



MARLBOROUGH BOYS' COLLEGE
Te Kāreti taitama o Wairau



**Principal Appointment
Application Pack 2024**



Application Pack

Nau Mai Haere Mai, Talofa lava, Malo e lelei, Welcome!

Thank you for expressing an interest in the position of Tumuaki / Principal of Marlborough Boys' College. The following documents and links are included in this application pack:

- Welcome letter
- School profile
- Criteria for the appointment
- Information for applicants
- Recruitment process timeline
- Tumuaki / Principal's Role description
- [Marlborough Boys' College website](#)
- Nga Kōrero Toku Iho

The following separate documents accompany this application pack:

- Referee report template (a separate document)
- Application form (a separate document)

Please ensure your application reflects the criteria for appointment outlined in this application pack and that all documents required are enclosed. Completed applications, including a copy of your CV and evidence of your current Teacher Registration and Practising Certificate should be submitted by **1:00 pm Wednesday 6 November 2024**.

Email to: admin@educationgroup.co.nz (subject line: Marlborough Boys' College Principal position)

Referee report forms are to be given to your **three** referees for them to return directly to The Education Group Ltd by **1:00 pm Tuesday 5 November 2024**.

For any queries, please contact Tanya Prentice, The Education Group, Ph: 09 953 0523 or email admin@educationgroup.co.nz, or Rowan Johanson (Ph: 022 080 1613; or email rowanjohanson@educationgroup.co.nz, the appointment advisor.

Ngā mihi nui,

Rowan Johanson
Appointment Advisor to the Board



October 2024

Kia ora koutou,

Thank you for your interest in being our next principal.

After leading our school with pride and passion for four years our current principal John Kendal has taken on his next challenge as principal of Rotorua Boys High, a school John has a long association with. John acknowledges that his work has taken us only part way along what is an exciting journey. Our Board is seeking a principal who will pick up the baton and work with us as we continue that journey.

We are seeking applicants who are strong leaders, good communicators and will connect easily with our students, our staff and our community.

Marlborough Boys' College has a long and proud history in Marlborough, the wine-growing capital of New Zealand and the sunshine to match. Our college is more than a centre of education – it's a community hub for some 1,000 of Marlborough's young men.

Marlborough was to be the recipient of the Ministry of Education's biggest project yet, to co-locate Marlborough Boys' and Marlborough Girls' Colleges on a single site. Unfortunately, ours was one of several major infrastructure projects that has been discontinued due to budget constraints. However, our school has received a significant budget for a partial new-build and refurbishment program, which will be an exciting challenge for us and our new principal.

We on the Board are very proud of our college and look forward to welcoming a new principal who shares our pride and passion for the school and will continue to build on an excellent foundation achieved by us and the current principal and staff.

We look forward to meeting with those applicants who have the qualities we are seeking.

Ngā mihi nui,

Tim Burfoot
Presiding member
Marlborough Boys' College Board



SCHOOL PROFILE

Marlborough Boys' College is a secondary school located in Blenheim, New Zealand. We have a long and proud history dating back to 1900 when our school was opened as a co-ed college. Until 1956, the school included not only girls but also intermediate age pupils. With the establishment of Marlborough Girls' College in 1963, Marlborough Boys' College also came into being in its current form focusing on boys from Years 9 - 13.

The school provides education for approximately 950 students from Year 9 to Year 13 (ages 13 to 18), representing a diverse and multicultural community. We have built our school around *Manaakitia te tangata, ahakoa ko wai, ahakoa nō hea* - treat people respectfully, irrespective of who they are or where they come from.

The school has a dedicated team of highly qualified teachers and support staff who are committed to providing a quality education for all students. Marlborough Boys' College consistently achieves commendable NCEA results, with the percentage of students achieving Merit and Excellence endorsements in line with other schools of a similar nature.

The school offers a comprehensive curriculum, including a wide range of subjects such as English, Mathematics, Science, Social Sciences, Languages, and Technology. We provide a variety of extracurricular activities, including sports teams, cultural groups, performing arts, and leadership programmes, to cater to the diverse interests and talents of students.

Our school vision and values are at the core of what we do here at Marlborough Boys' College.

Our Vision

Kia whakamanawa, kia whakamana i tō tātou hapori ako

To inspire and empower our learning community to be the best they can be.

