



# Deputy Principal Application Pack 2025

**Ka Tipu, Ka Rea Tātou**  
***We Grow, We Excel***





## THANK YOU FOR EXPRESSING INTEREST IN THE POSITION OF DEPUTY PRINCIPAL AT GLEN TAYLOR SCHOOL.



**We are looking for a new Deputy Principal to join our team starting in Term One, 2026.**

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

- Welcome letter from the Principal Nick Johnston
- School Profile
- Criteria for the appointment
- Instructions for completing the application
- Timeline for applicants
- Referee Report (a separate document)
- Job Description
- Current Strategic Plan

Further information about Glen Taylor School can be found at the school website <https://www.glentaylor.school.nz/>

The application for appointment is to be returned with your CV and covering letter by **1:00 pm 5<sup>th</sup> September 2025** either by:

- Email to: [admin@educationgroup.co.nz](mailto:admin@educationgroup.co.nz) (subject line: Glen Taylor School Deputy Principal position) OR
- Deliver to: Tanya Prentice, Office Manager, The Education Group Ltd, Level 2, 24 Manukau Road, Epsom

Referee report forms are to be given to your **two** referees for them to return directly to The Education Group Ltd by **1:00 pm, Friday 5 September 2025**

For any further queries please contact Tanya Prentice at the Education Group office (Ph: 09 953 0523) email [admin@educationgroup.co.nz](mailto:admin@educationgroup.co.nz) or Julie Schumacher, the appointment advisor (Ph: 021 081 07226, email [jschumacher@educationgroup.co.nz](mailto:jschumacher@educationgroup.co.nz))

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

***Ngā mihi***

***Julie Schumacher***

***Director, The Education Group***



August 2025

Tēnā koe,

Thank you for expressing an interest in the position of Deputy Principal at Glen Taylor School situated in Glen Innes, Auckland City.

Our school has a diverse range of cultures, and we are proud to celebrate all of them. We embrace the unique diversity in our school and strive to make our students proud of their identity.

We are seeking a dynamic educational leader to continue and enhance the current strategic direction of the school.

The role of this Deputy Principal is to primarily lead curriculum and assessment at Glen Taylor School, including the implementation of the new English and Maths curriculums, along with a focus on structured literacy.

We offer:

- A highly supportive environment based on the school's four values of Fun, Integrity, Respect and Excellence
- Opportunities for professional learning and development, including being a part of a professional learning group
- A supportive and committed staff who work hard to support our learners
- A caring parent community
- An engaged and committed School Board
- Three permanent Management Units plus one fixed-term Management Unit

We have a very supportive school community whose emphasis is on our school values, with a caring and respectful culture that enables teachers and students to focus on learning.

The right applicant will nurture a caring and cooperative culture that enables teachers and students to focus on learning and achievement. They will proactively engage with the school community and emphasise the value of involvement and participation.

We are seeking applications from people who demonstrate strong leadership and management skills and have the ability to engage and motivate those around them to achieve the best outcomes for the school.

We encourage you to visit our school. Please email me, [nickj@glentaylor.school.nz](mailto:nickj@glentaylor.school.nz) to arrange a time.

Should you have any queries or require further information, please do not hesitate to contact us.

Ngā mihi,

Nick Johnston  
Principal, Glen Taylor School



## GLEN TAYLOR SCHOOL

Tēnā koutou katoa, Kia orana, Talofa lava, Mālō e lelei, Fakalofa lahi atu, Mālo Ni, Bula vinaka, Namaste, Ni hao, As-salaamu alaicum, Salaam, Hola, Kumusta, Guten Tag, Ha Luo, Hallo, Kem sho, Greetings!

Glen Taylor School is a vibrant and community-focused school on the border of Glen Innes and Glendowie with a role of approximately 180 students from Year 0 to Year 8. We have a diverse and supportive community of parents and caregivers who appreciate that our staff know their children well. At Glen Taylor School, we are guided by our Mission Statement: Ka Tipu, Ka Rea Tātou – We Grow, We Excel.

Our classrooms are inclusive, caring and welcoming for every student. We embrace our school values of Pārekareka (Fun), Manawanui (Integrity), Whakaute (Respect), and Pankiretanga (Excellence), which underpin all that we do. We promote a rich and engaging learning environment where students feel valued, respected, and empowered to reach their goals.

The school is committed to delivering the New Zealand Curriculum. We use Better Start Literacy Approach (BSLA) as a tool to support reading and Maths No Problem to support learning in Maths across the school.

We are very proud of the cultural make up of our kura and we provide many opportunities to celebrate our identities, including cultural and Kapa Haka groups.

Our school is a member of the Manaiakalani cluster, a community of schools who engage collaboratively to increase student outcomes through applied evidence-based improvement in teacher practice. From Year 4 upwards our students use chromebooks, while younger students have access to iPads.

