



Principal Application Pack 2025

"Empowered learners contributing to our communities"





INTRODUCTION TO THE APPLICATION PACK

Thank you for expressing interest in the position of Principal | Tumuaki at Papatoetoe Central School.

The following documents and information 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 Papatoetoe Central School can be found on the school website <https://www.pcs.school.nz>

The application for appointment is to be returned with your Curriculum vitae (CV) and covering letter by **1:00 pm, Friday 2nd May 2025**

Email to: admin@educationgroup.co.nz (subject line: Papatoetoe Central 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 2nd May 2025**

For any further queries please contact Tanya Prentice at The Education Group office (Ph: 09 953 0523) email admin@educationgroup.co.nz or

Julie Schumacher, the Appointment Advisor (Ph: 021 081 07226) email jschumacher@educationgroup.co.nz

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

Julie Schumacher

Director

The Education Group

Appointment Advisor to the Papatoetoe Central School Board

WELCOME FROM THE PAPATOETOE CENTRAL SCHOOL BOARD



Kia ora, Welcome, Namaste, Bula Vinaka, Talofa lava.

On behalf of the Board of Trustees, we thank you for your interest in applying for the position of Tumuaki | Principal at Papatoetoe Central School. This is an exciting opportunity to join a vibrant school and continue to grow empowered learners contributing to our communities.

Our wonderful Principal of six years, Sam Holt, is migrating overseas, and the Board is now looking for the next leader to embrace our community and lead the school into the future.

We are searching for a principal who will be an excellent fit for both our school and the wider community. We need a leader with a deep commitment to continuous learning and improving educational outcomes for all. It is important that our students leave our school proud of who they are and what they have achieved.

The ideal candidate will be a forward-thinking and inspiring individual, someone who prioritises the needs of students and staff, and who has a proven track record of fostering a positive, high-achieving environment. They will be committed to ensuring the best possible outcomes for every student, building a culture of collaboration and success throughout the school.

We are excited to welcome a new Principal who is approachable; professional; committed; resilient; has a good sense of humour with the ability to guide students as they navigate an ever-changing world.

If you are a passionate leader with a strong vision for education, a deep respect for the cultural values of our community, and a dedication to making a positive impact, we encourage you to apply for this important role.

Thank you again for your interest in contributing to the future of Papatoetoe Central School.

We welcome applicants to visit our school and see our kura in action. Please contact Hennie Bonniface on 09 278 7557 or hennieb@pcs.school.nz to arrange a suitable time.

We encourage you to explore the school website <https://www.pcs.school.nz>.

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

Sincerely

Mumta Gounder

Presiding Member

Papatoetoe Central School Board

SCHOOL PROFILE

Tēnā koe e te kaiwhakauru

Welcome to Papatoetoe Central School

Papatoetoe Central School (PCS) is a thriving and well-established school in the heart of Papatoetoe, serving students from Years 0 to 6. With a current roll of 790, projected to exceed 930 by the end of the year, we are proud to be a U8 graded school that provides high-quality education in a warm, inclusive, and aspirational community.

Our History and Community

PCS is one of New Zealand's oldest schools, having been founded in 1857 and moved to its current site in 1872. In 2007, we celebrated our 150th Jubilee, marking a legacy of academic excellence and community service.

Our well-maintained and modernised school campus includes:

- an administration block and multiple classroom buildings, including single-cell classrooms and two two-storey teaching buildings;
- a large library, several specialist teaching areas, and a hall/auditorium, with an attached outdoor covered area, Te Piringa Totara;
- access to a large community pool and recreational grounds that are situated directly adjacent to the school;
- the school grounds are surrounded by century-old trees, providing a picturesque and calming learning environment.

Due to our strong reputation for educational excellence, PCS has a strictly observed home zone to manage high enrolment demand.

Our Vision, Values, and Culture

At PCS, our vision is: **"Empowered learners contributing to our communities."**

This vision is deeply embedded in all aspects of school life and is supported by our core values:

Perseverance | Hiringa

Respect | Whakaute

Integrity | Tika

Kindness | Manaakitanga

Excellence | Hiranga





We nurture collaborative (mahi tahi), courageous (maia), creative (auaha), critical-thinking (arohaehae), and curious (pākiki) learners, preparing them to thrive in an ever-changing world.

PCS is committed to Te Tiriti o Waitangi, actively developing relationships with local iwi and celebrating the cultural richness of our community.

Teaching and Learning at PCS

Our structured literacy journey has begun, supported by Better Start Literacy Approach (BSLA) professional learning and development. We have also recently adopted Oxford Maths, adding depth to our existing mathematics programme.

