



# Principal Application Pack 2025

# INTRODUCTION TO THE APPLICATION PACK



Thank you for expressing interest in the position of Principal | Tumuaki at Point View 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 Point View School can be found on the school website.

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

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

**1:00 pm, Wednesday 4<sup>th</sup> June 2025**

- Email to: [admin@educationgroup.co.nz](mailto:admin@educationgroup.co.nz) (subject line: Point View 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 **1:00 pm, Wednesday 4<sup>th</sup> June 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 the Appointment Advisors Kerry Mitchell (Ph: 021 798 767) or email [kerrymitchell@educationgroup.co.nz](mailto:kerrymitchell@educationgroup.co.nz), Roween Higgie (021 399 513) or email [roweenhiggie@educationgroup.co.nz](mailto:roweenhiggie@educationgroup.co.nz)

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

Kerry Mitchell and Roween Higgie  
The Education Group  
Appointment Advisors to the Point View School Board





# Welcome from the Point View School Board



On behalf of the School Board, I would like to thank you for your interest in applying for the role of Principal/Tumuaki at Point View School.

With the retirement of our highly respected Principal, we are seeking a professional leader who is, first and foremost, a great fit for our school and community. The Principal's role in our community is important and as such we need a person who has deep commitment to our students, staff and community. Someone who puts the needs of the students and the staff at the centre of decision making, who is a visionary and inspirational leader and who is committed to honouring the school's history and helping the Board pave the way to a bright future.



Our Strategic Plan, through our vision and Values (Respect, Responsibility, Excellence and Integrity), sets out what we aspire for our students. We are

looking for a leader who can continue to operationalise our plan and in 2026 work with the Board, staff and community to develop a new strategic plan.

Our teachers and students take great pride in being a part of our school community, with high expectations which are reflected in the achievements of our students.

We are seeking applications from someone who combines a blend of strong schoolwide leadership, a strong strategic vision, excellent communication and operational skills and who understands the core values of Point View School – Learning Together. The successful applicant will 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.

We can assure you that the successful applicant will have the full support of the School Board. We welcome applicants to visit our school and see it in action. Please contact Lisa Campbell Email [l.campbell@pointview.school.nz](mailto:l.campbell@pointview.school.nz) Phone 09 274 0637.

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

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

Ngā mihi nui  
Manika Talwar  
Presiding Member, Board of Point View School



# SCHOOL PROFILE



Point View School is a contributing primary school situated in Botany, East Auckland. The school first opened its doors in 1997. The school has enjoyed high levels of success and is seen by its community as a *great* school. Currently the roll is 654 and typically reaches around 720 by the end of the year.

The school is extremely well resourced with a gymnasium complex, library, research centre, technology room, performing arts centre, environmental education area as well as its digital equipment and infrastructure.

Positive and caring relationships are the cornerstone of the school's ethos. Whether it be staff, student or the community all people are valued and respected as part of the Point View Community.

Our staff bring a wealth of expertise to the school and are highly committed to supporting student learning in partnership with our supportive and engaged families. Our leadership team is a stable and deeply experienced team who work with a high degree of collaboration.

BSLA is at the heart of the junior literacy programme and the teachers are excited about the positive academic results that have been achieved. The structured literacy programme is being scaled up throughout the school and this is a key focus for 2025.



As with all schools the new Mathematics and Statistics and English Curricula are being implemented, and the Senior Leadership Team is working to ensure that the process is well managed and that teachers have the necessary support to make required changes whilst navigating a new landscape of assessment and reporting.

The school also offers a breadth of curriculum with a vibrant music programme, an onsite sports specialist, and a focus on both STEM and the Arts.

Involvement with the local community is an integral part of Point View School. Parents have high expectations of the school and are very supportive, assisting with classroom programmes and trips. The Family and Friends Parent Association makes significant contributions to the school in terms of fundraising and community events. The School Board is the governing body, and they play a key role in supporting the Principal and ensuring our school has the resources it needs.

A significant part of Point View's special character is its multicultural community. In addition to the New Zealand European students, there are students from Africa, Cambodia, China, India, Japan, Korea, South Africa, South America, Sri Lanka, Taiwan, Southeast Asia & the Middle East, as well as Māori, Fijian, Samoan, Niuean and Tongan students. This rich cultural diversity is celebrated through dance, music, food, language and festive occasions.



