



Paihia School



PRINCIPAL | TUMUAKI
APPLICATION PACK 2025

THANK YOU FOR EXPRESSING AN INTEREST IN THE POSITION OF PRINCIPAL|TUMUAKI AT PAIHIA SCHOOL

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

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

1:00 pm, 19th September 2025

- Email to: admin@educationgroup.co.nz (subject line: Paihia 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, Friday 19th September 2025**

For any further queries please contact Tanya Prentice at the Education Group office (Ph: 09 953 0523) email admin@educationgroup.co.nz or Karen Smith, the Appointment Advisor (Ph: 027 202 4211) email karensmith@educationgroup.co.nz

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

Karen Smith
Director, The Education Group
Appointment Advisor to the Paihia School Board



14 August 2025

Tēnā koe,

On behalf of the Paihia School Board of Trustees, I would like to sincerely thank you for your interest in applying for the position of Principal/Tumuaki at Paihia School. We appreciate the time and effort you have taken to prepare your application and are excited to learn more about your vision for educational leadership.

Paihia School is a vibrant and inclusive learning community nestled in the heart of the beautiful Bay of Islands. Our school is proud to offer a rich, holistic education that embraces both academic excellence and the unique cultural heritage of our region. Some special features of our school include:

- Strong bicultural foundations**, with a deep commitment to Te Tiriti o Waitangi and meaningful integration of te reo Māori and tikanga Māori across our curriculum.
- Innovative learning environments**, fostering creativity, collaboration, and student-led inquiry.
- A close-knit, supportive community** where whānau, staff, and students work together to create a nurturing and dynamic school culture.
- Stunning natural surroundings**, with opportunities for place-based learning that connects students to our local environment and history.

We are seeking a leader who is passionate about equity, innovation, and building strong relationships with students, staff, and the wider community. Your application reflects the qualities we value, and we look forward to the possibility of exploring how your experience and aspirations align with our school's vision.

Once again, thank you for considering Paihia School as the next step in your leadership journey. We are excited about the potential of welcoming a new Principal who will inspire and guide our tamariki to thrive.

Ngā mihi nui

Samantha Caldwell

Presiding Member, Board of Paihia School



PAIHIA SCHOOL PROFILE

Overview

The current school roll of 153 comprises 38% Maori, 36% NZ European, 6% Pasifika, 15% Asian, and 5% other ethnicities from around the world.

Children attending the school come from a wide variety of social and economic backgrounds, due to the unique nature of the population in the Paihia School area. This in turn provides for a wide range in pupil achievement and readiness for school entry. Our children come from the Paihia, Waitangi, Te Haumi, Opua, Russell, Kawakawa and Haruru Falls areas.

There are five teaching environments in 2025. We have two innovative learning environments with multiple teachers and year levels. Our New Entrants are in a stand-alone classroom to allow them to settle into school life. These open environments have resulted in overwhelming positive comments from all stakeholders and success in accelerating academic progress. The school has a SENCO to plan, support and coordinate children with special education needs. Paihia School has permanent full time teacher aides to support students in every learning environment. The school has a Library, Wharehui a Te Waka Awhina, Wharekai, swimming pool, Corner of Dreams, three adventure playgrounds, a pump track for bikes and scooters plus a large playing field with dual soccer and rugby goalposts.

Our strategic goals include providing a culturally responsive learning environment so all our Māori students succeed as Māori, as well as recognising all cultures within our school; creating an inclusive learning environment with an expectation of high student achievement (85% at or above) and progress sustained in reading, writing and maths for all students measured against national curriculum expectations using structured literacy and structured maths; and working with parents to ensure at least 90% of students attend school every day. Go to www.paihia.school.nz for more information about our school.



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

We are looking for a Principal who:

POU TANGATA - LEADER OF PEOPLE

- Caring, kind, patient, and committed to staff, students, and whānau.
- Approachable, fun, and easy to talk to; builds positive relationships.
- Listens, responds, and offers help when students are in trouble or feeling sad.
- Encourages and celebrates success through awards, feedback, and recognition.
- Demonstrates integrity, fairness, and consistency in discipline.
- Holds high expectations while supporting and developing others.
- Strong stance against bullying and committed to safety for all.
- Promotes a welcoming, inclusive, and happy school environment.

POU AKO – LEADER OF LEARNING

- Deep curriculum knowledge and digital literacy.
- High expectations for student achievement, with focus on accelerating progress for priority learners.
- Provides meaningful feedback on student work.
- Creates rich learning experiences, including opportunities outside school and through camps.
- Empowers staff to innovate and share expertise.
- Growth mindset, visionary thinking, and future-focused planning.

POU TIKANGA MĀORI – LEADER OF TIKANGA MĀORI

- Deep respect for Te Tiriti o Waitangi, te ao Māori, and tikanga.
- Genuine and consistent use of te reo Māori with correct pronunciation.
- Culturally responsive and inclusive; embraces Māori culture daily.
- Strong relationships with hapū and the local Māori community.
- Advocates for kapa haka access for all ages.
- Knowledgeable in te reo and tikanga Māori.

POU MAHI – LEADER OF OPERATIONS

- Calm, organised, and decisive with a strong sense of responsibility.
- Effective delegator and problem solver.
- Maintains strong community connections and values current strategic direction.
- Sporty and visible in school life; supports events and activities.
- Keeps students safe, ensures fair processes, and encourages doing the right thing.
- Uses humour and positivity to motivate and engage.
- Will bring strong knowledge of the key operational and legislative requirements to effectively manage the school



INFORMATION FOR APPLICANTS

Thank you for applying for the position of Principal of Paihia 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 Karen Smith the advisor to the Board on 0272024211**

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 PAIHIA 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"> • 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 Paihia 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
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"> • 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
Model respect for other in interactions with adults and students	<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
Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture	<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)

(Board Presiding Member)

Date:

RECRUITMENT PROCESS TIMELINE

Staff and Community Consultation	July 31-August 8
Education Gazette Advertisement	15 August
Candidates visiting Paihia School	1-5 September
Closing date for Referee Reports	19 September
Closing date for applications	19 September
Shortlisting completed	22 September
Visit to shortlisted candidates' schools by Board Members	6-10 October
Interviews with an applicant's presentation <i>The Board reserves the right for second interviews to be conducted if needed</i>	11 October
Appointment commences	Term 1 2026

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 19th September 2025

**Completed applications to be received by
3:00 pm Friday 19 September 2025**

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

Subject line: Paihia 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 Karen Smith, the Appointment Advisor on 027 202 4211 or karensmith@educationgroup.co.nz.

We welcome applicants to visit our school and to connect with our staff and students. Please contact Karen Smith the advisor to the Board to arrange a suitable time.

PAIHIA SCHOOL

Kia hui ako tahi tātou hei kawenga atu mo ngā ra e tu mai nei
Together we learn and prepare for the future

To cater for the whole child by respecting cultural differences and providing the best learning environment in partnership with parents and whānau so every child achieves to their highest ability and is prepared for their future.