Our schoolwide curriculum is built around a "Big Idea" each term, ensuring learning is meaningful and interconnected across subject areas.

Specialist teaching areas include:

- Performing Arts
- Physical Education
- Te Ao Māori
- Maths Enhancement

Our positive behaviour approach fosters strong relationships, and we are proud to have exceptionally well-behaved students who actively engage in their learning.

Extracurricular and Leadership Opportunities

PCS offers a range of cultural, sporting, academic and leadership opportunities, including:

- a highly organised sports programme led by a specialist PE teacher and Sports Coordinator, ensuring students participate in local and regional competitions;
- the annual Diwali Dance Off, a celebrated highlight of the school calendar, showcasing the vibrancy and diversity of our school community;
- a thriving kapa haka group, trained by specialist kapa haka tutors and overseen by our Lead Teacher of Te Ao Māori. This group represents a strong and visible expression of cultural identity at PCS and is proudly supported by our actively engaged Māori whānau;
- a comprehensive student leadership programme, led by expert teachers, empowering students to serve and lead within the school.

Our students and community engage in service-learning projects, partnering with organisations such as the Papatoetoe Lions Club, SPCA, Daffodil Day, and Gumboot Friday to contribute to wider social causes.

The Year 6 Camp is a much-anticipated experience, providing students with outdoor education, adventure, and teamwork opportunities before they transition to intermediate school.



Facilities and Resources

PCS boasts an extremely well-maintained campus with:

- manicured landscaping and a dedicated property team ensuring the school remains an attractive and functional learning space;
- modern furniture in all classrooms, with high-quality technology to support learning;
- well-resourced specialist spaces, enriching our curriculum delivery;
- apple devices in all classrooms, ensuring a technology-supported learning environment;

Recent and upcoming property developments include:

- a full re-roofing project, replacing concrete tiles with long-run steel roofing;
- board-funded enhancements, including new playgrounds and minor property improvements.



School and Community Partnerships

PCS is a member of the Papatoetoe Kāhui Ako, working alongside other schools to strengthen teaching and learning across the community.

Our long-established Parent Teacher Association (PTA) and "Friends of PCS" parent group foster strong community involvement.

Our Board is highly functional, proactive, and committed to effective governance, ensuring the school remains well-resourced and future focused.

Governance and Leadership

PCS is led by a highly experienced and dynamic leadership team, structured as follows:

- Principal
- Associate Principal
- Deputy Principals x 3
- Leaders of Learning x 4, each overseeing a year-level area
- Second in Charge Leaders supporting Leaders of Learning
- Executive Officer managing the administration team

The Board is deeply engaged, providing clear governance while fully supporting the principal, staff, and students. Their commitment to staff professional development and well-being is evident through targeted and responsive PLD initiatives.

Looking Ahead – Future Aspirations

As PCS continues to grow rapidly, key areas of focus include:

- leading the curriculum refresh with clarity and research-backed strategies;
- managing sustained roll growth, advocating for new school buildings, and other property development with the Ministry of Education;
- expanding community and iwi partnerships to enrich cultural responsiveness.

What Makes PCS Unique?

PCS is a standout school, not just because of its rich history and excellent facilities, but because of its people.

Our staff's manaakitanga is unparalleled – every visitor, new teacher, and student feels welcomed, valued, and supported.

Our community is filled with parents who are aspirational and place high value on education and success.

Our students are engaged, appreciative, and eager to learn, bringing enthusiasm and joy into the classroom every day.

At PCS, we don't just teach – we inspire, nurture, and empower every learner to become a confident contributor to their community.



CRITERIA FOR THE APPOINTMENT

The Papatoetoe Central School Board, in consultation with their staff and students have set the following appointment criteria for the Tumuaki | Principal. We are looking for a Principal who:

Pou Tāngata / Leader of Our People

1. Lives our values and respects our traditions
2. Values teamwork and can work collaboratively with the Board, Senior Leadership team, and across the wider school community
3. Is inspirational, well-organised, and able to lead confidently and effectively
4. Visible and engaged, able to build connections with and between students, staff, whanau and the wider community
5. Has the ability to build an engaging culture for all staff with effective problem resolution skills and positive outlook to challenges
6. Is experienced in leadership, leads by example, and is student-focused
7. Is highly experienced in leadership coaching and development of Senior Leaders
8. Has a strong ability to connect with children, building an even more positive, supportive, and safe learning culture
9. Values strong stakeholder relationships, with demonstrated ability to influence change and obtain support from the Ministry of Education

