



Mayfield
PRIMARY SCHOOL

Principal Application Pack

2025



INTRODUCTION TO THE APPLICATION PACK



Mayfield
PRIMARY SCHOOL

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

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

- Letter from the Presiding Member
- School Profile
- Criteria for the Appointment
- Information For Applicants
- Recruitment Process Timeline
- Principal Job Description

The following separate documents accompany this application pack:

- Application Form
- Referee Report

Further information about Mayfield Primary School can be found on the school website:

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

The application for appointment is to be returned with your CV and covering letter via email to: admin@educationgroup.co.nz (Subject Line: Mayfield Primary School Principal Appointment), by:

1:00 pm May 1st, 2025

Referee Report Forms are to be given to your **three** referees for them to return directly to The Education Group Ltd at the same email as above, also by:

1:00 pm May 1st, 2025

For any further queries please contact Tanya Prentice at the Education Group office, Ph: 09 953 0523, email admin@educationgroup.co.nz, or Sarah Hynds, the Appointment Advisor email sarahhynds@educationgroup.co.nz.

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

Sarah Hynds
The Education Group
Appointment Advisor to the Mayfield Primary School Board

Mayfield
PRIMARY SCHOOL
ph 09 274 9374
12 Pearl Baker Drive, Otara,
Auckland, New Zealand

WELCOME FROM THE SCHOOL BOARD



Mayfield
PRIMARY SCHOOL

Kia ora,

On behalf of Mayfield School Auckland, I would like to thank you for expressing an interest in applying for the Principal position. We are excited to be in the process of selecting a new leader who will help guide our school into the future with vision, authenticity, and passion.

Mayfield is located in the heart of East Ōtara and currently serves a roll of around 300 students. Our community is predominantly Māori and Pacific, and we are also proud to support the diverse minority groups who join us.

As part of our commitment to continuous learning and collaboration, Mayfield School is actively involved in a Kāhui Ako cluster of schools. We are seeking a Principal who will nurture this partnership and enhance the connections with our neighboring schools. The new Principal will work alongside a dedicated team of 30 staff members and a supportive Board composed of past students of Mayfield.

At Mayfield School, we're eager to find a Principal who can foster a vibrant culture of teaching and learning through innovative ideas. We seek a friendly, visible leader who leads by example, supports new initiatives, and embodies our core values of Respect, Responsibility, Resilience, and Relationships.

The ideal candidate will be approachable, collaborative, and a team player who builds strong partnerships, empowers others in leadership roles, and offers strategic planning and financial insight. Strong communication skills and a positive attitude are essential for connecting with our community. We want a Principal who can strengthen relationships with our school whānau, the wider community, and local iwi while embodying a spirit of trust, inclusiveness, and shared purpose that is central to life at Mayfield School.

We do welcome visits to the school. Please book a time at the school office via email office@mayfielddauckland.school.nz or phone 092749374.

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

Trish Anderson
Presiding Member
Mayfield Primary School Auckland



Mayfield
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SCHOOL PROFILE

Kia Ora and Welcome!

Mayfield Primary School is a contributing primary, catering for students years 0 through to 6. Mayfield was established in 1964. The school is located in the North-East of Otara at 12 Pearl Baker Drive, bordering the Greenmount East Tamaki industrial commercial zone.

Mayfield sits under the shadow of Puke o Tara, the local mount named for Te Irirangi, a renowned Ngai Tai rangitira, for whom the community is named. It is bounded by the Otara creek catchment and sits upstream from what is described at the Otara Lake and the Tamaki Estuary.

The school has long been the primary community hub for the Mayfield community. The community is predominantly Polynesian, with intergenerational Māori whānau, now fourth generation, residing in the community. Many were the original students at the school. The Pasifika community, originally Niue and Cook Island, now has significant numbers of Tongan and Samoan families. Samoan is currently the largest ethnic representation on the school's roll.

Right from the outset of the school's establishment, there has been a high level of engagement between the school and its community. The school is open to the community and works closely with the community on all matters to do with school governance and operation. There is always a strong presence of whanau at school events and the school actively engages the community for its input and feedback on all matters pertaining to school activities and initiatives.

Our vision is for our students to be confident, capable and resilient, having had the most positive learning experiences with us at Mayfield School. Our values of Whakaute, Manawaroa, Whanaungatanga and Takohanga are presented strongly across the school culture and throughout the curriculum. They are evident in interactions and visually represented throughout the school.

Mayfield school has in recent years undergone significant property enhancements including a new administration block and library. The Board has invested heavily in ongoing and rotational



maintenance to ensure the continuing integrity of the school buildings. Considerable investment has been made on major upgrades to outside playgrounds. New artificial turf and playground areas have been installed. The school has a significant outdoor covered and enclosed metal frame, utilised for large school and public gatherings. The school benefits considerably by bordering the large Pearl Baker Reserve.

Mayfield students enjoy participating in a wide range of sporting activities and benefit from the use of community facilities such as the Puke Otara Community Centre and OMAC.

With its strong Polynesian cultural heritage, the school has a high focus on Māori tikanga and bilingual pedagogy. This is reflected in bilingual classes for Māori and Samoan. It is also reflected through the school calendar with weeks committed to celebrating languages as well as an annual cultural celebration, acknowledging and celebrating the many different cultures represented at the school. There is a high level of whānau engagement in these events, and the community strongly supports their tamariki with their presence.

The school has invested significantly in device technology to ensure that the pupils have access to devices for incorporating into their learning. In recent years there has been a particular focus on digital capability and the school has sought to ensure all students have immediate access to technology such as Chromebooks.

The Board has overseen a period of strong and supportive ERO reports and provided steady leadership and direction alongside the staff and community through the difficult Covid years. Like most Otara schools, the budget is thin and is tightly managed. The Board is proud of the constant yearly auditing approvals, and MOE endorsement for its strong financial management. Against this tightly managed background the school manages to keep a high property upgrade and maintenance provision, as well as sufficient funds for technology investment and resource support.

Please visit our website to learn more about our school, the students, staff and the community <https://www.mayfieldauckland.school.nz>.

A link to our strategic plan can be found [here](#).



CRITERIA FOR THE APPOINTMENT



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The Principal will meet the '**Aotearoa New Zealand Principal Eligibility Criteria**' as published by the Ministry of Education [Principal Eligibility Criteria](#) and the following criteria which have been created by the Mayfield Primary School Board following consultation.

We aspire to appoint a principal who:

Pou Mahi | Leading Learning

- Drives high-quality teaching and learning to improve student achievement and engagement.
- Ensures effective curriculum delivery that meets the diverse needs of all learners.
- Supports staff in implementing innovative and evidence-based teaching practices.
- Champions literacy, numeracy, and foundational skills while fostering a love for learning.
- Prioritises student well-being and a safe positive learning environment.
- Encourages professional development that aligns with the school's vision and educational priorities.

Pou Tangata | Leader of People

- Builds strong, respectful relationships with staff, students, parents, and the wider community.
- Is an inspirational and approachable leader who motivates and empowers others.
- Fosters a school culture of collaboration, inclusion, and high expectations.
- Leads with integrity, empathy, and fairness, ensuring all voices are heard.
- Supports staff well-being and professional growth through mentorship and professional development opportunities.
- Communicates effectively, ensuring open, transparent, and productive conversations with all stakeholders.



Pou Tikanga Māori | Giving Effect to Te Tiriti o Waitangi

- Embeds Te Tiriti o Waitangi principles in all aspects of school life.
- Champions cultural responsiveness, ensuring Māori and Pacific learners thrive.
- Actively fosters an inclusive environment that celebrates diversity and biculturalism.
- Ensures tikanga Māori and te reo Māori are valued and integrated into daily school practice.
- Provides leadership that acknowledges and respects the unique identities of all learners.

Pou Mahi | Leader of Operations

- Ensures the school operates efficiently, with strong systems and structures that support teaching and learning.
- Strategically manages resources to enhance student outcomes and staff effectiveness.
- Demonstrates sound financial and operational decision-making that aligns with the school's vision.

Our students would like a new principal that:

- Is kind, fun, and respectful.
- Is approachable, honest, and caring.
- Will include programmes such as art, music, sports and opportunities for educational experiences outside the classroom.



INFORMATION FOR APPLICANTS



Mayfield
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Thank you for applying for the position of Principal of Mayfield Primary 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 shortlisted, you will be required to provide the originals as proof of qualifications, so that the copies that are retained for the school's records can be verified.
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 (as required).
7.
 - a) Applicants may not be employed as a children's worker if they have been convicted of a specified offence listed in [Schedule 2 of the Children's Act 2014](#), unless they obtain an exemption. The Criminal Records (Clean Slate) Act 2004 will not apply to these specified offences and these offences will be included in your Police vetting results.
 - b) The Clean Slate Act provides certain convictions do not have to be disclosed providing:
 - You have not committed any offence within 7 consecutive years of being sentenced for the offence
 - You did not serve a custodial sentence at any time
 - The offence was neither a [specified offence under the Clean Slate Act 2004](#) nor a [specified offence under the Children's Act 2014](#)
 - You have paid any fine or costs

Please note that you are not obliged to disclose convictions if you meet the above conditions but can do so if you wish. If you are uncertain as to whether you are eligible contact the Ministry of Justice.



8. Application forms and CVs of unsuccessful applicants will be held until the appointment process is completed and will then be securely destroyed after 90 days. For the successful candidate these documents will be held in their personnel file. The successful candidate may access it in accordance with the provisions of the Privacy Act 2020.
9. You are required to request referees reports from three referees. The report template is included in this pack as a separate attachment. It is your responsibility to contact referees and provide them with a copy of the report template and the information that they need to complete and return it. These remain confidential to The Education Group Ltd and the Board. All information collected from referees will be destroyed at the end of the selection process.
10. All information received will be confidential to the Board and The Education Group Ltd.
11. **We encourage you to visit the school between 28 April and 1 May. Please contact the office on 09 274 9374 or admin@mayfielddauckland.school.nz to organise a suitable time.**

If shortlisted, you will be required to bring to your interview, **the originals and copies** of the following:

1. Your current Practising Teacher Certificate
2. Two types of identification
 - If possible, this should be photo ID e.g., passport and a NZ Driver Licence
 - If you do not have one or other of the above documents, please supply a birth certificate, bank statement or IRD number



RECRUITMENT PROCESS TIMELINE

Education Gazette Advertisement	9 April 2025
Candidates Visiting Mayfield Primary School	Week of 28 April
Closing Date for Applications	1 May 2025
Closing Date for Referee Reports	1 May 2025
Shortlisting Completed	3 May
Visits to Short-Listed Candidate's Schools	Week of 5 May
Interviews with an Applicant's Presentation <i>There may be a two-stage interview process</i>	10 May
Appointment Commences	14 July (or 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 and referee reports to be received by 1:00 pm 1 May 2025

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

Subject Line: Mayfield Primary School Principal Appointment

If you have any queries, please contact: Tanya Prentice, Office Manager for The Education Group at admin@educationgroup.co.nz or 09 953 0523, OR Sarah Hynds, the Appointment Advisor at sarahhynds@educationgroup.co.nz



PRINCIPAL JOB DESCRIPTION 2025



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Appointment Start Date: Term 3, 2025 (or by negotiation)

Role	Principal
Responsible to	Mayfield Primary School Board
Directly Responsible for	The students, school staff (senior managers, teachers, support, ancillary, property staff)
Primary Objectives	<p>Culture: Provide professional leadership that focuses the school culture on enhancing learning and teaching</p> <p>Pedagogy: Create 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>Partnerships and Networks: Strengthen communication and relationships to enhance student learning</p>

Primary Functions

- To act as the Board's chief adviser in policy and strategic issues.
- To implement the school's Strategic Plan and policy objectives
- To ensure professional performance and development of self and all staff
- To ensure delivery of a balanced curriculum in line with the National Curriculum Framework and to maintain programmes of assessment and reporting of student progress
- To lead the school's staff effectively and to staff the school appropriately
- To develop and maintain effective relationships and communications within the school and its community and appropriate agencies
- To manage the school's administrative systems and its staff and resources effectively and efficiently



Responsibilities & Key Tasks

- To demonstrate commitment to Te Tiriti o Waitangi, tangata whenua and bicultural partnership and practice in Aotearoa New Zealand
- To use critical inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners
- To establish and maintain professional relationships and behaviours focused on the learning and well being of each learner
- To create and maintain learning-focused environments which are collaborative, inclusive and safe
- To design learning based on professional knowledge, assessment information and an understanding of each learner's strengths, interests, need, identity, language and cultures.
- To lead and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.

Delegated Authorities

The Board delegates to the Principal the following powers and responsibilities, subject to accurate scheduled reports on an annual basis, subject from change from time to time.

Areas of Practice	Key Performance Indicators
1. CULTURE: Provide professional leadership that focuses on the school culture on enhancing learning and teaching	<ol style="list-style-type: none">1. Maintain a school where students, staff and community feel safe, valued and committed to a positive learning environment2. Ensure the school is an orderly place where resources are well managed3. Recognise individual differences and provide a variety of methodologies to meet these4. Provide leadership that promotes staff member's growth in leadership roles5. Manage conflict and challenging situations effectively towards a resolution6. Understand the implications of NZ's changing cultural, social and economic context and give effect to Te Tiriti o Waitangi
2. PEDAGOGY: Create a learning environment in which there is an expectation that all students experience success in learning	<ol style="list-style-type: none">1. Ensure the school is staffed to effectively deliver the curriculum and to implement the strategic plan and annual plan2. Provide professional learning opportunities to sustain effective relationships with staff and all students3. Ensure the school review and design of the school curriculum and programmes are informed by the evidence of the school achievements4. Maintain a professional learning community that provides staff with professional feedback and feed-forward on their practices and progress

Areas of Practice	Key Performance Indicators
3. SYSTEMS: Develop and use management systems to assist and enhance student learning	<ol style="list-style-type: none"> 1. Act as chief executive to the Board 2. Ensure all relevant statutes and regulations will be complied with alongside policies 3. Actively implement the school's strategic and annual plan 4. Effectively use financial resources and assets to support student outcomes and operate effective budget planning 5. Work in partnership with the Board in monitoring and reporting on the use of finances and assets and maintain Health and Safety as per policy 6. Maintain a property masterplan and vision for the future development of the school assets
4. PARTNERSHIPS and NETWORKING: Strengthen communication and relationships to enhance student learning	<ol style="list-style-type: none"> 1. Establish and maintain an effective and efficient communications network with the Board, the school community including local iwi 2. Ensure the Board is a part of the communication networks and is used to promote the school 3. Ensure staff are consulted on matters that relate to them 4. Be an identifiable leader of the school's community and to represent the school and its interests locally, nationally and internationally

Signatures:

(Principal)

Date

(Board Presiding Member)

Date