Our Values

Whakanui – Respect | Wakauru – Involvement | Kawenga – Responsibility | Whakahī – Pride
while striving to be the best that they can be!

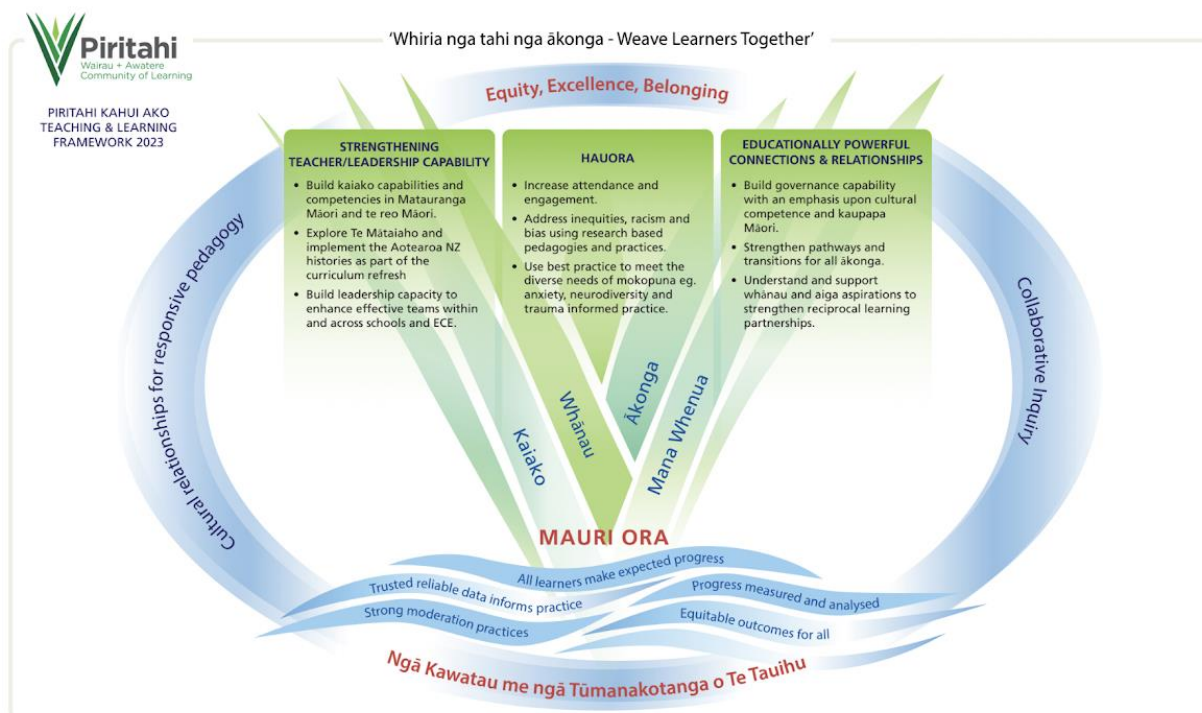
Underpinning our vision to ensure all our students succeed is the fundamental belief that it takes hard work to strive for their best academic qualification. We have an experienced and committed team of teachers here at Marlborough Boys' College to ensure that the highest levels of academic achievement can be obtained through focus and determination. We encourage our young men to embrace all academic, sporting and cultural pursuits, to discover a new passion and to contribute to the life of the school.





Piritahi Kahui Ako

Marlborough Boys' College belongs to the Marlborough Piritahi - Whiria nga tahi nga akonga - Weave Learners Together which involves 21 schools in the region and 6000 students. This Kahi Ako was established in 2015. The ultimate goal was to raise achievement outcomes for all students in Marlborough through a success-focused learning pathway where high-quality collaborative teaching and leadership, currently the work is focussed in Niho Taniwha and the work of Melanie Riwai-Couch.



Wider Education Community

Building strong relationships with other Tertiary institutions is important to Marlborough Boys' Community. The Board Chair and Principal liaise regularly with other Colleges, the Polytechnic and Tertiary providers to look for opportunities for their students.

Leadership

The Senior Leadership Team (SLT) at MBC comprises a Principal supported by two Deputy Principals and two Assistant Principal in a permanent capacity. The Senior Leaders' portfolios of responsibility within the school are reviewed annually to take into consideration strengths and college priorities.

Our Students

Whatever students are passionate about, they can find something that fits them at Marlborough Boys' College academia, arts, sports, student leadership, or cultural participation – there is no one way to succeed in our community. We work hard to engage students on their level whatever their niche, and if they aren't sure, well, the best way to know is to give it a go.



