



Kaukapakapa School

**Tumuaki / Principal
Application Pack 2025**



INTRODUCTION TO THE APPLICATION PACK



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

The following documents and links 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 Kaukapakapa School can be found on the school website.

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

The application for appointment is to be returned with your CV and covering letter by

1:00 pm, Friday 23 May 2025

- Email to: admin@educationgroup.co.nz (subject line: Kaukapakapa 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, Friday 23 May 2025**

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 Kaukapakapa School Board

Welcome from the Kaukapakapa School Board



Tēnā koe,

On behalf of the Board, I am pleased to invite applications for the position of Principal at Kaukapakapa School. As a school board we are excited about the opportunity to find a dynamic and visionary leader to guide our school community into the future.

Kaukapakapa School is renowned for its dedication to fostering a supportive and engaging learning environment for all students. Our commitment to excellence in education is reflected in our passionate staff, involved community, and the diverse opportunities we provide for student growth and achievement.

Kaukapakapa School has a vibrant community of approximately 30 staff, 275 students, and engaged and supportive whānau. We are a part of Kāhui Ako o Kaipara Community of Learning.

We are seeking a candidate who is not only an experienced educational leader but also someone who embodies our core values of Respect (Whakaute), Kindness (Atawhai), Effort (Whakapau kaha), Excellence (Tutuki), and Honesty (Tūturu).

The ideal candidate will have a proven track record of successful leadership, a deep understanding of curriculum, and the ability to inspire and motivate both students and staff.

Our Board is committed to supporting the new Principal in continuing to build on our school's strengths, and in pursuing new opportunities and ideas. We believe that leadership is central to Kaukapakapa School's ability to continue to thrive as a place of learning, growth, and community.

Enclosed in this application pack, you will find detailed information about the role, the selection criteria, and the application process. We encourage you to review this material carefully and consider how your skills and experiences align with the vision and goals of Kaukapakapa School.

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

We welcome applicants to visit our school and see our kura in action. Please contact Sheree Osbourne on 09 420 5477 or admin@kaukapakapa.school.nz to arrange a suitable time. We encourage you to explore the school website <https://www.kaukapakapa.school.nz>

Thank you for your interest in this position, and we look forward to receiving your application and learning more about how your expertise can contribute to the ongoing success of Kaukapakapa School.

Ngā mihi,

Timothy O'Loan

Presiding Member

The Board of Kaukapakapa School

SCHOOL PROFILE

Kaukapakapa School is nestled in the scenic semi-rural community of Kaukapakapa, within Auckland's Rodney District and just 20 minutes from the Silverdale off-ramp. Surrounded by rolling green hills yet within easy reach of Auckland City, the school stands at the heart of a vibrant and close-knit community

Established in 1873 with just 17 students, Kaukapakapa School now serves approximately 310 students from Years 1 to 8. We deeply value the rich history of our school and community – including close ties with the five Kaipara marae of Araparera, Kakanui, Puatahi, Haranui, and Reweti and we are also focused on the future. Our mission is to develop Confident, Collaborative, and Connected learners, through meaningful experiences based on the New Zealand Curriculum.

Our school motto, *Kia tōtika ki tōu taumata* – Nothing less than your best, is at the core of everything we do. We foster an environment where each student is supported to reach their own level of personal excellence and celebrated for it.

Dedicated staff bring a wide range of strengths to our school and are united in their commitment to providing high-quality teaching and care. We operate with a distributed leadership model, strong strategic direction, and collaborative team culture. The school is well-resourced, financially stable, and supported by a proactive Board focused on decisions that make the greatest impact on student outcomes. The Kaukapakapa curriculum is student-led, balanced and based on Kaukapakapatanga. It aims to recognise and celebrate strengths across academic, cultural, sporting, and artistic pursuits through a *te ao Māori* lens. We are well advanced on our Structured Literacy journey and are beginning to shape our approach to Structured Mathematics. Kaukapakapa School is committed to the Mitey Wellbeing programme and its integration across all areas of learning. Our school calendar features rich experiences such as biennial camps and productions, kapa haka celebrations, and an annual Agriculture Day – a community highlight since 1878 that reflects our farming heritage.