# CRITERIA FOR THE APPOINTMENT



The Point View School Board, in consultation with their students, staff and community, have set the following appointment criteria for the Principal.

## **POU TANGATA LEADING PEOPLE**

We seek a principal who:

- Lives our values and embraces our school culture
- Demonstrates a commitment to being highly visible and engaged with the students, staff and families
- Fosters a collaborative, high trust approach to leadership
- Understands how to build teams and work collaboratively with the Board, Senior Leadership Team and across the wider community

## **POU AKO – LEADING LEARNING**

We seek a principal who:

- Is passionate about our students and staff and their learning and development
- Is highly visible and present around the school and in classrooms
- Is an experienced and capable strategic thinker who holds a clear vision for future focused learning and teaching
- Sets and maintains high expectations and will commit to improved academic progress, achievement, and equity of outcomes for all students
- Creates an inclusive environment for all learners and supports those with diverse needs
- Has an in-depth understanding of the New Zealand Curriculum and its implementation
- Has the skills to lead the well-balanced curriculum that embraces academic achievement
- Embraces and values the Performing Arts, Sports and EOTC

## **POU TIKANGA MĀORI – LEADING VALUES AND PRACTICES**

We seek a principal who:

- Honours Te Tiriti o Waitangi, and promotes Te Reo and tikanga across the school

## **POU MAHI – LEADING OPERATIONS**

We seek a principal who:

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

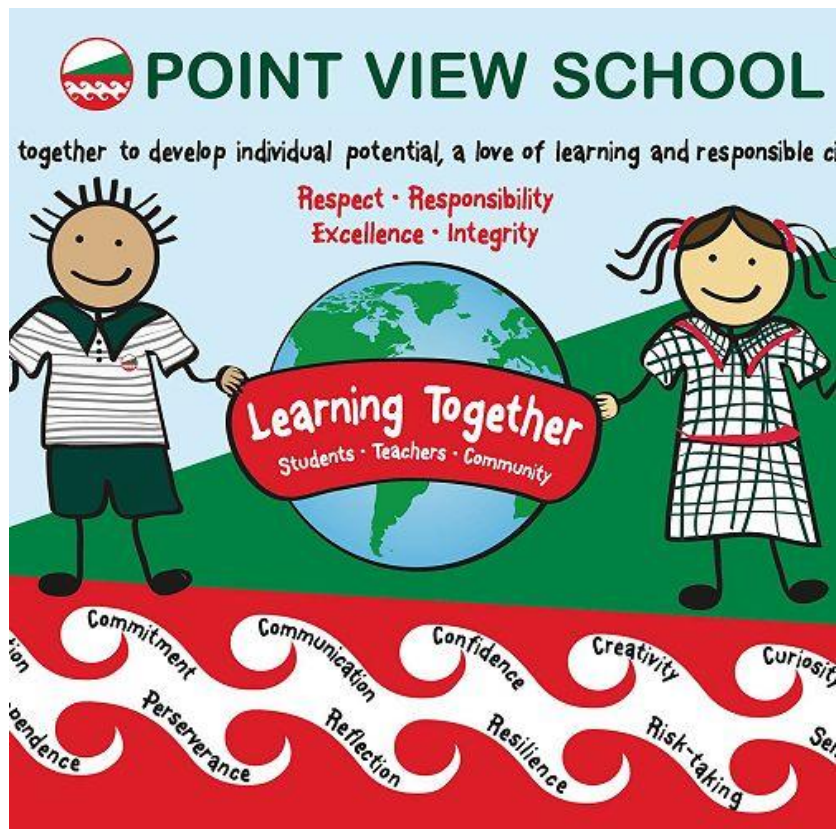
## **PERSONAL ATTRIBUTES AND QUALITIES**

- Compassionate and approachable
- Empowering, energetic and inspiring
- A strong and effective communicator
- Open, honest and self-aware
- Solutions-focused
- Well organised



The students at Point View School have asked for a principal who:

- Is kind
- Is responsible
- Is funny
- Will have a strong connection with the students
- Will celebrate the diversity within our community, ensuring that racism has no place here
- Will continue to support class councillors and fun time lunch time