Pou Tikanga Māori

10. Values Te Ao Māori and knows how to give meaningful effect to Te Tiriti o Waitangi in all aspects of school life
11. Displays proven ability to build on culturally responsive practices and promote cultural diversity

Pou Mahi – Leader of Operations

12. Is experienced with property management and has some experience in school finance, including budgeting, personnel, and health and safety

Pou Ako / Leader of Learning

13. Values staff and will continue to grow their capacity to meet the needs of our learners and the changing landscape of education
14. Ensures the effective teaching of our broad, rich curriculum that provides multiple opportunities to develop the skills and talents of our ākonga
15. Has a focus on continuous performance and professional development and offers support training for both staff and students as required
16. An ability to develop a local curriculum that reflects the needs and interests of our students and our community

Personal Attributes

A Leader - professional with high levels of integrity - is focused, inclusive, empowering, and inspiring

A Communicator - highly effective communicator who is approachable and open to the ideas of others

Collaborative and trusting/trustworthy - empowers others

Visible and involved

Approachable, kind, fair - has a sense of fun and a good sense of humour



INFORMATION FOR APPLICANTS



Thank you for applying for the position of Principal of Papatoetoe Central 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 (CV) 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 let Julie Schumacher know when she finalises the interviews with you, 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 seven 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 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 Hennie Bonniface on 09 278 7557 or hennieb@pcs.school.nz

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

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



RECRUITMENT PROCESS TIMELINE

Education Gazette advertisement	Monday 7 th April 2025
Candidates visiting Papatoetoe Central School	Please make an appointment by contacting Hennie Bonniface on 09 278 7557 or hennieb@pcs.school.nz
Closing date for applications	1:00 pm Friday 2 nd May 2025
Closing date for referee reports	1:00 pm Friday 2 nd May 2025
Shortlisting completed	Wednesday 7 th May 2025
Visits to shortlisted candidates' school	13 th – 16 th May 2025
Interviews with an applicant's presentation <i>The Board reserves the right for second interviews to be conducted if needed</i>	Saturday 17 th May 2025
Appointment commences	Monday 14 th July 2025

We need to receive:

- Letter of introduction
- Completed Application for Appointment Form
- Current Curriculum vitae
- Reports from **three** referees (applicant to organise)

Completed applications to be received by 1:00 pm Friday 2nd May 2025

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

Subject line: Papatoetoe Central School Principal Appointment

Or deliver to: The Education Group Ltd, Level 2, 24 Manukau Road, Epsom, Auckland

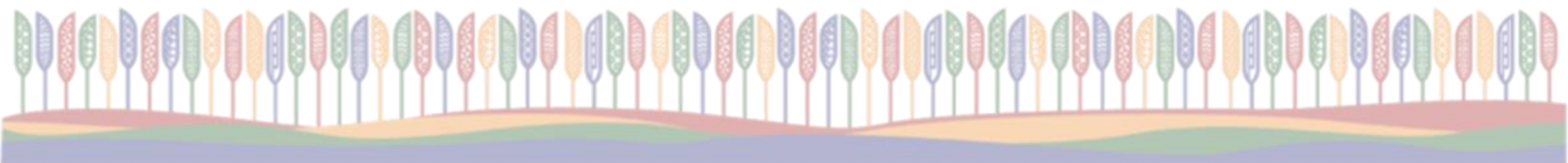
If you have any queries, please contact: Tanya Prentice, the Office Manager for The Education Group at admin@educationgroup.co.nz or 09 953 0523 or Julie Schumacher, the Appointment Advisor at jschumacher@educationgroup.co.nz or 021 081 07226

Again, we welcome applicants to visit our school and to connect with our staff and students. To arrange a suitable time, please contact Hennie Bonniface on 09 278 7557 or hennieb@pcs.school.nz

PRINCIPAL'S JOB DESCRIPTION 2025



ROLE TITLE:	Principal
RESPONSIBLE TO:	Board of Papatoetoe Central School
DIRECTLY RESPONSIBLE FOR:	The students and school staff (teachers, support, ancillary, property staff)
PRIMARY OBJECTIVES:	<p>Culture: Provide professional leadership that creates a school culture of continual improvement which enhancing learning and teaching</p> <p>Pedagogy: Ensure a learning environment in which there is an expectation that all students will experience success in learning</p> <p>Systems: Develop and use management systems to support and enhance student learning</p> <p>Partnership and networks: Strengthen communication and relationships to enhance student learning</p>
PRIMARY FUNCTIONS:	<p>Act as the Board's chief advisor on policy and strategic issues</p> <p>Implement the school's charter and policy objectives</p> <p>Ensure delivery of a balanced curriculum in line with the National Curriculum Framework and to maintain programmes of assessment and reporting of student progress</p> <p>Develop and maintain effective relationships and communications within the school and its community and appropriate agencies</p> <p>Manage the schools finance and administrative systems, staff, and resources effectively and efficiently</p>
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:

