



# COCKLE BAY SCHOOL DEPUTY PRINCIPAL APPOINTMENT 2025



# APPLICATION PACK 2025

Kia ora

Thank you for expressing interest in the position of Deputy Principal (DP) at Cockle Bay School. We are seeking an experienced leader who will work collaboratively with the Principal and a second Deputy Principal.



The position description is attached. This is a fully released position and comes with **7 Permanent Management Units and the possibility of 1 Fixed Term MU.**

We are looking for the new Deputy Principal to start, preferably, Monday 14<sup>th</sup> July (at the beginning of Term 3, 2025) unless otherwise negotiated.

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

- Information about our school
- Criteria for appointment
- Deputy Principal's Role Description
- Information for applicants
- Recruitment process timeline

The following separate documents accompany this application pack:

- Application for appointment
- Referee's report
- Self-Assessment

Further information about the school can be obtained from the school website <https://www.cocklebay.school.nz/>

The application for appointment is to be returned with your CV and covering letter by **Wednesday 7<sup>th</sup> May 3.00 pm** by:

- Email to: [admin@educationgroup.co.nz](mailto:admin@educationgroup.co.nz) (subject line: Cockle Bay School Deputy Principal position)

Referee report forms are to be given to your **two** referees for them to return directly to The Education Group Ltd by the **Wednesday 7<sup>th</sup> May 3:00 pm.**

For any further queries please contact Tanya Prentice, Education Group office (Ph: 09 953 0523; email [admin@educationgroup.co.nz](mailto:admin@educationgroup.co.nz)) or Roween Higgle, the appointment advisor (Ph: 021 399 513; email: [roweenhiggle@educationgroup.co.nz](mailto:roweenhiggle@educationgroup.co.nz))

Once again, thank you for your interest in our school.

Roween Higgle  
The Education Group



# AN INTRODUCTION TO COCKLE BAY SCHOOL

Cockle Bay School is a U.7 contributing school situated in Howick in Auckland's eastern suburbs. The school was built in 1956 and the school community has grown with the development of new housing estates within the school catchment area. With the present enrolment scheme, the roll is maintained between approximately 720 - 830.

The school site is relatively small (1.90 hectares) and consists of 31 classrooms. There is an additional music room, a library/information centre, 1 multi-purpose room, 3 withdrawal teaching spaces including English Language Learning, school hall, a heated swimming pool and an administration block. A large, covered dome area has proven to be a very valuable asset to the school. There are decks added to four junior classrooms, creating an outdoor learning environment. The main field has been upgraded so it can be fully used all year round. The playgrounds are heavily used both during the day and by the community outside school hours.

Staffing at Cockle Bay School is stable and there is a core of experienced teachers who act as excellent mentors for new staff to our school. Staff are a dedicated and extremely hard-working group who are constantly seeking improvement and the fulfilment of our vision.

The Board and the Parent Teacher Network provide strong leadership and work in a collaborative manner to enhance and support teaching and learning. There is a strong sense of community focused on the school.

Parents of our school have very high expectations and aspirations for their children and assist their children's achievement by actively supporting the school and its staff in all of their endeavours.



Our students are a very special group, friendly, confident, sometimes competitive and strongly motivated to learn. We are approximately 36% NZ European/Pakeha, 45% Asian, just under 5% Māori and the remainder of students identify with a wide range of ethnic groups. Over half our students are English Language Learners

The Cockle Bay 4 Cs (Collaboration, Continuous Improvement, Caring and Celebration) are what we value and are well embedded into daily life. The curriculum is expressed as a Learner Profile for students, staff and parents. Currently the school staff are engaged in Mathematics professional development as well as BSLA. Cockle Bay School is an innovative and exciting place to work and learn while providing an extremely nurturing environment for all fortunate enough to be associated with it. We are part of a Kāhui Ako of local schools and work with these schools to align our curriculum and make transitions a positive experience for students.



Please see our website and come and visit us.