Your School & Space

We believe that we see the best outcomes for students when parents engage with the college. With nearly 1,000 students, forging relationships can be daunting, but our Houses and Whānau Classes are a safe space for all students and the first point of contact for families. We offer student specific programmes depending on their abilities, needs and interests.



PB4L - Positive Learning for Behaviour

Marlborough Boys' College is a PB4L school. PB4L Schools look at behaviour and learning from a whole school as well as an individual child perspective. The school has been involved in this programme for the past 4 years and has seen considerable shifts in the School Culture. The framework is based on international evidence that can be tailored to the school's own environment and cultural needs.

Houses

Every student is attached to a House at Marlborough Boys' College. We have four Houses. These are named after four awa in the Wairau region: Awatere, Waihopai, Ōpaoa and Wairau. A Dean is assigned to each House, who will oversee your child's pastoral care at school. Within each House students belong to a Whānau Class with other students from Year 9 - 13. The vertical structure of our Whānau Classes gives students continuity as they progress through the college, with the same Whānau Group Teacher supporting them throughout, along with dedicated Peer Support Leaders.

Gifted and Talented (GATE)

Gifted students can be found in any family and in almost any classroom. Gifted students may need additional support to reach their full potential. At Marlborough Boys' we recognise the diversity within our school and strive to provide learning programmes through our Gifted and Talented Education (GATE) programme to extend and challenge our gifted learners.



Gateway

The Gateway Programme enables students to access structured workplace learning. We are fortunate to have a portfolio of over 200 local employers who support our Gateway Programme. The Gateway programme aims for a smooth transition from Secondary School to meaningful work and/or further training.

Learning Support

Learning support at MBC celebrates the uniqueness of our learners. The overarching goal is to cater for the diverse needs of our learners, within an inclusive and supportive environment. We support our students in the Learning Support Centre by way of small group learning, every step of the way. This is based on our belief that every student should be given the opportunity to develop at their pace, in a strongly supported environment. We staff our learning support centre with specialized teachers who provide an individual education plan for each student with academic support programmes underpinned by activities promoting social and personal wellbeing.

Student Leadership

Our student-led councils Kaunihera, Values, and sport are an important part of college life, organising engaging events that unite students, while also supporting causes that resonate with students. We have multiple groups, councils and teams spanning sports, arts, and cultures that our students are encouraged to join.

We firmly believe that if students haven't joined a club or team, they are missing out on some of the richest experiences they can have at school, which is why we actively encourage everyone to get involved and add to the vibrancy of the college.





CRITERIA FOR APPOINTMENT

Marlborough Boys' College is looking for:

A Visionary Leader for our School and Community, who

- Is a big picture thinker, innovative, and able to lead improvement
- Can develop and articulate a clear vision for the school, while inspiring and guiding others to embrace and pursue it
- Has some proficiency in te reo and actively promotes the use of te reo Māori throughout the school

A Visible Leader of People, who

- Is present, approachable, and able to establish strong connections with key stakeholders
- Has a collaborative leadership approach and has experience building leadership capability in others
- Is skilled in navigating interpersonal relationships and can promote accountability and excellence in teaching and learning

A Proven Leader of Learning, who

- Has current in-depth pedagogical and curriculum knowledge, including of PB4L
- Values excellence and improves academic outcomes for all ākonga
- Is committed to supporting and resourcing staff to help them succeed (Manaakitanga)

A Committed Leader of Equity, Inclusivity and Tikanga Māori, who

- Understands and can demonstrate the place of Te Tiriti o Waitangi in an educational setting, building on the foundation laid down in [Ngā Kōrero Tuku Iho](#)
- Is able to adapt tikanga to the context without losing the essence of its meaning (Tikanga Kore)
- Values and strengthens our commitment to inclusivity for all staff and ākonga

An Experienced Leader of Operations, who

- Has proven, relevant experience as an effective educational leader
- Is able to build strong professional networks and engage with the expertise and support available



INFORMATION FOR APPLICANTS

Thank you for applying for the position of Tumuaki/Principal of Marlborough Boys' College.

Please complete the application form personally. Read it through first and then answer **all** questions. Make sure you sign and date where indicated.

1. Attach a *curriculum vitae* (CV) containing any additional information relevant to the position. If you include written references, please note that we may contact the writer of the reference.
2. Copies of qualification certificates should be attached. If successful in your application, you will be required to provide originals as proof of qualifications. These will be needed to verify the copies which will be retained for the school's records.
3. If you are selected for interview, you may bring whānau/support people at your own expense. **Please advise if this is your intention.**
4. 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.
5.
 - 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 (2004) 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; and
 - You did not serve a custodial sentence at any time; and
 - The offence was neither a [specified offence under the Clean Slate Act 2004](#) nor a [specified offence under the Children's Act 2014](#); and
 - 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.

6. This application form and supporting documents received from the successful applicant will be held by the school. That person may access these in accordance with the provisions of the Privacy Act 2020.
7. CVs provided from non-successful applicants will not be returned unless a stamped self-addressed envelope is provided. Application forms and CVs from non-successful applicants will be held until the appointments process is completed and will then be destroyed



8. You are required to request a **referee's reports from three referees**. The referee report template is included in the 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 the report. Referees' reports are to be emailed to admin@educationgroup.co.nz by **1:00 pm Tuesday 5 November 2024**. These remain confidential to The Education Group Ltd and the Board. All information collected from referees will be destroyed at the end of the appointment process.
9. All information received will be confidential to the Board of Marlborough Boys' College and The Education Group Ltd.

All applicants are encouraged to visit the school in operation. Please contact **Jill Pickering** at jill.pickering@mbc.school.nz to arrange a date and time for a tour of our kura.

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

The Marlborough Boys' College Board has set the following timeline for the appointment of the Tumuaki / Principal. Every effort will be made to keep to the following schedule in determining the successful candidate.

Education Gazette Advertisement	Thursday 10 October 2024
Advertisement up on The Education Group Website	Thursday 10 October 2024
Candidates to visit the College by appointment	21 October - 6 November
Closing date for referee reports	1:00 pm Tuesday 5 November
Closing date for applications	1:00 pm Wednesday 6 November
Shortlisting completed by	Tuesday 12 November 2024
School Visits by arrangement	21-22 November 2024
Interviews	Saturday 23 November 2024 Sunday 24 November 2024
Appointment made	Tuesday 26 November 2024
Appointment commences	Term 1 2025

The Board reserves the right to conduct a second interview if needed.

Checklist - We need to receive completed:

- Application form
- Letter to accompany Curriculum Vitae
- Curriculum Vitae – with copies of verified qualification certificates attached
- Reports from three referees (applicant to organise)

Completed applications to be received by 1:00 pm Wednesday 6 November 2024 and should be emailed to Tanya Prentice at admin@educationgroup.co.nz

If you have any queries, please contact Rowan Johanson
rowanjohanson@educationgroup.co.nz or 022 080 1613.



JOB DESCRIPTION

JOB TITLE: Principal, Marlborough Boys' College

RESPONSIBLE TO: Board of Marlborough Boys' College

DIRECTLY RESPONSIBLE FOR:

This job description incorporates the Professional Standards from the Secondary School Principal Collective Agreement. Consistent with The Education Act 2020, the Board delegates to the Principal the day-to-day responsibilities of managing and operating the school that enables the success of its students and achievement of its strategic ambitions.

HOLDS EFFECTIVE RELATIONSHIPS WITH:

The Board, students, professionals and all support staff, parents, whānau, iwi, the local community, education and other outside agencies, local schools (Kāhui Ako), and local employers.

MEETS THE REQUIREMENTS OF:

The Professional Standards for Principals. (Details below)

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

Pedagogy: Create a learning environment in which there is an expectation that all students will experience joy and success in learning