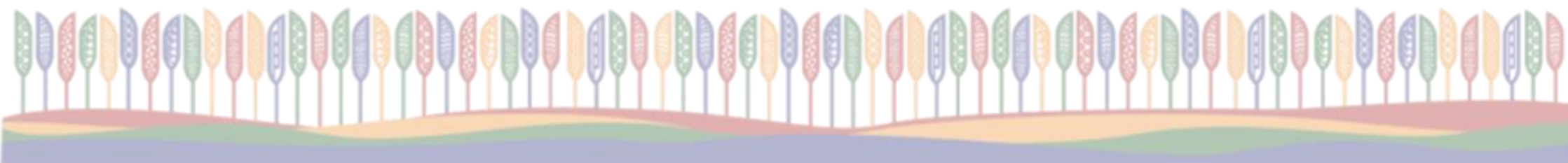
- Financial Control within annual budget limits and financial control
- Responsive maintenance programme
- Employment of staff
- Management of health and safety requirements
- Personnel management applying to performance, delegations and duties
- Curriculum management
- Student welfare



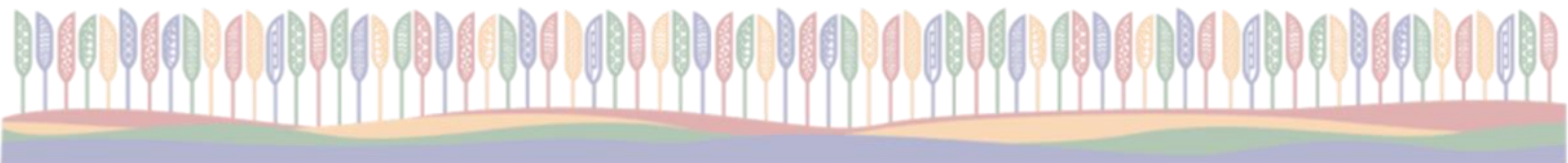
PRINCIPAL PROFESSIONAL STANDARDS AT PAPATOETOE CENTRAL SCHOOL

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 Papatoetoe Central 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

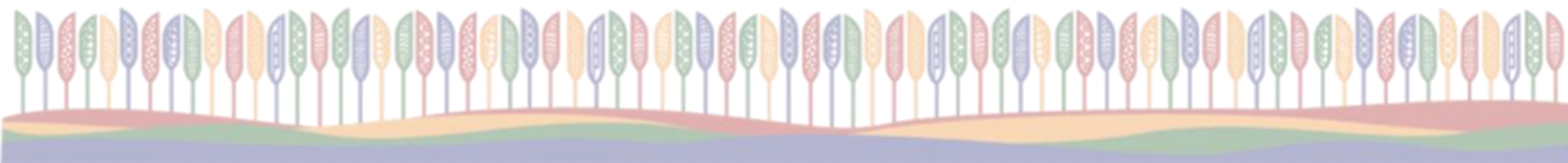


Professional Standards	Indicators
Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture	<ul style="list-style-type: none"> • Demonstrates a willingness to build on the unique philosophy and culture of the school • Ensures Tikanga Māori and Te Reo are incorporated into the day-to-day life of the school and into classroom programs
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



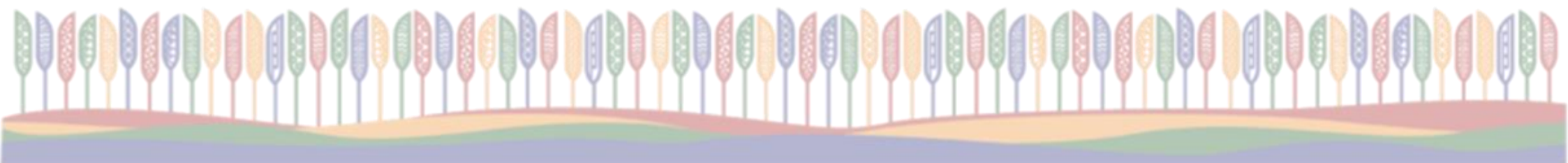
2. Pedagogy: Create a learning environment in which there is an expectation that all students will experience success in learning

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 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 based on the school's annual and strategic objectives	<ul style="list-style-type: none">• The school budget is based on charter goals and the annual and strategic 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:

