belief.

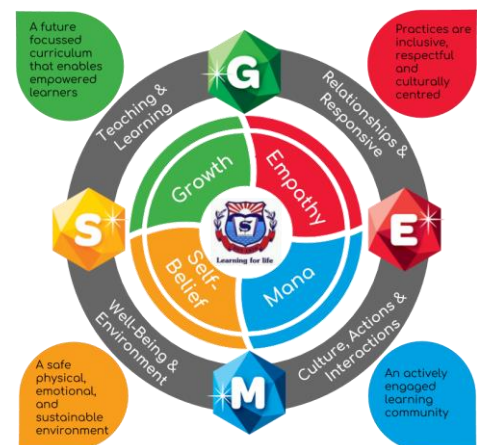
G - Growth (teaching & learning)

E - Empathy (relationships)

M - Mana (pride, actions & interactions)

S - Self-belief (identity & confidence)

The GEMS form part of our Language of Learning, our Learning Powers and our Learning Pathway. The GEMS are a strong metaphor to support staff and students across most aspects of school life.



We feel that our GEMS capture two key ideas about us as a team - our commitment to learning and our commitment to the well-being of ourselves and others.

At Sunnyhills School we continue to strengthen teaching and learning through our strategic goals.

Curriculum:

Since 2019 an important goal has been to fully implement a Structured Literacy pedagogy across the school. Our staff and learning assistants have a strong knowledge base on which to deliver highly effective teaching and learning programmes. Over the last 2 years we have hosted over 200 educators to share our successful implementation of a structured literacy pedagogy, see our staff model lessons, and share the resources we have developed.

The implementation of the Refreshed New Zealand Curriculum is a major strategic focus for us as a school, especially in the areas of English and Mathematics. We are a Structured Literacy school continually looking at ways to improve as research changes. We have recently implemented a school wide handwriting programme. As part of our Kāhui Ako work we are continuing to build our cultural capabilities and how we honour Te Tiriti.

We believe children's learning is enhanced when digital technology is integrated across the curriculum. In 2023, our school became a Google Reference school, the first Primary school in New Zealand to do so. Our unique exploration station is run by our specialist e-learning teacher. The digital technology programme caters for all ages and involves all manner of technology from robotics to epro8 engineering. Our Media team films the GEMS Broadcast which is eagerly watched by the school on its fortnightly release.

We pride ourselves on our continued Green-Gold status for Enviro schools. All classes are taught by our Enviro specialist teachers in a dedicated Enviro classroom and enjoy learning in the extensive school gardens. Our school grounds include a fantastic bike track for bikes and scooters, which not only encourages sustainability but also fitness and well-being.

All students are involved in physical education and regular sports. This is very important to us. Our school is lucky to have a heated swimming pool which is greatly enjoyed in Term 1 and 4. We offer many extracurricular lunchtime activities run by our enthusiastic staff to ensure students have opportunities to join sports for interschool teams and field days.

For further information to assist your application please visit our website www.sunnyhills.school.nz



Google for Education
Reference District



CRITERIA FOR APPOINTMENT



We are looking for a Deputy Principal who aligns with our school Vision and Values and who can demonstrate that they have, or are developing, the following qualities, skills and attributes:

PERSONAL SPECIFICATIONS:

1. Leadership Skills

- **Visionary Leadership:** Ability to work alongside the Principal/Deputy Principal to shape and implement the school's vision/values.
- **Decision-Making:** Competent in making well-informed decisions that benefit the school community.
- **Mentorship & Coaching:** Skilled at mentoring and coaching to develop teachers, fostering a collaborative and growth-focused environment.