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

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

PROFESSIONAL STANDARDS

Culture Provide professional leadership that focuses the school culture on enhancing teaching and learning	
PROFESSIONAL STANDARDS	KEY RESPONSIBILITIES
<ul style="list-style-type: none"> • With the Board, develop and then implement a school vision with shared goals and values focused on enhanced engagement and achievement (academically, socially and culturally) for all students • Promote a culture whereby staff members assume appropriate leadership roles and work collaboratively to improve teaching and learning • Model respect for others in interactions with adults and students • Promote the bicultural heritage of New Zealand by ensuring that it is evident in the school culture • Maintain a safe, learning-focused environment. • Promote an inclusive environment in which the diversity, multicultural nature and prior experiences of students are acknowledged and respected • Manage conflict and other challenging situations effectively and actively work to achieve solutions • Demonstrate leadership in professional practice, through applying critical inquiry and problem solving 	<ul style="list-style-type: none"> • Ensure the Mission, Vision and Values of Marlborough Boys' College are embedded in the school's culture and are exemplified and modelled by all adults in the school • Develop and implement shared vision and goals as reflected in the Charter • Ensure the Annual Plan and related student achievement targets are monitored and achieved so the school continues to raise achievement and ensures the wellbeing of students • Build distributed leadership networks that secure commitment and responsibility for continued and sustained improvement through all levels of the school • Foster harmony and unity across the school community • Build a strong sense of 'team' within and across the school staff • Lead and create opportunities to celebrate progress and success • Attract, develop and mentor a highly effective team of outstanding leaders and teachers • Understand the practical application and promotion of operating within the school Ka Hikitia and culturally sustainable practice in the school and the community

Pedagogy

Create a learning environment in which there is an expectation that all students will experience success in learning

PROFESSIONAL STANDARDS	KEY RESPONSIBILITES
<ul style="list-style-type: none">• Promote, participate in and support ongoing professional learning linked to student progress• Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents• 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• Ensure that the review and design of school programmes is informed by school-based and other evidence• Foster a professional learning community within which staff members are provided with feedback and support on their professional practice• Ensure the use of best practices for assessment, and analyse and act upon evidence on student learning to maximise learning for all students• Focus in particular on success in learning for Māori and Pasifika students, students with special education needs, and students at risk of not succeeding at school	<ul style="list-style-type: none">• Actively participate in the professional learning programme within the school and be recognized as 'leading learning' at Marlborough Boys' College• Build a professional learning community that supports, challenges, and enquires into its own professional practice• Ensure teaching and learning is future-focused and that all students can consistently access a local curriculum of rich learning opportunities• Put in place responsive strategies to ensure our Māori students are learning in a culturally appropriate environment and their results continue to improve• Encourage innovative teacher practice linked to student's learning needs and outcomes• Ensure that at all levels of the school, from teaching and learning programmes through to the setting of school student achievement targets, are informed by ongoing self-review and evaluation processes and the effective use of student achievement data

Systems

Develop and use management systems to support and enhance student learning

PROFESSIONAL STANDARDS	KEY RESPONSIBILITIES
<ul style="list-style-type: none">• Exhibit leadership that results in the effective day-to-day operation of the school• Operate within board policy and in accordance with legislative requirements• Provide the Board with timely and accurate information and advice on student learning and school operation• Effectively manage and administer finance, property and health and safety systems• Effectively manage personnel with a focus on maximising the effectiveness of all staff members• Use school / external evidence to inform planning for future action, monitor progress and manage change• Align resource allocation with the school's annual and strategic objectives	<ul style="list-style-type: none">• Be strategic in taking the school forward, ensure strategic goals are converted into reality• Ensure the schools' administrative and financial systems are efficient and fit for purpose• Prioritise and resource selected areas targeted for improvement in line with the school's strategic plan• Use evidence to monitor progress and impact• Effectively lead and manage change• Keep the Board informed through reporting processes, be honest and transparent• Delegate the running of systems to appropriate school staff• Establish contingency strategies for when unforeseen circumstances arise• Act promptly and fairly when misconduct or underperformance is alleged or at issue

Partnerships and Networking

Strengthen communication and relationships to enhance student learning

PROFESSIONAL STANDARDS	KEY RESPONSIBILITIES
<ul style="list-style-type: none">• Work with the Board to facilitate strategic decision making• Actively foster relationships with the school's community and local iwi and marae• Actively foster professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider education community• Actively foster relationships with other schools and participate in appropriate school networks• Ensure regular interaction with parents and the school community on student progress and other school-related matters.	<ul style="list-style-type: none">• Be knowledgeable and strategic about wider trends and opportunities in education• Be the face of the school with external stakeholders• Demonstrate the interpersonal skills and attitudes to build strong relationships and partnerships with key stakeholder groups such as trustees, parents, whānau, mana whenua, the local community, local schools, local organizations and employers; encourage active community participation in the life of the school• Be enterprising and resourceful in developing informal or formal partnerships that promote learning opportunities for students• Effectively manage the conflicts and dilemmas that sometimes arise in school communities• Connect with peers in other schools to build effective professional learning communities