



# PRINCIPAL | TUMUAKI APPLICATION PACK 2025





# INTRODUCTION TO THE APPLICATION PACK

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

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

**3:00 pm Friday 9<sup>th</sup> May 2025**

- Email to: [admin@educationgroup.co.nz](mailto:admin@educationgroup.co.nz) (subject line: Ponsonby Primary School Principal position)  
OR
- Deliver to: Tanya Prentice, Office Manager, The Education Group Ltd, Level 2, 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 **3:00 pm Friday 9<sup>th</sup> May 2025**

For any further queries please contact

Tanya Prentice at the Education Group office (Ph: 09 953 0523) email [admin@educationgroup.co.nz](mailto:admin@educationgroup.co.nz); or

Roween Higgie, the Appointment Advisor (Ph: 021 399 513) email [roweenhiggie@educationgroup.co.nz](mailto:roweenhiggie@educationgroup.co.nz)

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

Roween Higgie

The Education Group

Appointment Advisor to the Ponsonby Primary School Board



## WELCOME FROM THE SCHOOL BOARD

Kia ora,

Thank you for your interest in the Principal position at Ponsonby Primary School.

This role presents an exceptional opportunity for a dedicated educational leader. Ponsonby Primary School embraces a rich history, as detailed in our application pack, and we look forward to continuing this legacy.

As the Presiding Member (PM) of the Board, I have enjoyed a productive relationship with Sanjay Rama, our current Principal. This partnership between the Board PM, the Board, and the Principal is crucial, and we are eager to continue this collaboration, fostering trust and building upon our shared experiences.

Our Board currently includes three members with children attending the school, two with former students, alongside the Principal and a staff representative. The Board is committed to supporting the Principal and staff in delivering the best educational outcomes for our pupils. Together, our learning community – teachers, parents, and students – works towards enriching the educational experience for every child. We firmly believe in providing each student with opportunities to succeed and cultivate personal pride.

We have a strong culture and identity at Ponsonby Primary School, and we seek a Principal who can uphold our values and traditions while approaching the future energetically. We value new perspectives and welcome innovative ideas that could further enhance our school's offerings. Strong relational skills and community engagement will be key in transitioning smoothly into this leadership position.

Ponsonby Primary is a remarkable school with experienced staff, impressive educational achievements, and an active, engaged community. These elements distinguish our school and are central to our pride in Ponsonby Primary. We are eager to welcome a new Principal who will build upon our established foundations and continue our tradition of excellence in learning.

We look forward to receiving your application.

Ngā mihi

Lisa Crooke

Board Presiding Member on behalf of the Board of Ponsonby Primary School





# PONSONBY PRIMARY SCHOOL PROFILE

Ponsonby Primary School, established in 1873, is situated in Central Auckland and has a roll of approximately 330–400 students. Our school embraces its rich history while thriving as a vibrant, high-performing learning community. We provide students from Year 0 to Year 6 with a wide range of high-quality learning opportunities.

At Ponsonby Primary, we believe in fostering a collaborative learning environment where teachers, parents, and students work together to enrich each child's educational journey. We are committed to ensuring every child has the opportunity to achieve success and develop a strong sense of personal pride. Our school culture values academic excellence, creativity, and a passion for learning.

Our goal is to create a school environment where students feel secure, happy, cooperative, and engaged in their learning. We tailor our educational programs to recognise and support individual strengths, challenges, and differences.

## Key Features of Ponsonby Primary:

- Highly engaged students who consistently achieve strong academic results
- Differentiated learning across the curriculum to support all learners
- A rich and culturally responsive curriculum that integrates STEAM through a literacy lens
- A strong focus on 21st-century learning skills, including collaboration, creativity, critical thinking, and communication
- Thinking and creativity as explicit elements of the curriculum
- A collegial and highly professional staff, including specialist support teachers
- A strong collaborative approach to planning and the school's strategic vision
- High levels of parent and community engagement
- Exceptional sports and arts programmes
- A supportive and engaged Board, alongside an active Ponsonby Parent Support Group

**“Nurturing curiosity, fostering a love of learning and preparing our ākonga for the future”**

We warmly welcome visits to our school. For more information and to access the application documents, please see <https://educationgroup.co.nz/appointments/ponsprim>



## CRITERIA FOR THE APPOINTMENT

This criteria has been established by the Board after consultation with the staff and the community of Ponsonby Primary School. It includes some of the elements of the 'Aotearoa New Zealand Principal Eligibility Criteria' as published by the Ministry of Education [Principal Eligibility Criteria](#) and the current strategic direction of the school.