2. Educational Expertise

- **Curriculum Knowledge:** Deep understanding of the Refreshed New Zealand Curriculum and Assessment for Learning pedagogy and practice. A particular focus will be leading the implementation of the English Curriculum across the school.
- **Instructional Leadership:** Expertise in pedagogy, able to guide and improve teaching practices across the school
- **Data-Driven:** Proficient in using data across the school to inform decisions, track student progress, and implement targeted interventions

3. Cultural Competency

- **Commitment to Te Tiriti o Waitangi:** Demonstrates a strong commitment to the principles of the Treaty of Waitangi, integrating Māori perspectives and ensuring equity.
- **Bicultural Awareness:** Sensitive to New Zealand's bicultural context, fostering an environment where Māori culture, language, and identity are valued and celebrated.
- **Community Engagement:** Ability to build strong relationships with whānau, iwi, and the wider community.

4. Communication Skills

- **Clear and Effective Communication:** Ability to communicate clearly with staff, students, parents, and the broader community.
- **Conflict Resolution:** Skilled in resolving conflicts and navigating difficult conversations with diplomacy and empathy.
- **Listening:** An active listener who values the input of others and encourages open dialogue.



5. Emotional Intelligence

- **Empathy:** Understands and responds to the needs of students, staff, and families with care and sensitivity.
- **Resilience:** Maintains composure and positivity in the face of challenges, inspiring others to do the same.
- **Adaptability:** Flexible and open to change, able to lead the school through periods of transition or uncertainty.
- **Humour:** Has a good sense of humour

6. Innovative Thinking

- **Creativity:** Encourages innovative teaching practices and is open to exploring new ideas and technologies.
- **Problem-Solving:** Approaches problems with a solution-focused mindset, thinking creatively to overcome challenges.
- **Future-Focused:** Keeps an eye on emerging trends in education and is proactive in preparing the school for the future.

7. Organisational Skills

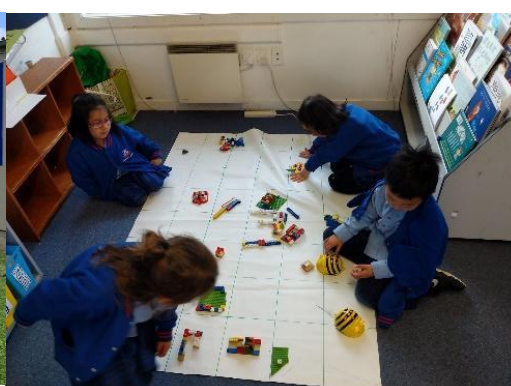
- **Time Management:** Efficient in managing time and balancing multiple responsibilities.
- **Delegation:** Knows how to delegate tasks effectively, empowering others while ensuring accountability.
- **Attention to Detail:** Meticulous in planning and executing school initiatives and daily operations.

8. Commitment to Student Success

- **Student-Centered:** Puts the needs and success of students at the forefront of all decisions.
- **Inclusive Practice:** Ensures that all students, regardless of background or ability, have access to high-quality education.
- **Wellbeing Focused:** Advocates for the holistic wellbeing of students, promoting both academic and personal development.

9. Integrity and Professionalism

- **Ethical Leadership:** Upholds the highest standards of integrity, transparency, and ethical behaviour.
- **Trustworthiness:** Reliable and honest, gaining the trust of staff, students, and the community.
- **Continuous Learning:** Committed to personal and professional development, staying current with best practices in education





DEPUTY PRINCIPAL'S JOB DESCRIPTION

TITLE: Deputy Principal (Units: 4 Permanent/ 1 Fixed Term)

RESPONSIBLE TO: Principal

DIRECTLY RESPONSIBLE FOR: The ākonga/learners, school staff (teachers and support staff)

RESPONSIBLE FOR: The effective operation of the school, as per the job description

EFFECTIVE RELATIONSHIPS WITH: The Board of Trustees, Principal, Deputy Principal, ākonga/learners, staff, parents, community, education agencies, neighbouring schools

PRIMARY OBJECTIVES:

