



Pigeon Mountain
Primary School

PRINCIPAL | TUMUAKI APPLICATION PACK 2025



THANK YOU FOR EXPRESSING AN INTEREST IN THE POSITION OF PRINCIPAL | TUMUAKI AT PIGEON MOUNTAIN PRIMARY SCHOOL

Thank you for expressing interest in the position of Principal | Tumuaki at Pigeon Mountain Primary 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 Pigeon Mountain Primary School can be found on the school website: <https://www.pmps.school.nz/>

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

1:00 pm, Friday 21 February 2025

- Email to: admin@educationgroup.co.nz (subject line: Pigeon Mountain Primary 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 19 February 2025**

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) email nickyknight@educationgroup.co.nz

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

Nicky Knight
Director, The Education Group
Appointment Advisor to the Pigeon Mountain Primary School Board



January 2025

Tēnā koe,

On behalf of the Pigeon Mountain Primary School Board, I would like to thank you for your interest in applying for the role of Principal/Tumuaki at our school. It is a large contributing, multicultural school with a roll of 550+ serving the communities of Bucklands Beach and Half Moon Bay. With the departure of our outstanding Principal to a leadership position in Saudi Arabia, we are seeking a dynamic educational leader to continue and enhance the current strategic direction of the school. 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 offer:

- A highly supportive environment based on the school's four values of respect, responsibility, resilience and excellence
- Multiple opportunities for professional learning and development
- Highly engaged and motivated learners
- Structures that facilitate collaborative practice
- A highly supportive parent community

We are seeking applications for someone who combines a blend of strong schoolwide leadership, has a strong strategic vision, excellent communication and operational skills and who understands the core values of Pigeon Mountain Primary School – 'Education with a Heart'. The applicant will be able to create a caring and supportive environment and has a focus on wellbeing for both students and staff. They should be approachable, inclusive, visible and empathetic, with proven experience in senior leadership roles and the ability to manage the complexities of school life effectively. They will value multicultural inclusiveness and diversity with a bicultural foundation and have the skills and attributes to build stronger partnerships with parents, whānau, iwi and the local and wider communities.

If you can demonstrate strong leadership and management skills and have the ability to engage and motivate those around you to achieve the best outcomes for the school, we want to hear from you.

Ngā mihi nui

Mark Eades

Presiding Member

Board of Pigeon Mountain Primary School



PIGEON MOUNTAIN PRIMARY SCHOOL PROFILE

Overview

Pigeon Mountain Primary School is a vibrant State Primary School, catering to students from Year 0 to Year 6, with a vision to provide **Education with a Heart** - an idea that results in responding and catering for each student in a holistic way. Established in 1979, our school has grown and evolved to meet the needs of modern learners, currently serving 550+ students of diverse backgrounds. Located in the beautiful coastal environment of Half Moon Bay Marina, Bucklands Beach, and near the significant historical site of Ōhuiarangi, we take full advantage of our unique surroundings for a rich, rigorous, and locally focused learning experience.

The 2023 **ERO report** highlighted key strengths of the school, including:

- Leadership that enacts the school vision
- Leaders and teachers valuing professional learning and development to continually build their capacity
- Teaching team structures that enhance whakawhānaungatanga and relationships
- Effective monitoring and analysis of student achievement

Learning Focus

Our teaching philosophy is centred around integrated concept inquiry units, facilitated through our carefully constructed inquiry framework. These units are designed to engage students in deep learning across multiple subjects, developing our students' **seven Learner Profile Capabilities**, which guide them to be self-managing, collaborative, and reflective learners.

The school's values – **Respect, Resilience, Responsibility**, and **Excellence** – are embedded in everything we do. These values reflect our commitment to providing "Education with a Heart," and they guide students in their academic and social development.

We prioritise student mental health and wellbeing through the **MITEY framework**, which builds a sense of belonging, resilience, and emotional intelligence in our learners. By embedding emotional wellbeing into daily learning, we ensure that students grow both academically and socially in a nurturing environment.

Classroom and Learning Environment

As part of our commitment to adaptability and responding to the needs of our students and wider community, Pigeon Mountain Primary School is transitioning in 2025 to a new classroom structure that prioritises year-level collaboration while still incorporating the benefits of mixed-age teams. This flexible structure ensures that students receive personalised and engaging learning opportunities that meet their developmental needs.

We have fully integrated a structured literacy approach through the **Better Start Literacy Approach** and **Massey University Structured Literacy**, which equips our students with strong foundational literacy skills.

Digital Learning and Technology

At Pigeon Mountain, we place great importance on digital technology as a tool to enhance learning outcomes. As well as traditional learning tools, from **Year 3 onwards** we run a **Bring Your Own Device (BYOD) programme**, supported by a strong digital network infrastructure. Students engage in blended learning opportunities, using technology to complement learning and develop digital literacy skills that will serve them in the future. Our commitment to digital learning ensures that technology remains an essential part of our educational approach.

Extracurricular and Leadership Opportunities

Pigeon Mountain Primary School is actively involved in **HPPA (Howick Primary Principals Association) sporting and cultural fixtures**, where both students and staff are enthusiastic and successful participants. Teachers play a key role in coaching sports teams and running a variety of extracurricular clubs, ensuring that students have access to a broad range of activities beyond the classroom.