We seek to appoint a principal who:

### Skills and Abilities

- Has proven experience in leadership and can empower stakeholders to achieve the school's vision and strategic direction
- Is up to date in their educational and pedagogical knowledge
- Has a proven track record of being focused on student learning, teacher pedagogical practice and improved achievement
- Fosters an environment of growth and excellence for the staff and the students
- Values teamwork and will continue to grow the capacity of our highly valued staff and leadership team and leverage their current strengths and expertise
- Brings experience in the delivery and assessment of the New Zealand Curriculum
- Demonstrates the ability to make evidence based and student-centred decisions
- Demonstrates the ability to build and maintain our inclusive and culturally responsive school culture
- Brings experience with and a commitment to coaching
- Sees the value in being highly visible and engaged with the students, staff and families
- Is a reflective practitioner with a passion for the ongoing development of the school
- Can value our rich history while embracing (extending) our high performing learning community
- Can work constructively with a range of different key stakeholder groups and continue to support the school's fundraising efforts
- Is a capable and transparent day to day manager with some proven skills in the areas of finance, personnel, property and health and safety
- Understands and honours Te Tiriti o Waitangi
- Is an effective communicator to students, staff and the community

### Personal Attributes

- Capacity to inspire
- Passionate
- Empathetic
- Connected
- Relational

## INFORMATION FOR APPLICANTS

Thank you for applying for the position of Principal of Ponsonby 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.

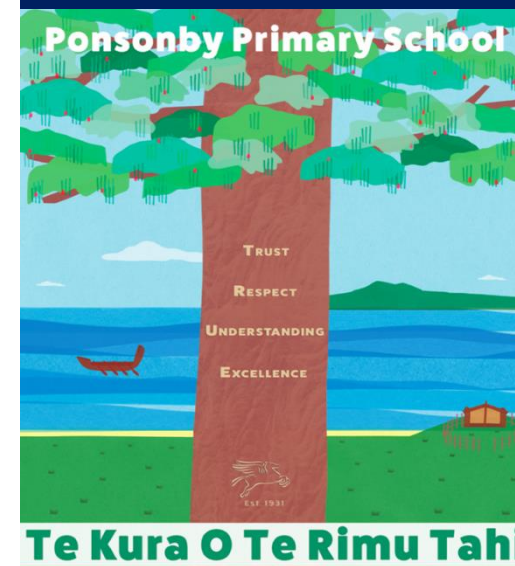
8. Application forms and CVs of unsuccessful applicants will be held until the appointment process is completed and will then be securely destroyed after 90 days. For the successful candidate these documents will be held in their personnel file. The successful candidate may access it in accordance with 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 Lisa Croke, the Board Presiding Member, Lisa Croke on email [lisa.g.crooke@pwc.com](mailto:lisa.g.crooke@pwc.com)**

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 school's 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
- 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 PONSONBY PRIMARY SCHOOL

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

Professional Standards	Indicators
In conjunction with the Board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students	<ul style="list-style-type: none"> <li>• 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</li> <li>• Demonstrates the ability to drive an idea from inception to completion engaging the community, staff, and students in achieving the vision</li> <li>• Takes the time to understand and value Ponsonby Primary School and demonstrates understanding of what makes the school unique</li> <li>• Works with the Board to develop an inspirational strategic plan ensuring it reflects identified needs and changing circumstances</li> </ul>
Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning	<ul style="list-style-type: none"> <li>• Shows the ability to inspire and develop all staff and promote a team approach to decisions that affect teaching and learning</li> <li>• Values and enables the potential of students to contribute and lead in our school and the broader community</li> <li>• Shows an openness and willingness to engage with new and different ideas in balance with the unique culture of the school</li> <li>• A strong partnership is evident between students, teachers, and parents in achieving improved learning outcomes for students</li> <li>• Appropriately delegates responsibilities to staff</li> </ul>
Model respect for other in interactions with adults and students	<ul style="list-style-type: none"> <li>• Is fair and professional with an ability to bring out the best in people</li> <li>• Acts as a role model and sets clear expectations for others</li> <li>• Ensures all staff model constructive relationships with students, with each other and with other adults</li> </ul>
Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture	<ul style="list-style-type: none"> <li>• Demonstrates a willingness to build on the unique philosophy and culture of the school</li> <li>• Ensures Tikanga Māori and Te Reo are incorporated into the day-to-day life of the school and into classroom programs</li> </ul>