1. To ensure NELPs are met and all students progress and achieve
2. To contribute to the full staff team and maintain policies and foster high levels of relational trust across the school
3. To provide professional leadership with direct responsibility for staff across the school
4. Support the Principal to achieve strategic and annual goals
5. To meet the Professional Standards: Primary School Deputy/Assistant Principals, Primary School Teachers (MOE 1998) as per the requirements Primary Teachers (including Deputy and assistant Principals' and other unit holders) Collective Agreement 2022-24.
6. To contribute to the Senior Leadership Team and support the Principal in leadership, administration and curriculum across the school.
7. To monitor teacher performance and support professional learning across the school
8. To deputise for the Principal in the absence of the Principal
9. To abide by the Teachers Council Code of Ethics

Interim Professional Standards for Primary Associate and Deputy Principals

Based on Interim Framework of Professional Standards for Deputy Principals and Assistant Principals

Note: Deputy Principals and Assistant Principals with teaching responsibilities will also need to meet the requirements of the Interim Professional Standards for Primary School Teachers

PORTFOLIOS: (Allocation of some of these to be negotiated annually between Deputy Principals and Principal)

Professional Standard/Dimension	Key Roles/Tasks
<p>Professional Leadership (Culture)</p> <ul style="list-style-type: none"> • Demonstrates a thorough understanding of current approaches to effective teaching and learning • Provides professional leadership to staff within the delegated areas of responsibility • Makes constructive contributions to the work of the senior management team in a manner which supports effective school organisation and improved learning outcomes for students • Understands, and applies where appropriate, current practices for effective management from both within and beyond education • Supports the principal in the leadership and management of the school and deputises when required • Identifies and acts on opportunities for improving teaching and learning • Reflects on own performance assessment and demonstrates a commitment to own ongoing learning in order to improve performance 	<ul style="list-style-type: none"> • Support the principal as required and work closely alongside the other Deputy Principal • Has oversight of the day to day running of the school alongside the other Deputy Principal • Lead in the area of Pastoral Care for Year 1-3 alongside our school SENCo • Have oversight of the team leaders and the teaching teams from Year 1-3. Grow the capacity of the leaders and offer quality support with planning and assessment. Oversight of other staff as delegated • Plan and facilitate professional development based on identified needs • Coach leaders and staff and engage in the leadership of the Professional Growth Cycle. • Collect, collate and analyse school wide data and set targets and prioritise resources • Facilitate school wide activities and events to promote/support a range of learning opportunities in the following key areas: <ul style="list-style-type: none"> ○ SHS Enviro Schools Program ○ Kāhui Ako Literacy Support ○ Support our IT specialist ○ School wide assemblies ○ Community Events ○ School wide sports events • Attend, contribute and lead evidence-based school leadership development, professional learning and development sessions and support teams • Lead Transition into our school. Key Areas: <ul style="list-style-type: none"> ○ Lead our Bright Sparks Programme ○ Oversight of enrolment numbers at Y0/1 ○ Communicate with new parents/Run starting school meeting ○ Liaison to preschool and Kindergartens

Professional Standard/Dimension	Key Roles/Tasks
<p>Policy and programme management (Pedagogy)</p> <ul style="list-style-type: none"> • Initiates, plans and manages in association with the principal and other staff, policies and programmes which meet national requirements, are consistent with the school's charter and strategic planning, and which reflect the school's commitment to effective teaching and learning • Understands the implications of New Zealand's changing cultural, social and economic context and ensures that these changes are reflected in the policies and programmes within the delegated areas of responsibility. 	<ul style="list-style-type: none"> • Alongside the other DP review, plan and lead Curriculum Pedagogy and Assessment through: <ul style="list-style-type: none"> ○ Having oversight of summative and formative assessment ○ Developing assessment as appropriate and co-leading in the areas of analysis and reporting of learning progress and achievement ○ Ensuring equity of outcomes for our Māori and Pasifika learners • Lead and develop our English Curriculum, teaching and learning across the whole school • Lead and deliver specific areas of the strategic plan • Undertake professional development that supports the school's strategic plan and key outcomes • Share pedagogical changes and key influences on teaching and learning • Inform board and community of data trends, implications and resourcing needs that will respond to changing cohorts • Have a leadership role in all SHS Health and Safety Processes including Emergency Procedures and Practices • Reviewing, writing, editing school documents; policies/procedures, reports, letters, RAMS, Health and Safety documentation <ul style="list-style-type: none"> ○ Supporting Year 1-3 teachers in reporting to parents ○ Supporting with whole school communication
<p>Staff management (Systems)</p> <ul style="list-style-type: none"> • Participates in the school's performance management systems and makes recommendations to the principal on appropriate professional development opportunities for staff • Motivates and encourages staff to improve the quality of teaching and learning 	<ul style="list-style-type: none"> • Use NZC levels and any new curriculum stages or phases to inform teaching and learning programmes • Lead induction of new staff alongside of the other Deputy Principal • Have a role in staff recruitment, induction, timetabling and support with SHS culture and learning programmes. As delegated, responsibility for: <ul style="list-style-type: none"> ○ Relievers