We have a fantastic mix of full-time and part-time staff who are committed to working as a team, and who support each other, knowing how to have some fun too. Staff are well supported, and pastoral care and wellbeing is important to us.







## CRITERIA FOR THE APPOINTMENT

We aspire to appoint a Deputy Principal who:

- Able to build strong positive relationships across the school and community.
- Is an enthusiastic competent leader, able to support, inspire, motivate and lead others
- Can effectively plan and lead staff in implementing specific programmes and new initiatives, with a focus on the refreshed English and Maths curricula.
- Is extremely well organised and able to manage time and prioritise activities.
- Has proven leadership and management skills in team and school-wide situations
- Can support the principal and leadership team in providing effective leadership of learning and change.
- Has effective oral and written communication skills in a range of settings
- Can use their initiative to develop student leadership opportunities within the school
- Has strong interpersonal skills, able to work effectively with staff and whānau within the school and community
- Has excellent teaching and behaviour management skills and is able to teach all year levels
- Can model effective pedagogy, assessment and up to date teaching reflecting evidence-based practices
- Has a sound understanding of assessment literacy and can lead and support teachers to use data to inform teaching.
- Reflects on leadership and teaching practice and demonstrates strong commitment to on-going learning.
- Actively leads school wide activities and events in the wider school community.

## INFORMATION FOR APPLICANTS

Thank you for applying for the position of Deputy Principal of Glen Taylor 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 them 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 School. All information collected from referees will be destroyed at the end of the selection process.
10. All information received will be confidential to the Appointment's Committee and The Education Group Ltd.
11. We encourage you to visit the school. Please contact the principal, Nick Johnston, [nickj@glentaylor.school.nz](mailto:nickj@glentaylor.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



<i>Gazette Advertisement Online</i>	Wednesday 6 August 2025
<i>School Visit.</i>	Monday 11 Aug – Fri 29 Aug
<i>Closing date for Referee Reports</i>	Friday 5 September 2025
<i>Closing date for applications</i>	Friday 5 September 2025
<i>Shortlisting completed and candidates notified</i>	Saturday 6 September 2025
<i>Interview including a presentation</i>	Saturday 13 September 2025
<i>Appointment commences</i>	Wednesday 28 January 2026

### We need to receive:

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

**Completed applications to be received by 1:00 pm Friday 5 September 2025 and should be sent by email to:**

Tanya Prentice [admin@educationgroup.co.nz](mailto:admin@educationgroup.co.nz)

OR

Delivered to: The Education Group Ltd, Level 2, 24 Manukau Road, Epsom, Auckland

If you have any queries, please contact: Tanya Prentice, the Office Manager for The Education Group on 09 953 0523 or [admin@educationgroup.co.nz](mailto:admin@educationgroup.co.nz)  
OR Julie Schumacher on 021 081 07226 or email [jschumacher@educationgroup.co.nz](mailto:jschumacher@educationgroup.co.nz).

If you wish to visit the school, please contact the principal, Nick Johnston, [nickj@glentaylor.school.nz](mailto:nickj@glentaylor.school.nz)

## DEPUTY PRINCIPAL - JOB DESCRIPTION FOR 2026



<b>Name:</b>	
<b>Position:</b> Deputy Principal	<b>Remuneration:</b> 3 Permanent MU + 1 Fixed term MU
<b>Responsible to:</b> Principal and Board	

### Leadership Components [\(Kiwi Leadership for Principals\):](#)

<b>Culture:</b> Take a lead role in contributing to professional leadership that focuses the school culture on enhancing teaching and learning	<b>Pedagogy:</b> 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	<b>Systems:</b> Create the systems and conditions in which staff and ākonga/learners can function effectively and in which learning can occur	<b>Partnerships and Networks:</b> Ensure that relationships and practices support teacher and student learning
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### Primary Objectives:

- Demonstrate a commitment to Te Tiriti o Waitangi and an inclusive education for all.
- Assist the principal in all practical ways with the daily running of the school.
- Assume Acting Principal duties in the absence of the principal
- Support the Principal to achieve strategic goals and annual implementation plan
- Oversee teaching and learning programmes including: Planning and Assessment; Reporting & Analysis of Data; Curriculum Development; Use of digital technologies in classrooms; PLD facilitator liaison.
- Work collaboratively with the wider leadership team to plan and deliver high quality teaching and learning.
- Build and maintain quality relationships across the school.
- Provide professional leadership with direct responsibility for staff across the school.
- Exhibit highly effective communication and liaison with parents/whānau.
- Provide teacher / team leader release if required.
- Organise school-wide timetables and overviews.
- Meet the Professional Standards: Primary School Deputy/Assistant Principals, Primary School Teachers as per the requirements of the Primary Teachers (including Deputy and assistant Principals' and other unit holders) Collective Agreement.
- Model an effective coaching approach.



## Interim Professional Standards for Primary Associate and Deputy Principals

Dimension	Indicators
<b>Professional Leadership</b>	<ul style="list-style-type: none"> <li>• demonstrates a thorough understanding of current approaches to effective teaching and learning</li> <li>• provides professional leadership to staff within the delegated areas of responsibility</li> <li>• makes constructive contributions to the work of the senior management team in a manner which</li> <li>• supports effective school organisation and improved learning outcomes for students</li> <li>• understands, and applies where appropriate, current practices for effective management from both within and beyond education</li> <li>• supports the Principal in the leadership and management of the school and deputises when required</li> <li>• identifies and acts on opportunities for improving teaching and learning</li> <li>• reflects on own performance assessment and demonstrates a commitment to own on-going learning in order to improve performance</li> </ul>
<b>Policy &amp; Programme Management</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>
<b>Staff Management</b>	<ul style="list-style-type: none"> <li>• participates in the school's performance management systems and makes recommendations to the Principal on appropriate professional development opportunities for staff</li> <li>• motivates and encourages staff to improve the quality of teaching and learning</li> <li>• devolves responsibilities and delegates tasks when appropriate</li> </ul>
<b>Relationship Management</b>	<ul style="list-style-type: none"> <li>• fosters relationships between the school and the community</li> <li>• communicates effectively both orally and in writing to a range of audiences</li> <li>• 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</li> <li>• 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</li> <li>• establishes and maintains good communication processes with staff, and between staff and members of the senior management team</li> </ul>
<b>Financial &amp; Asset Management</b>	<ul style="list-style-type: none"> <li>• effectively and efficiently uses available financial resources and assets, within delegated areas of authority, to support improved learning outcomes for students</li> </ul>

## Specific responsibilities, tasks and outcomes

AREA OF RESPONSIBILITY	KEY TASKS	EXPECTED OUTCOMES (MEASURES OF SUCCESS)
<b>1. Professional Standards/ Standards for the Teaching Profession</b>	<ul style="list-style-type: none"> <li>Ensure Professional Standards as per the Collective Agreement are met and achieved</li> <li>Participate in professional goal-setting, reflection, and development.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate Professional Standards as per Collective Agreement are being met.</li> <li>Attested annually with supporting documentation.</li> <li>The professional Growth Cycle is embedded in practice.</li> <li>High level of compliance and engagement with the Standards.</li> </ul>
<b>2. Junior School Pastoral Care and Transition</b>	<ul style="list-style-type: none"> <li>Lead and oversee the pastoral care program for Year 0-3 students.</li> <li>Manage and monitor student attendance</li> <li>Develop and implement a comprehensive transition program for new entrants and their families.</li> </ul>	<ul style="list-style-type: none"> <li>Consistent and effective systems and structures for care and support designed and implemented for the junior school.</li> <li>Implement strategies to improve engagement and reduce absenteeism.</li> <li>Networks and connections with local Early Childcare centres are strong and transitions to our school are effective and demonstrate 'Education with a Heart'.</li> <li>Develop and implement a comprehensive transition program for new entrants and their families.</li> </ul>
<b>3. Leadership and Deputy Principal Responsibilities</b>	<ul style="list-style-type: none"> <li>Deputise for the Principal Term 1 and 3</li> <li>Strategic Goal #1</li> <li>Plan, coordinate, and oversee the organisation of school assemblies, ensuring they are engaging, informative, and aligned with school values.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure smooth school operations and leadership continuity in the absence of the Principal</li> <li>Track progress and ensure desired outcomes of Strategic Goal #1 objectives are achieved.</li> <li>Develop cycle of assembly that is well managed and executed.</li> </ul>
<b>4. Curriculum Development and Implementation</b>	<ul style="list-style-type: none"> <li>Lead the development, implementation, and review of an inquiry-based curriculum across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a comprehensive and sustainable programme of inquiry school-wide.</li> <li>Guide teams in reflecting and reviewing the effectiveness of inquiry themes.</li> <li>Develop and maintain a positive and engaging learning environment.</li> <li>Actively build partnerships with families, whānau, and caregivers to maximise students' success.</li> <li>Access and manage key assessments.</li> </ul>
<b>5. Digital Technologies and Learning Platforms</b>	<ul style="list-style-type: none"> <li>Lead the strategic integration of Information and Communication Technologies (ICT) across the school to enhance teaching, learning, and administration.</li> <li>Manage and maintain the school website</li> <li>Administer and support the effective use of Hapara and Ludi</li> </ul>	<ul style="list-style-type: none"> <li>School website content is current, accessible, and engaging.</li> <li>Enhance teaching practices and student learning outcomes through digital pedagogies, systems and environment.</li> </ul>