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



## 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:

- Is an experienced and capable strategic leader who contributes constructively to the leadership of the school
- Can set and maintain high expectations for teaching and learning
- Can work collaboratively with others to lead the development and implementation of our changing curriculum and strengthen our current pedagogy
- Is experienced in the collection, analysis, review and reporting of data through to Board level
- Has strong pedagogical understanding and practice
- Brings experience that will further strengthen Year 4 – 6 teaching and pastoral care
- Can lead collaborative inquiry and further develop our staff and leaders
- Can lead change, is agile in adapting to the changing needs in a fast-moving environment, and is a critical and creative problem solver
- Excellent communication skills, orally and in writing, fostering positive relationships with all stakeholders
- Brings expertise in Mathematics
- Promotes an inclusive approach to supporting our diverse learners
- Is highly skilled in PB4L and restorative practices
- Has experience in working in partnership with parent communities, the Board and other associated groups
- Demonstrates a commitment to Te Tiriti o Waitangi and brings an understanding of cultural capabilities and/or culturally responsive practice
- Actively supports and contributes to the broader life of the school
- Brings a high level of digitally fluency
- Has a comprehensive understanding of managing risk in EOTC
- Is well organised and able to develop and implement effective systems

### PERSONAL ATTRIBUTES

- Has strong emotional intelligence
- Shows empathy, integrity, is trustworthy and approachable
- Establishes strong relationships with all stakeholders

# COCKLE BAY SCHOOL DEPUTY PRINCIPAL JOB DESCRIPTION 2025



<b>Name:</b>	<b>Position:</b>	Deputy Principal: Year 4-6
<b>Responsible To:</b> Principal	<b>Standards Status:</b>	Certificated Teacher (including AP/DP requirements)

## LEADERSHIP COMPONENTS:

<b>Culture:</b>	<b>Pedagogy:</b>	<b>Systems:</b>	<b>Partnerships and Networks:</b>
Take a lead role in contributing to professional leadership that focuses the school culture on enhancing teaching and learning	Take a lead role in creating a learning environment in which there is an expectation that all ākonga/ learners will experience success in their learning	Create the systems and conditions in which staff and ākonga/learners can function effectively and in which learning can occur	Ensure that relationships and practices support teacher and student learning

## RESPONSIBILITIES AND KEY TASKS

Works collaboratively with the leadership team and all staff to lead the school in a strategic manner and lead in at least one area of the plan

- Maintains loyalty to and support of the Principal and leadership of the school
- Builds and maintains quality relationships
- Is a highly effective communicator and liaison with parents/whānau
- Oversees the development and implementation of teaching and learning and new initiatives
- Leads curriculum development in specified areas
- Leads change and supports our forward focused vision
- Ensures pedagogical practices reflect current best practices
- Leads reviews, evaluations, and reports effectively through to Board level
- Demonstrates a commitment to Te Tiriti o Waitangi and an inclusive education for all
- Models an effective coaching approach

**PORTFOLIOS (Allocation of some of these to be negotiated annually between Deputy Principals and Principal):** *\*Other responsibilities as negotiated*

<b>Deputy Principal: Y4-6</b>	<b>Deputy Principal: Y0-3, Kimberley Rivett</b>
<b>Teaching and Learning</b>	<b>Teaching and Learning</b>
Curriculum design and delivery of Mathematics and Statistics EOTC co-ordinator (SOPs, School camps, event planning) Extension maths groups/Mathex EnviroSchools, Garden to Table	English + Literacy Support Programmes Cultural capabilities Assessment and reporting P.B.4.L Celebration Night/HPPA Dance Festival
<b>Student Wellbeing</b>	<b>Student Wellbeing</b>
Years 4-6 Transitions Y4-6 Student leadership: ambassadors, school councillors HPPA & APPA liaison (sport, speeches)	Years 0-3 Transitions 0-3: New Entrant systems, induction and monitoring, e.g. Pūkeko programme, enrolment numbers, staffing, assessment and reporting, independence certificates
<b>Administration</b>	<b>Administration</b>
Timetables (CRT), calendars, duty rosters School assemblies organisation (Junior and Senior) Monitor student attendance each term\PLD (Professional Growth Cycle: appraisal, teacher inquiry) and staff hui ICAS	Acting Principal (as required) Relievers School assemblies organisation (PB4L and whole school) PLD (Professional Growth Cycle: appraisal, teacher inquiry) and staff hui Monitor student attendance each term
<b>Personnel</b>	<b>Personnel</b>
Teacher wellbeing Y4-6 Coaching, support and appraisal of team leaders Y4-6 Spec teachers: Music (2), P.E, Dance, Science  Kāhui Ako leadership: W.S.L A.S..L	Teacher wellbeing Y0-3 Coaching, support and appraisal of team leaders Y0-3 Librarian, SENCo  Induction: Teachers/staff new to the school + handbook P.C.T programme Student teachers