# PRINCIPAL'S JOB DESCRIPTION 2025



|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ROLE TITLE:</b>               | Principal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>RESPONSIBLE TO:</b>           | The Board through the Presiding Member                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>DIRECTLY RESPONSIBLE FOR:</b> | Educational Leadership, Professional Leadership, School Management, Facilitation of Partnerships and Networks, Board Governance                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>PRIMARY ROLES:</b>            | <p>Educational leader of the school with responsibility for meeting the learning needs of all students.</p> <p>Professional leader of the school with responsibility for school performance and development.</p> <p>Manager of the school with responsibility for the effective operation of the school.</p> <p>Facilitator of partnerships and networks within and beyond the school.</p> <p>Member of the Board sharing collective responsibility for the governance of the school.</p>                                                                       |
| <b>PRIMARY FUNCTIONS:</b>        | <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> |
| <b>RESPONSIBLE FOR:</b>          | The effective operation of the school, as per the job description and the Primary Principal's Professional Standards                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>AREAS OF AUTHORITY:</b>       | 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.                                                                                                                                                                                                                                                                                                                                  |

# PRINCIPAL PROFESSIONAL STANDARDS AT POINT VIEW



## 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 Point View 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>• Maintains a school culture that incorporates the vision, aims and goals of the school</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>                                                                                                                                                                                                                                                                                                                                                                                                                              |



| 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"> <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>                                                                                                                                                                                             |
| 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>• Integrate 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> <li>Provides opportunities for all staff and students to seek challenge and self-improvement.</li> <li>Ensure that educational programmes are balanced, equitable and reflect school priorities</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 Pacific 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 is 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 and monitors the effectiveness of communication between the school and its community and also the wider community</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> <li>Ensures accurate and timely submissions to the Ministry of Education, ERO and other agencies</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> <li>Establishes rigorous self-review and self-development processes in all school operations.</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> <li>Engenders a pride in the school's environment and achievements within the school community</li> <li>Ensures that school resources are accessible, well maintained and fully utilized</li> </ul>                                                                                                                                                          |
| Effectively manage personnel with a focus on maximizing 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 charter goals and the annual and strategic plans</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |



#### 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"> <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>Positively 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>Participates fully in the Waipaparoa Community of Learning focusing on the achievement challenges and on maximising development through collaboration with other schools in the Kāhui Ako.</li> <li>Attends a variety of relevant principal and community networking opportunities and meetings</li> </ul>                           |

## General

1. Maintains full registration as a teacher with the Education Council of Aotearoa New Zealand by fulfilling the requirements of the Practising Teacher Criteria.
2. Meets the requirements of the Professional Standards for Primary School Principals. Engages fully in a performance management appraisal /professional growth process and undertakes ongoing professional learning and development opportunities.

**SIGNATURES:**

\_\_\_\_\_

(Principal)

\_\_\_\_\_

(Board Presiding Member)

Date:

Date:

# INFORMATION FOR APPLICANTS



Thank you for applying for the position of Principal of Point View 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 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.

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 2025



|                                                                                                                                    |                                        |
|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| Education Gazette Advertisement                                                                                                    | Friday 2 <sup>nd</sup> May             |
| Candidates visiting Point View School                                                                                              | From Monday 5 <sup>th</sup> May        |
| Closing date for applications                                                                                                      | 1:00 pm Wednesday 4 <sup>th</sup> June |
| Closing date for Referee Reports                                                                                                   | 1:00 pm Wednesday 4 <sup>th</sup> June |
| Shortlisting completed                                                                                                             | Thursday 12 <sup>th</sup> June         |
| Board subcommittee completes visits to shortlisted candidates' schools                                                             | Week prior to interviews               |
| Interviews with an applicant's presentation<br><i>The Board reserves the right for second interviews to be conducted if needed</i> | Saturday 28 <sup>th</sup> June         |
| Appointment commences                                                                                                              | Term 4, 2025                           |

## We need to receive:

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

**Completed applications to be received by 1:00 pm Wednesday 4<sup>th</sup> June 2025**

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

**Subject line:** Point View School Principal Appointment

Or deliver to: The Education Group Ltd, Level 1, 24 Manukau Road, Epsom, Auckland

## If you have any queries, please contact:

Tanya Prentice, Office Manager, The Education Group: [admin@educationgroup.co.nz](mailto:admin@educationgroup.co.nz) or 09 953 0523

Or Appointment Advisors: Kerry Mitchell, [kerrymitchell@educationgroup.co.nz](mailto:kerrymitchell@educationgroup.co.nz) or 021 798 767; or Roween Higgie, [roweenhiggie@educationgroup.co.nz](mailto:roweenhiggie@educationgroup.co.nz) or 021 399 513.