AREA OF RESPONSIBILITY	KEY TASKS	EXPECTED OUTCOMES (MEASURES OF SUCCESS)
<b>6. Staff Induction, Mentoring, and Development</b>	<ul style="list-style-type: none"> <li>• Develop, implement, and manage the school's induction program for new staff</li> <li>• Coordinate and oversee the school's Provisionally Certificated Teacher (PCT) program</li> <li>• Coordinate and manage practicum placements for student teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Smooth and supportive onboarding experiences.</li> <li>• Guidance, support, and ensuring compliance with relevant regulations.</li> <li>• Organise and facilitate the placement of student teachers from various tertiary providers, ensuring associate teachers understand their responsibilities.</li> </ul>
<b>7. Teacher Appraisal and Growth</b>	<ul style="list-style-type: none"> <li>• Professional Growth Cycle (appraisal, teacher inquiry)</li> </ul>	<ul style="list-style-type: none"> <li>• Plan a clear system for Professional Growth Cycles including: appraiser/ appraisee, timeframes, minimum expectations, examples of documents that need to be completed.</li> <li>• Ensure that all appraisal documentation is completed, signed and given to the Principal</li> </ul>
<b>8. School Operations and Safety</b>	<ul style="list-style-type: none"> <li>• Chair and lead the Health and Safety Committee</li> <li>• Manage the allocation of Classroom Release Teachers (CRT) and the creation of their timetables, ensuring adequate and entitled release is available</li> <li>• Organise and oversee the school's road patrol roster</li> <li>• Serve as the lead administrator for the Education Sector Logon (ESL) system</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the school environment is safe, compliant with regulations, and that effective safety procedures are implemented and monitored.</li> <li>• Meet with CRT teachers to maintain clear communication and ensure programmes align with curriculum priorities.</li> <li>• Adequate staffing coverage and minimal disruption to learning.</li> <li>• Ensure the safety of students before and after school through effective scheduling and training of patrollers.</li> <li>• Managing user access for ESL. Troubleshoot issues and ensure data integrity for relevant school systems.</li> </ul>
<b>9. Community Engagement and Support</b>	<ul style="list-style-type: none"> <li>• Ensure a smooth and welcoming experience for new students and their families</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities are available for new families to visit the school and develop a sense of connection and belonging</li> <li>• Oversee the first day procedures for students connecting with their new classroom - especially in the junior school.</li> </ul>
<b>10. Relievers</b>	<ul style="list-style-type: none"> <li>• Coordinate the engagement of relievers, ensuring appropriate staffing coverage across the school</li> </ul>	<ul style="list-style-type: none"> <li>• Responsive approach to staff absenteeism.</li> <li>• Staffing coverage meets organisation needs, optimising support for smooth transitions and quality teaching and learning</li> <li>• Coordinate relievers through health and safety induction and delegate responsibility to teams. Act as liaison for any queries or questions that the reliever may have.</li> </ul>



AREA OF RESPONSIBILITY	KEY TASKS	EXPECTED OUTCOMES (MEASURES OF SUCCESS)
<b>11. ESOL supervisor</b>	<ul style="list-style-type: none"> <li>Assist the ESOL teacher with resources and timetabling and advocating for the needs of ESOL learners across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Clear communication channels between ESOL department and classroom teachers</li> <li>Support structures are adequately meeting the needs of ELLs.</li> </ul>
<b>12. Crisis Management and School Operations Support</b>	<ul style="list-style-type: none"> <li>Use school emergency management process to support and manage crisis.</li> <li>Ensure staff and student wellbeing and safety is prioritise and managed</li> <li>Clear, planned, organised communication.</li> <li>Ensure confidentiality.</li> </ul>	<ul style="list-style-type: none"> <li>Supports the Principal in crisis management and emergency planning.</li> <li>Collaborates with leadership to ensure school safety and readiness.</li> <li>Support pastoral care of staff (SLT to connect with staff who they appraise/manage)</li> </ul>
<b>13. Contribute to the corporate life of Pigeon Mountain School</b>	<ul style="list-style-type: none"> <li>Model and uphold the Code of Professional Responsibility.</li> <li>Actively participate in school-wide events and initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>Positive professional relationships and school culture are maintained.</li> <li>Staff contribute actively to a cohesive, collaborative school environment.</li> </ul>
<b>14. Health and Safety</b>	<ul style="list-style-type: none"> <li>Ensure a safe environment for students, staff, and visitors.</li> <li>Follow and model Health and Safety procedures and policies.</li> </ul>	<ul style="list-style-type: none"> <li>Compliance with Health and Safety expectations.</li> <li>Safe physical and emotional environment for all members of the school community.</li> </ul>

**Review Period:** January 2026 - December 2026

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

Signed PGC reviewer: \_\_\_\_\_