## Culture

Take a lead role in contributing to professional leadership that focuses the school culture on enhancing teaching and learning

**Manaakitanga:** Leading with moral purpose

**Pono:** Having self-belief

**Ako:** Being a learner

**Awhinatanga:** Guiding and supporting

### **Professional Standards / Professional Leadership**

- 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 ākongā/learners
- 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 on-going learning in order to improve performance

### **Policy and Programme Management**

- 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

### **Staff Management**

- Motivates and encourages staff to improve the quality of teaching and learning

### **CRITERIA Educational Leadership Model (ELM)**

### **CBS KEY RESPONSIBILITIES EVIDENCE**

Actively engage in the development and implementation of shared goals and vision

Actively promote and model the school's vision, values, goals and other key school documents e.g. CBS Learner Profile the Curriculum Delivery Plan (CDP), school policies and procedures across the school

Model the CBS staff's Code of Conduct and the Education Council's Code

Play an active role in the setting up, achieving and reviewing the school's strategic and annual plans

Ensure student progress and achievement is the focus of all decision making

<p>Ensure that educational practices are inclusive</p>	<p>Model and support teachers develop cultural competencies to reflect the school's diversity in planning, programme implementation and all interactions with ākonga/learners and parents</p> <p>Support teachers to maintain safe, well-organised, student-focused classroom environments and to prioritise the wellbeing of their students.</p> <p>Facilitate PLGs to ensure teachers work together to reflect the diversity of their students in their classroom programmes, learning environments and interactions, with a special focus on Māori, Pasifika and special needs</p>
<p>Ensure that the language, identity, and culture of ākonga/learners and their families are acknowledged and valued</p>	<p>Actively support teachers in multiple forums and events to focus on knowing their student well, focusing on their progress and achievement - what they can do and next steps</p> <p>Ensure that this understanding is applied in their interactions with ākonga/learners and their families and in designing appropriate programmes and deliberate acts of teaching</p> <p>Support teachers to integrate Te Reo and Māori tikanga into classroom programmes, learning environments and interactions</p>
<p>Ensure a safe and well-organised environment that allows teachers to focus on their teaching, and ākonga/learners on their learning</p>	<p>Contribute significantly to the smooth running of the school if in the Acting Principal's role</p> <p>Protect teaching and learning time; ensure that teams and teachers focus on student engagement, progress, achievement and celebration of success</p> <p>Actively participate in the work of the Health and Safety committee</p> <p>Maximise student well-being when dealing with conflict situations</p>
<p>Support the development of practices that set an expectation that all ākonga/learners will experience success in learning</p>	<p>Use every opportunity to articulate high expectations of teachers and constructively support teachers to reach them</p> <p>Assist in the setting and maintaining of high standards across the school in all areas of the school's performance</p> <p>Play a leadership role in school self-evaluation processes and demonstrate teaching as inquiry</p>
<p>Model practices in which teamwork is expected and valued</p>	<p>Is an active, supportive, loyal and forward-thinking member of the SLT</p> <p>Is solutions-focused and an evidence-based problem solver who is committed to continuous improvement</p> <p>Promote a collective pride in and loyalty to the school</p>

Lead and create opportunities to advance and celebrate the progress and success of ākonga/learners and staff	Contribute actively to the school's celebration of students' and staff efforts and successes
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## Pedagogy

**Take a lead role in creating a learning environment in which there is an expectation that all ākonga/learners will experience success in their learning**

**Manaakitanga:** Leading with moral purpose

**Pono:** Having self-belief

**Ako:** Being a learner

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### **Professional Standards / Professional Leadership**

- Identifies and acts on opportunities for improving teaching and learning reflects on own performance assessment and demonstrates a commitment to own on-going learning in order to improve performance
- Demonstrates a thorough understanding of current approaches to effective teaching and learning

### **Policy and Programme Management**

- 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

<b>Middle Leadership Criteria</b>	<b>Indicators</b>
Model pedagogical and pastoral care practices that are effective for all ākonga/learners	<p>Ensure student achievement data are up to date and accurate, available in different formats for different purposes</p> <p>Ensure student achievement data are used effectively by teachers on an ongoing basis to inform and drive curriculum programmes and pedagogical practices</p> <p>Ensure that teams and teachers are monitoring and addressing the learning needs of Māori and Pasifika students, those with special needs and target and focus student,</p> <p>Support teachers to effectively implement the CBS 'Learner Profile' and teacher inquiry processes by modelling, coaching and through the school PLD programme</p>

	<p>Address any teacher performance issues promptly and appropriately</p> <p>Use the principles of Te Tiriti o Waitangi—as a foundation for addressing the learning of Māori and Pasifika ākonga/learners</p>
Engage in and lead professional development, keep up to date with teaching and learning theory	<p>Keep up to date with date evidence-based teaching and learning principles and pedagogy</p> <p>Effectively lead and engage teachers, teams and the whole staff in PLD in a range of different forums</p> <p>Play a lead role in the implementation and review of the school's leadership and mentoring programme to affect improvements in teacher practice and raise student achievement</p> <p>Lead teacher inquiry within the school using the CBS teacher inquiry model</p>
Lead curriculum planning, development, and review	<p>Leads and works with the Curriculum leaders to ensure the school's Curriculum Delivery Plan, including the school's curriculum, is aligned with the NZC, is up to date, incorporates the school's Effective Teaching and Learning Practices and meets the needs of the CBS ākonga/learners</p> <p>Work closely with the Team Leaders to ensure classroom programmes meet the school's expectations of curriculum delivery (e.g. the Curriculum Handbook is being fully implemented)</p> <p>Leads and/or is an active participant in school wide review, following the school's model and procedures</p>

## Systems

**Ensure Team systems and conditions to enable staff and students to function effectively and in which learning can occur**

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### **Professional Standards / Staff Management**

- Devolves responsibilities and delegates tasks when appropriate
- Participates in the school's performance management systems and makes recommendations to the principal on appropriate professional development opportunities for staff

### **Relationship Management**

- Provides information to the Principal on areas of delegated responsibility in order 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 Deputy Principal and 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

**Financial and Asset Management**

- Effectively and efficiently uses available financial resources and assets, within delegated areas of authority, to support improved learning outcomes for ākonga/learners

Middle Leadership Criteria	Indicators	Evidence
Take an active role in decision-making processes and designing practices for general and strategic school administration	Successfully fulfil responsibilities that ensure the school runs smoothly on a day-to-day basis Engage in decision-making to ensure that the school’s resources meet ākonga/learners’ needs <ul style="list-style-type: none"> <li>· Pastoral care resources are effectively managed</li> <li>· Budget holders are appropriately supported to make wise, evidence-based resourcing decisions in line with the school’s targets and goals</li> </ul>	
Take an active role in decision-making processes and designing practices for academic tracking of ākonga/learners through assessment, evidence collecting, and data analysis	Effectively implement robust assessment processes and practices so that student learning is accurately tracked, moderated and reported in line with the school’s assessment and reporting schedule and to meet MOE requirements e.g. <ul style="list-style-type: none"> <li>· ensure e-Tap meets the needs of the school, teams and teachers</li> <li>· Student achievement data are up to date and accurate, available in different formats for different purposes</li> <li>· There is an annual assessment and moderation schedule in place</li> <li>· Administration of tests is consistent across teams and teachers</li> <li>· Moderation practices are robust and adhered to by teams and teachers</li> <li>· Assessment tasks are appropriate to the learning being assessed</li> <li>· Student achievement data are used effectively by teachers on an ongoing basis to inform and drive curriculum programmes and pedagogical practices</li> <li>· Prepare and present student progress and achievement reports to the Board</li> <li>· Evidence-based targets and/or goals are set by the Schools/Teams/teachers to address the needs of Māori and Pasifika students, those with Special Needs and focus students</li> </ul>	
Take an active role in decision-making processes and designing practices for pastoral care of ākonga/learners and support for staff.	Effectively implements and monitors a range of systems and practices to ensure student well-being/hauora across the school Ensure the behaviour management system is applied by teachers cross the school and kept up to date and relevant to the schools’ culture and ākonga/learners’ needs The Principal is kept fully informed of any teacher and student issues	

## Partnership and Networks

### Ensure relationships and practices support teacher and student learning

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#### **Professional Standards / Staff Management**

- Fosters relationships between the school and the community
- Communicates effectively both orally and in writing to a range of audiences
- Motivates and encourages staff to improve the quality of teaching and learning

#### **Relationship Management**

- Establishes and maintains good communication processes with staff, and between staff and members of the senior management team

Middle Leadership Criteria	Indicators
Engage in ongoing professional learning	Be open to learning and demonstrate a commitment to personal professional PLD Keep up to date with education trends, issues Engage in quality self-reflection and inquiry and make good use of feedback to improve leadership approaches and strategies
Build strong, constructive professional relationships with staff and ākonga/learners that focus on student progress, achievement and well-being	Know staff personally and professionally Support teachers to be high performing professionals <ul style="list-style-type: none"> <li>• affirm best practice</li> <li>• front issues as they arise</li> </ul> Model constructive relationships with ākonga/learners, staff, parents/whānau and other adults Work alongside the Teams to support student learning
Work with parents, whānau, and the Board to establish shared expectations for ākonga/learners and encourage teachers to do the same	Lead and/or actively support a range of parent meetings and forums Support the school's commitment to communicating effectively and building partnerships with parents in support of student learning Encourage and support teachers to build home/school partnerships in a range of different ways

	<p>Actively contribute to Board meetings</p> <p>Have sound and constructive relationships with parents and engage them in productive problem solving</p>
<p>Network across schools and educational agencies to share ideas and challenge practices</p>	<p>Participate in a range of professional opportunities to share knowledge and expertise with colleagues from other schools and education organisations to keep up to date and inform CBS practices</p> <p>Liaise effectively with support agencies to gain assistance and expertise for ākonga/learners</p>
<p>Develop networks in the wider community to ensure that the school's needs are addressed, and its achievements are well presented.</p>	<p>Play an active role in school/community events and activities</p>

### REFERENCE DOCUMENTS:

- Interim Professional Standards for Primary Associate and Deputy Principals
- Primary Teachers Collective Agreement <https://assets.education.govt.nz/public/Documents/School/Collective-Employment-Agreements/Primary-Teachers-Collective-Agreement/PTCA-2023-2025-includes-variation-30-October-2023.pdf>
- Leading from the Middle
- Our Code Our Standards - Code of Professional Responsibility and Standards for the Teaching Profession

Signed: \_\_\_\_\_  
Principal

Date:

Signed: \_\_\_\_\_  
[Name]

Date:

# INFORMATION FOR APPLICANTS



Thank you for applying for the position of Deputy Principal of Cockle Bay 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.
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 two 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 Principal. 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. **Candidates may undertake a school visit. Please contact the school office on [office@cocklebay.school.nz](mailto:office@cocklebay.school.nz) or phone 09 534 8333 to organise a suitable time, preferably during the week of Week 7<sup>th</sup> April. If you are outside of Auckland, please call the advisor, Roween Higgin 021 399 513 if you would like a digital visit.**

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. A Primary identity document i.e. passport
3. A secondary identity document e.g. driver's licence (a list of acceptable primary and secondary documents is available in the last sections of the [Children's Regulations 2015](#))

## APPOINTMENT TIMELINE

The Cockle Bay School Principal and Appointment Committee has set the following timeline for the appointment of the Deputy Principal. Every effort will be made to keep to the following schedule in determining the successful candidate.

<b>Timeline for the appointment of the Deputy Principal of Cockle Bay School 2025</b>	
Gazette Advertisement	<b>Tuesday 2<sup>nd</sup> April online in Education Gazette</b>
Candidates visiting Cockle Bay School	<b>Week 7<sup>th</sup> April onwards</b> <b>Appointments to be booked through CBS office</b> <a href="mailto:office@cocklebay.school.nz">office@cocklebay.school.nz</a>
Closing date for Referee Reports	<b>Wednesday 7<sup>th</sup> May 3:00 pm</b>
Closing date for applications	<b>Wednesday 7<sup>th</sup> May 3:00 pm</b>
Shortlisting completed	<b>Friday 9<sup>th</sup> May</b>
Visits to short-listed candidates' schools	<b>Thursday 15<sup>th</sup> May</b>
Interviews with an applicant's presentation*	<b>Saturday 17<sup>th</sup> May</b>
Appointment commences	<b>Preferably Monday 14<sup>th</sup> July 2025</b>

\* The Principal reserves the right to conduct a 2<sup>nd</sup> interview if required and to alter the above timeline if circumstances change

### Checklist - We need to receive completed:

- Application form and self-assessment
- Curriculum Vitae - with a covering letter and copies of verified qualification certificates attached
- Reports from two referees

Completed applications to be received by **Wednesday 7<sup>th</sup> May 3:00 pm** and should be emailed to: [admin@educationgroup.co.nz](mailto:admin@educationgroup.co.nz)

**If you have any queries, please contact Tanya Prentice (Office Manager for The Education Group) by phoning 09 953 0523 OR Roween Higgie 021 399 513**