Our **student leadership programme** is a highlight, offering students numerous opportunities to take on roles of responsibility and contribute to the school community. Leadership opportunities help build confidence and prepare students for their future learning journeys.

Cultural Diversity and Inclusion

With students from over 20 nationalities, Pigeon Mountain Primary School is proud of its diverse and inclusive school culture. Our student roll is composed of 65% Chinese, 11% NZ European, 4% Māori, 4% of African origin, 4% Sri-Lankan, and 1% Pacific Islands. This rich cultural diversity is celebrated and integrated into daily school life, contributing to a global learning environment. Our connection to te ao Māori is also strong, using kapa haka, te reo, and embedding Māori concepts into our teaching and learning.

We are particularly mindful of our growing number of students requiring **ESOL support**, and we have significantly expanded our provision to ensure all students can thrive, regardless of their language background.

Community and Partnerships

We maintain strong partnerships with our local community and surrounding schools, particularly **Bucklands Beach Intermediate** and **Macleans College** through our **Kāhui Ako** connections. These partnerships ensure a seamless transition for students as they move through their educational pathways.

Our **coaching framework** is a key aspect of professional development, providing opportunities for reflective practice and peer learning. Through a **video-enhanced peer coaching** programme, teachers are empowered to continuously improve their teaching, share best practices, and support one another in meeting the diverse needs of our learners.

Future Developments

As we look ahead, Pigeon Mountain continues to adapt and evolve. Our commitment to quality and effective teaching, holistic student wellbeing, and meaningful community connections and engagement ensures that we remain at the forefront of education, providing a nurturing environment for every child to succeed.

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 Pigeon Mountain School Board following consultation with our staff, students and wider community.

We are looking for a Principal who:

POU TANGATA (LEADER PEOPLE)

- Demonstrates effective schoolwide leadership
- Sets a clear strategic vision for the school
- Creates a positive and supportive environment which helps staff to thrive and encourages professional growth
- Understands the ethos of the school - 'education with a heart' and its values: respect, resilience, responsibility and excellence
- Creates a positive, safe and supportive learning environment
- Communicates effectively with the school's stakeholders
- Values staff wellbeing and creates an environment of trust and care

- Shows empathy, has integrity, is respectful and invested in the success of the school and the wellbeing of staff and students
- Is highly visible, present and engaged

POU AKO – LEADER OF LEARNING

- Promotes high standards of success with a focus on academic and personal growth for all students
- Values staff and will continue to grow their capacity to meet the needs of the learners and the changing landscape of education
- Leads change effectively, is adaptive and innovates

POU TIKANGA MĀORI

- Brings cultural capability and an understanding of the bicultural nature of education
- Values multicultural inclusiveness and diversity with a bicultural foundation
- Has the skills and attributes that will build stronger partnerships with parents, whānau, iwi and the local and wider communities

POU MAHI – LEADER OF OPERATIONS

- Able to effectively lead the operational aspects of the school including finances, property, people and organisational management



INFORMATION FOR APPLICANTS

Thank you for applying for the position of Principal of Pigeon Mountain 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 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 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. To arrange a suitable time, please contact the Presiding member Mark Eades on 027 279 6824.**

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 2025

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 PROFESSIONAL STANDARDS AT PIGEON MOUNTAIN PRIMARY SCHOOL

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 Pigeon Mountain Primary 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 • A strong partnership is evident between students, teachers, and parents in achieving improved learning outcomes for students • Appropriately delegates 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

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 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 strategic and annual 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)

(Mark Eades, Board Presiding Member)

Date:

RECRUITMENT PROCESS TIMELINE

Staff and Community Consultation	11-20 December 2024
Education Gazette Advertisement	Monday 13 January 2025
Candidates visiting Pigeon Mountain Primary School	Tuesday – Friday 11-14 February 2025 Please contact the Presiding Member Mark Eades on 027 279 6824 to arrange a suitable time.
Closing date for Referee Reports	1.00 pm Wednesday 19 February 2025
Closing date for applications	1.00 pm Friday 21 February 2025
Shortlisting completed	By Monday 24 February 2025
Visit to shortlisted candidates' schools by Board Members	4 or 5 March 2025
Interviews with an applicant's presentation <i>The Board reserves the right for second interviews to be conducted if needed</i>	Saturday 8 March 2025
Appointment commences	Term 2, 2025 (28 April 2025) or as negotiated

We need to receive:

- Letter of introduction
 - Completed Application for Appointment Form
 - Current Curriculum Vitae
 - Reports from **three** referees (applicant to organise)
- Please ensure we receive your referees' reports by the due date of Wednesday 19 February 2025

**Completed applications to be received by
1:00 pm, Friday 21 February 2025**

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

Subject line: Pigeon Mountain Primary 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 on 09 953 0523 or admin@educationgroup.co.nz; or Nicky Knight, the Appointment Advisor on 021 420 299 or nickyknight@educationgroup.co.nz.

We welcome applicants to visit our school and to connect with our staff and students. Please contact Mark Eades, the Presiding Member on 027 279 6824 to organise a suitable time.