Our core values – Respect (Whakaute), Kindness (Atawhai), Effort (Whakapau kaha), Excellence (Tutuki), and Honesty (Tūturu) – are actively modelled and explored throughout daily school life. These values underpin our high expectations, strong relationships, and the inclusive, supportive environment we share with whānau, iwi, our local community, and the Kāhui Ako o Kaipara Community of Learning. Kaukapakapa School is big enough to offer a wide range of opportunities, yet small enough to know each learner as an individual. It is a special place – one where culture, community, and learning come together to develop Confident, Collaborative and Connected citizens of the future.

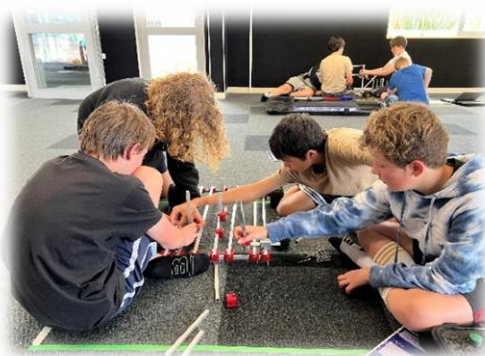


APPOINTMENT CRITERIA



Pou Tikanga Māori

- Has a demonstrated commitment to giving effect to Te Tiriti o Waitangi in very tangible and practical ways
- Demonstrates they will continue to be active in maintaining relationships with our community and local iwi
- Values cultural diversity, is culturally responsive and will maintain our inclusive culture promoting te reo and tikanga across the school.



Pou Tāngata – Leader of People

- An experienced NZ Primary School leader (Principal or DP)
- Is approachable, naturally displaying warmth, empathy, and a sense of humour with students, staff and community.
- Has the skills and attitudes that will unite our school community and build even stronger partnerships with staff, parents, the local and wider communities
- Can maintain and motivate successful teams, encouraging a positive culture that enables staff and students to grow, develop, and succeed
- Enjoys working with and for students, shows them deep respect and celebrates them as individuals
- A visible leader in the classrooms, school, and community
- Is honest, consistently transparent and can make tough decisions in a timely and fair manner



Pou Ako – Leader of Learning

- Values staff and will continue to grow their capacity to meet the needs of the learners within the current changing landscape of education
- Uses current research and up to date informed practice to develop both innovation and improvement



- Has a strong focus on student achievement, ensures that teaching and learning is future focused, and that all students can consistently access rich learning opportunities
- Has a strong evidence - based focus on literacy and numeracy across the school
- Is a passionate educator and has deep commitment to equitable outcomes and inclusivity for all students



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.



INFORMATION FOR APPLICANTS



Thank you for applying for the position of Principal of Kaukapakapa 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 (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 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.

We encourage you to visit the school. Please contact Sheree Osbourne on 09 420 5477 or admin@kaukapakapa.school.nz to arrange 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	Monday 28 th April 2025
Candidates visiting Kaukapakapa School	Please make an appointment by contacting Sheree Osbourne on 09 420 5477 or admin@kaukapakapa.school.nz
Closing date for Applications	1:00pm Friday 23 May 2025
Closing date for Referee Reports	1:00pm Friday 23 May 2025
Shortlisting Completed	Wednesday 28 May 2025
Visits to Shortlisted Candidates' School	3 – 6 June 2025
Interviews with an Applicant's Presentation <i>The Board reserves the right for second interviews to be conducted if needed</i>	Saturday 7 June 2025
Appointment commences	Monday 4 August 2025, or earlier by negotiation.

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 23 May 2025

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

Subject line: Kaukapakapa 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. Please contact Sheree Osbourne on 09 420 5477 or admin@kaukapakapa.school.nz to arrange a suitable time.