Professional Standard/Dimension	Key Roles/Tasks
<ul style="list-style-type: none"> • Devolves responsibilities and delegates tasks when appropriate 	<ul style="list-style-type: none"> • Support the team leaders running effective meetings. Be present and engaged and review, to ensure their effectiveness • Carry out and support others to observe practice and engage in quality learning conversations with staff. Have an oversight of the Year 1-3 classes and support the completion of quality Professional Growth Cycles • Attendance, achievement and engagement monitoring and reporting as needed across the school • Investigate, guide behaviour and learning, communicate with stakeholders record on etap, access resources, agencies and advise SENCO/Teachers as needed • Participate and contribute positively to our senior leadership team
<p>Relationship management (Partnerships and Networks)</p> <ul style="list-style-type: none"> • Fosters relationships between the school and the community • Communicates effectively both orally and in writing to a range of audiences • Provides information to the principal on areas of delegated responsibility to assist with effective day to day management and strategic planning in the school • Understands and operates within the limits of the delegated authorities and adopts a consultative approach with the principal and other staff on issues relating to school policy • Establishes and maintains good communication processes with staff, and between staff and members of the senior management team 	<ul style="list-style-type: none"> • Attendance and highly visible at events, Mentor and agency groups, EAPPA and HPPA etc • Lead and participate in: • Parent/Student induction visits • Parent education and development workshops/hui • Parent surveys/consultation • Focus group discussions • Parent meetings • Agency referrals and meetings • Kāhui Ako / Cluster meetings

Professional Standard/Dimension	Key Roles/Tasks
<p>Financial and asset management (Systems)</p> <ul style="list-style-type: none"> Effectively and efficiently uses available financial resources and assets, within delegated areas of authority, to support improved learning outcomes for students 	<p>Be solutions focused in:</p> <ul style="list-style-type: none"> Purchasing, tracking, processing, sharing resources <ul style="list-style-type: none"> Property maintenance Curriculum Building programme Health and Safety EOTC and school trips, events etc Fixed Asset Register Quotes as per SHS School Policy Report to Principal as needed



INFORMATION FOR APPLICANTS

Thank you for applying for the position of Deputy Principal of Sunnyhills 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 cover letter and *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 Sunnyhills Appointments Committee and The Education Group Ltd.
11. **We encourage you to visit the school.** Please contact Principal, Mark Keenan markk@sunnyhills.school.nz to organise a suitable time.

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	Friday 13 September 2024
Closing date for applications	1:00pm Friday 18 October 2024
Closing date for Referee Reports	1:00pm Friday 18 October 2024
Shortlisting completed by	Wednesday 23 October 2024 (all shortlisted candidates will be visited at their schools)
Interviews with an applicant's presentation	Saturday 2 November 2024
Appointment commences	Tuesday 28 January 2025

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 Friday 18 October 2024

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

Subject line: Sunnyhills School Deputy Principal Appointment

Or deliver to: The Education Group Ltd, Level 1, 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.

**We encourage you to visit the school. Please contact
Mark Keenan markk@sunnyhills.school.nz
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