Professional Standards	Indicators
Maintain a safe, learning focused environment	<ul style="list-style-type: none"> <li>• Ensures a safe physical environment</li> <li>• Ensures the class environments are conducive to teaching and learning</li> <li>• Maintains an awareness of staff workloads, challenges, and stress</li> <li>• Ensures all staff feel comfortable in identifying successes, issues or concerns with themselves or a member of the senior leadership team</li> </ul>
Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected	<ul style="list-style-type: none"> <li>• Shows a passion for all students as learners including students with special education needs, the gifted and talented, and students with different cultural backgrounds</li> <li>• Proactively builds positive, fun, friendly and professional relationships with students</li> <li>• Provides opportunities for individual success and excellence</li> <li>• Enhances the multicultural dimensions of the school.</li> </ul>
Manage conflict and other challenging situations effectively and actively work to achieve solutions	<ul style="list-style-type: none"> <li>• Identifies issues in a timely and consistent manner and promptly undertakes appropriate actions</li> <li>• Negotiates and facilitates to achieve a solution and/or a mutually acceptable resolution wherever possible</li> <li>• Encourages staff and the community to share concerns before they become big issues</li> <li>• Maintains a 'no surprises' approach with the Board</li> </ul>
Demonstrate leadership through participating in professional learning	<ul style="list-style-type: none"> <li>• Actively seeks professional development that supports personal leadership growth</li> <li>• Understands own strengths and weaknesses to inform professional development</li> <li>• Integrates professional learning and development into the leadership role</li> </ul>

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"> <li>Keeps abreast of current thinking and research via professional reading, professional learning groups, and personal learning</li> <li>Drives innovative learning practices within the school</li> </ul>
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"> <li>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</li> <li>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</li> </ul>
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"> <li>Demonstrates the skills and experience to mentor and guide others by actively participating and interacting with students</li> <li>Demonstrates the ability to ensure effective relationships with Māori and Pasifika students</li> </ul>
Ensure that the review and design of school programmes is informed by school-based and other evidence.	<ul style="list-style-type: none"> <li>Ensures decisions are data and evidence driven</li> <li>Links professional learning and development to student achievement</li> <li>Reviews and considers innovative practices for inclusion in school programmes</li> </ul>
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"> <li>Demonstrates the skills and experience to mentor and guide others by actively participating and interacting with staff</li> <li>Ensures staff are provided with individual feedback, coaching, encouragement, and support</li> <li>Supports and oversees staff as they observe and mentor each other regarding best practice in teaching and learning</li> </ul>
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"> <li>Shows a passion for education, and demonstrates a thorough understanding of teaching and learning for diverse students</li> <li>Has a clear focus in classrooms, teams, and professional discussions on ongoing student achievement improvement</li> </ul>



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

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

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

**SIGNATURES:** \_\_\_\_\_  
(Principal)

\_\_\_\_\_  
(Lisa Crooke, Board Presiding Member)

Date:



## RECRUITMENT PROCESS TIMELINE 2025

Education Gazette Advertisement	Wednesday 9 <sup>th</sup> April
Candidates visiting Ponsonby Primary School	From 28 <sup>th</sup> April Please contact the Board Presiding Member, Lisa Crooke on email <a href="mailto:lisa.g.crooke@pwc.com">lisa.g.crooke@pwc.com</a>
Closing date for Referee Reports	3:00pm Friday 9 <sup>th</sup> May
Closing date for applications	3:00pm Friday 9 <sup>th</sup> May
Shortlisting completed	Thursday 15 <sup>th</sup> May
Visit to shortlisted candidates' schools by Board Members	Following Shortlisting
Interviews with an applicant's presentation *	Saturday 24 <sup>th</sup> May
Appointment commences	Preferably Monday 14 <sup>th</sup> July or as negotiated

\* The Board reserves the right for second interviews to be conducted if needed

### 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 Friday 9<sup>th</sup> May 2025

**Completed applications to be received by**  
**3:00 pm, Friday 9<sup>th</sup> May 2025**

**Email to:** Tanya Prentice [admin@educationgroup.co.nz](mailto:admin@educationgroup.co.nz)

**Subject line:** Ponsonby Primary School Principal Appointment

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](mailto:admin@educationgroup.co.nz); or Roween Higgie, the Appointment Advisor at [roweenhiggie@educationgroup.co.nz](mailto:roweenhiggie@educationgroup.co.nz) or 021 399 513.

**We welcome applicants to visit our school and to connect with our staff and students. Please contact Lisa Crooke to organise a suitable time.**