PRINCIPAL'S JOB DESCRIPTION 2025

ROLE TITLE:	Principal
RESPONSIBLE TO:	Board of Kaukapakapa School
DIRECTLY RESPONSIBLE FOR:	The students and school staff (teachers, support, ancillary, property staff)
PRIMARY OBJECTIVES:	<p>Culture: Provide professional leadership that creates a school culture of continual improvement which enhancing learning and teaching</p> <p>Pedagogy: Ensure a learning environment in which there is an expectation that all students will experience success in learning</p> <p>Systems: Develop and use management systems to support and enhance student learning</p> <p>Partnership and networks: Strengthen communication and relationships to enhance student learning</p>
PRIMARY FUNCTIONS:	<p>Act as the Board's chief advisor on policy and strategic issues</p> <p>Implement the school's charter and policy objectives</p> <p>Ensure delivery of a balanced curriculum in line with the National Curriculum Framework and to maintain programmes of assessment and reporting of student progress</p> <p>Develop and maintain effective relationships and communications within the school and its community and appropriate agencies</p> <p>Manage the schools finance and administrative systems, staff, and resources effectively and efficiently</p>
RESPONSIBLE FOR:	The effective operation of the school, as per the job description and the Primary Principal's Professional Standards

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 control
- Responsive maintenance programme
- Employment of staff
- Management of health and safety requirements
- Personnel management applying to performance, delegations and duties
- Curriculum management
- Student welfare

PRINCIPAL PROFESSIONAL STANDARDS AT KAUKAPAKAPA SCHOOL

1. Culture: Provide professional leadership that focuses the school culture on enhancing teaching and learning

Professional Standards	Indicators
In conjunction with the Board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students	<ul style="list-style-type: none"> • Demonstrates the ability to take a strategic view of the school, including its strengths and weaknesses, to plan and lead the school's on-going development to achieve excellent outcomes in children's learning • Demonstrates the ability to drive an idea from inception to completion engaging the community, staff, and students in achieving the vision • Takes the time to understand and value Kaukapakapa 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	<ul style="list-style-type: none"> • Shows the ability to inspire and develop all staff and promote a team approach to decisions that affect teaching and learning • Values and enables the potential of students to contribute and lead in our school and the broader community • Shows an openness and willingness to engage with new and different ideas in balance with the unique culture of the school • A strong partnership is evident between students, teachers, and parents in achieving improved learning outcomes for students • Appropriately delegates responsibilities to staff
Model respect for other in interactions with adults and students	<ul style="list-style-type: none"> • Is fair and professional with an ability to bring out the best in people • Acts as a role model and sets clear expectations for others • Ensures all staff model constructive relationships with students, with each other and with other adults

Professional Standards	Indicators
Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture	<ul style="list-style-type: none"> • Demonstrates a willingness to build on the unique philosophy and culture of the school • Ensures Tikanga Māori and Te Reo are incorporated into the day-to-day life of the school and into classroom programs
Maintain a safe, learning focused environment	<ul style="list-style-type: none"> • Ensures a safe physical environment • Ensures the class environments are conducive to teaching and learning • Maintains an awareness of staff workloads, challenges, and stress • Ensures all staff feel comfortable in identifying successes, issues or concerns with themselves or a member of the senior leadership team
Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected	<ul style="list-style-type: none"> • Shows a passion for all students as learners including students with special education needs, the gifted and talented, and students with different cultural backgrounds • Proactively builds positive, fun, friendly and professional relationships with students • Provides opportunities for individual success and excellence • Enhances the multicultural dimensions of the school.
Manage conflict and other challenging situations effectively and actively work to achieve solutions	<ul style="list-style-type: none"> • Identifies issues in a timely and consistent manner and promptly undertakes appropriate actions • Negotiates and facilitates to achieve a solution and/or a mutually acceptable resolution wherever possible • Encourages staff and the community to share concerns before they become big issues • Maintains a 'no surprises' approach with the Board
Demonstrate leadership through participating in professional learning	<ul style="list-style-type: none"> • Actively seeks professional development that supports personal leadership growth • Understands own strengths and weaknesses to inform professional development • 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	<ul style="list-style-type: none"> Keeps abreast of current thinking and research via professional reading, professional learning groups, and personal learning Drives innovative learning practices within the school
Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents	<ul style="list-style-type: none"> Demonstrates the ability to lead learning, with a clear focus on excellent outcomes for students, through effective, up to date and evidence-based teaching and learning principles and pedagogy Ensures all staff are actively involved in professional learning and development, with goals based on effective teaching and learning practices, leading to improved learning outcomes for students
Ensure staff members engage in professional learning to establish and sustain effective teacher/learner relationships with all students, with a particular focus on Māori students	<ul style="list-style-type: none"> Demonstrates the skills and experience to mentor and guide others by actively participating and interacting with students Demonstrates the ability to ensure effective relationships with Māori and Pacific students
Ensure that the review and design of school programmes is informed by school-based and other evidence.	<ul style="list-style-type: none"> Ensures decisions are data and evidence driven Links professional learning and development is to student achievement Reviews and considers innovative practices for inclusion in school programmes
Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice.	<ul style="list-style-type: none"> Demonstrates the skills and experience to mentor and guide others by actively participating and interacting with staff Ensures staff are provided with individual feedback, coaching, encouragement, and support Supports and oversees staff as they observe and mentor each other regarding best practice in teaching and learning
Analyse and act upon school-wide evidence on student learning to maximise learning for all students with a particular focus on Māori and Pasifika students.	<ul style="list-style-type: none"> Shows a passion for education, and demonstrates a thorough understanding of teaching and learning for diverse students Has a clear focus in classrooms, teams, and professional discussions on ongoing student achievement improvement

3. Systems: Develop and use management systems to support and enhance student learning

Professional Standards	Indicators
Exhibit leadership that results in the effective day-to-day operation of the school	<ul style="list-style-type: none"> Is a strong, confident, committed, and passionate leader with an honest and clear communication style Always demonstrates professionalism Implements best practice systems for leadership and management Ensures quality day to day management systems for a highly effective school operation
Operate within board policy and in accordance with legislative requirements	<ul style="list-style-type: none"> Adheres to current legislation and deadlines are met Understands and operates within Board policy
Provide the Board with timely and accurate information and advice on student learning and school operation	<ul style="list-style-type: none"> The Board is informed of all areas of the school's operation and student learning
Effectively manage and administer finance, property and health and safety systems	<ul style="list-style-type: none"> Highly effective management systems are in place for finance, property and for health and safety Ensures school buildings and facilities meet all Health & Safety regulations
Effectively manage personnel with a focus on maximizing the effectiveness of all staff members	<ul style="list-style-type: none"> Performance management systems are in place that ensure a highly effective and motivated staff
Use school/external evidence to inform planning for future action monitor progress and manage change	<ul style="list-style-type: none"> Is proactive in identifying, monitoring, and informing Board and staff of future changes, then instigates and coordinates agreed and/or required actions
Prioritise resource allocation on the basis of the school's annual and strategic objectives	<ul style="list-style-type: none"> The school budget is based on charter goals and the annual and strategic plans

4. Partnerships and Networks: Strengthen communication and relationships to enhance student learning

Professional Standards	Indicators
Work with the Board to facilitate strategic decision making	<ul style="list-style-type: none"> Proactively builds positive, respectful, and professional relationships with the Board Plays a proactive role on the Board as the educational leader Supports the Board to focus on future thinking, strategic planning
Actively foster relationships with the school's community and local iwi	<ul style="list-style-type: none"> Proactively builds positive, respectful, friendly, and professional relationships with students and parents/whānau Positively builds trust between home and school to positively influence student learning and engagement
Actively foster professional relationships, with, and between colleagues, and with government agencies and others with expertise in the wider education community	<ul style="list-style-type: none"> Passionately and confidently represents the school with other educators and government agencies
Interact regularly with parents and the school community on student progress and other school-related matters	<ul style="list-style-type: none"> Passionately and confidently represents the school in the local community and with prospective parents/whānau Is seen to be a 'visible' principal by the school community Keeps parents/whānau well informed about student achievement and school related matters Demonstrates an approachable, caring, fun, and respectful demeanour which encourages interaction with children and parents/whānau
Actively foster relationships with other schools and participate in appropriate school networks	<ul style="list-style-type: none"> Passionately and confidently represents the school in our Kāhui Ako, and with other schools Attends a variety of relevant principal and community networking opportunities and meetings

SIGNATURES:

(Principal)

(Board Presiding Member)

Date: