



MELLONS BAY SCHOOL

LEARNING TO NAVIGATE  OUR CHANGING WORLD

PRINCIPAL | TUMUAKI APPLICATION PACK 2024



THANK YOU FOR EXPRESSING INTEREST IN THE POSITION OF PRINCIPAL-TUMUAKI AT MELLONS BAY SCHOOL.

We are looking for a new Principal to lead the school starting in Term 1, 2025.

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)
- » Current Strategic Plan

Further information about Mellons Bay School can be found at the school website <https://www.mellonsbay.school.nz/>

The application for appointment is to be returned with your CV and covering letter by 1:00 pm, Friday 25 October 2024 either by:

- » Email to: admin@educationgroup.co.nz (subject line: Mellons Bay 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, Wednesday 23 October 2024.

For any further queries please contact Tanya Prentice at the Education Group office (Ph: 09 953 0523) email admin@educationgroup.co.nz or Nicky Knight, the appointment advisor (Ph: 021 420 299)

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

Ngā mihi

NickyKnight

Dr Nicky Knight

Director, The Education Group

Appointment Advisor to the Mellons Bay School Board



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23 September 2024

Tēnā koe,

On behalf of the Board of Mellons Bay School, we thank you for your interest in applying for the position of principal | tumuaki. Our wonderful principal of eight years, Colleen Margison is leaving to pursue other interests, so the Board is now searching for a special person to embrace our community and to lead the school into the future. We would like our new principal to retain our school's identity as a caring, calm, values-driven, learning focused school. Our students leave our school, proud of who they are and what they have achieved.

Our teachers and students have great pride in being a part of our school community, with high expectations reflected in the achievements of our students. We are a popular school with a demand for out of zone places.

We are looking forward to welcoming a new principal who is approachable, pragmatic, community focused and able to support students to navigate their changing world.

The successful candidate will be supported by a strong community of students, experienced and dedicated teachers, wonderful support staff and a community that values and supports our school.

The successful candidate will come into the role at our school, Mellons Bay School, which has an excellent school culture and vision already established, a strong financial base, and a teaching staff that has fully embraced the "Mellons Bay Way". They will also be working alongside a board that is committed to supporting and encouraging the new principal in a positive, open, and authentic manner.

Our Strategic Plan sets out our vision at every level of our school, to support our students to become confident, connected, caring, communicative and creative individuals as they learn to navigate our changing world. The school is strong on its three core values - respect, responsibility and resilience that motivate and drive student decision making. These underpin learning and life at Mellons Bay School.

While there is no doubt education has always been its top priority, MBS has been a place where amazing friendships have been formed, ambitions sparked, and firm memories are etched.

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



Rita Williamson
Presiding Member
Board of Mellons Bay School



MELLONS BAY SCHOOL IS A HIGH-PERFORMING SCHOOL FOR STUDENTS IN YEARS 0-6 SITUATED IN A BEAUTIFUL SETTING BEHIND HOWICK VILLAGE, IN EAST AUCKLAND.

It is part of a supportive community with many parents returning for their own child's schooling. It has a roll of 500 students. The sea and the bush surround us and are a valued part of our learning opportunities.

Mellons Bay School is a modern day, semi traditional school with progressive values. These values help drive and direct learning as students endeavour to navigate their changing world in the 21st century and beyond. The school works in partnership with whānau and community. The school has a caring and friendly environment. They are proud of who they are. It is a place where the student is front and centre and where all decisions made are based on what is best for each individual child.

We have a very hard-working Board, team of staff and teachers who are keen to develop the strengths of all our students. We are keen to develop agentic learners who are confident, connected, communicative, creative and caring individuals. We want our learners to be able to articulate and share their learning journey.

We are a well-resourced school. We provide a wide range of extra-curricular opportunities for our students both within and out of school. We work as a part of the Te Ara Bucklands Beach Kāhui Ako.

All of the members of our school, including whānau are encouraged to act with respect, responsibility and resilience as we all learn together to navigate our changing world.

Please see our website and come and visit us.

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

CRITERIA FOR THE APPOINTMENT

The Principal will meet the 'Aotearoa New Zealand Principal Eligibility Criteria' as published by the Ministry of Education and the following criteria which have been created by the Mellons Bay School Board following consultation with our staff, students and wider community.

POU TĀNGATA – LEADER OF PEOPLE

We are looking for a principal who:

- » Is approachable, open and genuinely cares for the wellbeing of staff and students
- » Has a proven track record of setting, articulating, and delivering a vision and strategies to achieve that vision
- » Is a strong and effective communicator who can build and inspire relationships throughout the school community
- » Can demonstrate success in building and motivating successful teams, encouraging a positive culture that enables staff and students to grow, develop, and succeed
- » Provides strong leadership and collaborates with the Senior Leadership Team and the Board
- » Is future focused and adaptable, supporting students to navigate their changing world

POU AKO – LEADER OF LEARNING

We are looking for a principal who:

- » Upholds and progresses the school's high academic standards and expectations in a nurturing and caring environment
- » Maintains the traditions and values of the Mellons Bay Way
- » Has a commitment to student achievement and ensures all students, including students with diverse needs and backgrounds are supported and enabled to progress and achieve
- » Leads quality teaching and learning in our changing legislative and curriculum environment

POU TIKANGA MĀORI

We are looking for a principal who:

- » Strongly commits to upholding and giving effect to Te Tiriti o Waitangi and understands Māori culture, values and perspectives
- » Focuses on equitable outcomes for Māori
- » Engages and collaborates with Māori

POU MAHI – LEADER OF OPERATIONS

We are looking for a principal who:

- » Has experience in the management of a school in the areas of finance, personnel, property and health and safety

STUDENT PERSPECTIVE

Our students would like a principal who:

- » Gathers student and teacher voice and uses this to put back into the school
- » Has a spark to them and interacts in a fun and meaningful way with students
- » Is encouraging and can handle problems
- » Likes Carpool Karaoke (especially for the final assembly)
- » Is respectful, good at listening and decisive

INFORMATION FOR APPLICANTS

Thank you for applying for the position of Principal of Mellons Bay School.

Please ensure you have a copy of the job description and 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 an interview, you may bring whānau/support people at your own expense. Please advise if this is your intention.
5. Failure to complete this application and answer all questions truthfully may result in any offer of employment being withdrawn or appointment being terminated if any information is later found to be false.
6. All applicants will be required to give consent to a Police Vet.
7. a) Applicants may not be employed as a children's worker if they have been convicted of a specified offence listed in [Schedule 2 of the Children's Act 2014](#), unless they obtain an exemption. The Criminal Records (Clean Slate) Act 2004 will not apply to these specified offences and these offences will be included in your Police vetting results.
b) The Clean Slate Act provides certain convictions do not have to be disclosed providing:
 - » You have not committed any offence within 7

- consecutive years of being sentenced for the offence
- » You did not serve a custodial sentence at any time
- » The offence was neither a specified offence under the [Clean Slate Act 2004](#) nor a specified offence under the [Children's Act 2014](#)
- » You have paid any fine or costs

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

8. Application forms and CVs of unsuccessful applicants will be held until the appointment process is completed and will then be securely destroyed after 90 days. For the successful candidate these documents will be held in their personnel file. The successful candidate may access it in accordance with the provisions of the Privacy Act 2020.
9. You are required to request referees reports from 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. Candidates may undertake a school visit which will be organised and hosted by Board Members. Please contact Helen Bould Office Manager 09 534 4363 Ext. 704 to make an appointment.

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



PRINCIPAL'S JOB DESCRIPTION 2024

ROLE TITLE:

Principal

RESPONSIBLE TO:

The Board

DIRECTLY RESPONSIBLE FOR:

The students and school staff (teachers, support, ancillary, property staff)

PRIMARY OBJECTIVES:

- » **Culture:** Provide professional leadership that creates a school culture of continual improvement which enhancing learning and teaching
- » **Pedagogy:** Ensure a learning environment in which there is an expectation that all students will experience success in learning
- » **Systems:** Develop and use management systems to support and enhance student learning
- » **Partnership and networks:** Strengthen communication and relationships to enhance student learning

PRIMARY FUNCTIONS:

- » To act as the Board's chief advisor on policy and strategic issues
- » To implement the school's Strategic Plan and policy objectives
- » 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 develop and maintain effective relationships and communications within the school and its community and appropriate agencies
- » To manage the schools finance and administrative systems, staff and resources effectively and efficiently

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'S PROFESSIONAL STANDARDS

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

PROFESSIONAL STANDARDS	INDICATORS
<p>In conjunction with the Board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students</p>	<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 Mellons Bay 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
<p>Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning</p>	<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 » Achieve improved learning outcomes for students through strong partnerships between students, teachers, and parents » Is able to delegate responsibilities to staff
<p>Model respect for other in interactions with adults and students</p>	<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
<p>Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture</p>	<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

PRINCIPAL'S JOB DESCRIPTION 2024

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

PROFESSIONAL STANDARDS	INDICATORS
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 in order 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 » Integrated professional development into the leadership role

PRINCIPAL'S PROFESSIONAL STANDARDS

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

PROFESSIONAL STANDARDS	INDICATORS
<p>Promote, participate in and support ongoing professional learning linked to student progress</p>	<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
<p>Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents</p>	<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 » Takes a pragmatic approach to new initiatives » Staff work on clearly established teaching and learning goals that will lead to improved learning outcomes for students » All staff are actively involved in professional development based on effective teaching and learning
<p>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</p>	<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
<p>Ensure that the review and design of school programmes is informed by school-based and other evidence.</p>	<ul style="list-style-type: none"> » Is committed to data and evidence driven decisions » Ensures professional development is linked to student achievement » Considers and reviews innovative practices for inclusion in school programmes
<p>Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice.</p>	<ul style="list-style-type: none"> » Demonstrates the skills and experience to mentor and guide others by actively participating and interacting with staff » Staff are provided with individual feedback, coaching, encouragement and support » Supports and oversees staff as they observe and mentor each other with regard to best practice in teaching and learning
<p>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.</p>	<ul style="list-style-type: none"> » Shows a passion for education, and demonstrates a thorough understanding of teaching and learning for diverse students » There is clear focus in classrooms, teams, and professional discussions on ongoing student achievement improvement

PRINCIPAL'S JOB DESCRIPTION 2024

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 » Demonstrates professionalism at all times » Implements best practice systems for leadership and management » Quality day to day management systems are in place to ensure a highly effective school operation
Operate within board policy and in accordance with legislative requirements	<ul style="list-style-type: none"> » Current legislation is adhered to, 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 schools' 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 the Strategic Plan goals and the annual and strategic plans

PRINCIPAL'S PROFESSIONAL STANDARDS

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 » Principal 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 » 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 » Is seen to be a 'visible' principal by the school community » Parent community is well informed about student achievement and school related matters » Demonstrates an approachable, caring, fun, and respectful demeanour which encourages interaction with children and parents
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 the local community with schools in the local area » Attend a variety of relevant principal and community networking opportunities and meetings

RECRUITMENT PROCESS TIMELINE

Gazette Advertisement Online	Monday 23 September 2024
Visits to Mellons Bay School	By arrangement. Please ring Helen Bould, Office Manager, 09 5344363 Ext. 704 to arrange an appointment.
Closing date for Referee Reports	1.00 pm Wednesday 23 October 2024
Closing date for applications	1.00 pm Friday 25 October 2024
Shortlisting completed and candidates notified	Shortlisting - Tuesday 29 October 2024 Shortlisted candidates notified by Wednesday 30 October 2024 at the latest
Visits to shortlisted candidates' schools	4-8 November 2024
Interview including a presentation There may be a two-stage interview process	Saturday 9 November 2024
Appointment Commences	28 January 2025 (Term 1) or as negotiated

We need to receive:

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

Completed applications to be received by 1:00 pm, Friday 25 October 2024

and should be sent by email to:

Tanya Prentice admin@educationgroup.co.nz

OR

Delivered to: The Education Group Ltd, Level 1, 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 on 09 953 0523 OR Nicky Knight at nickyknight@educationgroup.co.nz on 021 420 299.

If you wish to visit the school, please contact Helen Bould Office Manager 09 534 4363 Ext. 704 to make an appointment.



