

PRINCIPAL | TUMUAKI APPLICATION PACK 2025



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

Thank you for expressing interest in the position of Principal | Tumuaki at Rosehill Intermediate 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 Rosehill Intermediate School can be found on the school website:

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

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

1:00 pm, 26 November 2025

- Email to: admin@educationgroup.co.nz (subject line: Rosehill Intermediate 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, 26 November 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: 02108107226) 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 Rosehill Intermediate School Board





ROSEHILL INTERMEDIATE LETTER FROM THE BOARD

Tēnā koe, Welcome to Rosehill Intermediate School

Thank you for expressing an interest in applying for the position of Principal at Rosehill Intermediate school. We have been privileged to have had 26 years of successful, stable and caring leadership from our Principal Maria White. Maria has created a thriving school community, built on the values of respect, integrity and self-management. It's a place where the educational excellence of our emerging adolescences is the driving focus for success. Now that Maria has embarked on the next adventure of her career, we find ourselves looking for the next generation of school leadership.

We believe we offer an incredible opportunity for the right person to lead our school into the future. We have much to be proud of at Rosehill Intermediate. As you would expect our school offers a comprehensive set of education programmes ranging from PB4L to Assessment for learning, digital literacy to Structured Learning and HALO programmes.

The school has a culture that is caring and supportive, while being both achievement and opportunities driven. We strive to offer a wide range of experiences to students, such as sports, robotics, chess, music, leadership and much much more, even providing an opportunity to learn Barista hospitality skills on site.

We like to see students having fun, achieving and enjoying a wide range of new experiences and new skills.

Our staff are another treasure at school, with many being long serving passionate professionals doing the mahi every day. They are the real reason behind our student achievement successes and encouragement of students to enjoy the many opportunities on offer.

As a board we offer our complete support to our principal and understand our governance role. We have a deep commitment to our students and their achievement and enjoyment during the brief two years we have them. We also enjoy our board meetings where we have open discussions and shared decision making.

Our school is at an exciting stage, and the board is looking to appoint an inspirational leader that others can follow. We have great foundations upon which to build the future.

If you are confident, you have the character and experience to embrace our values and lead our school, then we look forward to receiving your application.

Please come and visit us to see our school in action. We will be happy to show you around. See details below for making contact and arranging a site visit.

Ngā mihi

Ray Freeman

Presiding Member Board of Rosehill Intermediate school





ROSEHILL INTERMEDIATE SCHOOL PROFILE

Overview

Rosehill Intermediate School is a well-respected school in the heart of Papakura. It was opened in 1970 and has a long and proud tradition of educating young people from the wider Papakura, Drury, Ardmore and Karaka communities.

Our current school roll is 390 students, and we celebrate a truly multicultural community which reflects our local area. Our school draws from several local primary schools with two main feeders and up to seven others where parents make the choice to attend Rosehill.

At Rosehill Intermediate, we are committed to providing a supportive, inclusive, and enriching learning environment for every student. Our focus is on nurturing academic excellence, fostering creativity, and instilling the values of **respect, integrity, and self-management** in all our learners. Through a strong partnership with parents, whānau, and the wider community, we strive to empower students to reach their full potential both inside and outside the classroom.

Rosehill Intermediate is a BYOD school, and we are proud to provide a safe and efficient digital learning environment for our students. To support our learning programs, we use chrome books exclusively, ensuring compatibility and security within our school systems.

We offer a range of engaging specialist programs to enhance students' creativity and practical skills, including:

- **Food Technology:** Exploring cooking techniques, nutrition, and meal preparation.
- **Hard Materials:** Hands-on learning with wood, metal, and other materials.
- **Music and Art:** Developing artistic expression and musical talent.
- **Design Technology/3-D Design:** Creating innovative projects using modern design tools.
- **Laser Cutting & Game Design:** Integrating technology for precision design and digital skills.

These programs provide students with opportunities to explore, create, and innovate. All students at Rosehill Intermediate School participate in our Technology and Arts subjects.

We are a technology provider and welcome students from ten local full primary schools – both urban and rural – to share and learn within our expert technology department.

For more information visit our school website: <https://rosehillintermediate.school.nz/>



CRITERIA FOR THE APPOINTMENT

The following criteria reflect what the staff, students and school community value most in their next principal. They describe the qualities, skills, and experience they believe are needed to lead Rosehill Intermediate School with integrity, care, and vision.

We are looking for a principal who will continue to build on the school's strong culture of inclusion, high expectations, and community connection – someone who communicates well, supports and develops their staff, and keeps students at the heart of every decision.

The successful applicant will be an approachable, future-focused leader who works collaboratively with others, promotes wellbeing and achievement, and ensures the school remains a positive, thriving place for both learners and staff

We are looking for a Principal who will:

POU TANGATA (LEADER PEOPLE)

- lead with empathy encouraging professional growth and enabling both staff and students to thrive
- foster a collaborative, high trust approach to leadership and can build capability and leadership in others
- be approachable, naturally displaying warmth, empathy, and a sense of humour with students, staff and community.

- display a commitment to creating a positive and supportive work environment that prioritizes the well-being of both students and staff
- Understand how to build teams and work collaboratively with the Board, Senior Leadership Team and across our wider community, including local iwi and schools

POU AKO – LEADER OF LEARNING

- set and maintain high expectations and commit to improved academic progress, achievement, and equity of outcomes for all ākonga
- value staff and will continue to grow their capacity to meet the needs of the learners and the changing landscape of education
- bring an in-depth understanding of the New Zealand Curriculum – teaching, learning and assessment and will lead the development of our curriculum and the curriculum refresh with staff and community

POU TIKANGA MĀORI

- give effect to Te Tiriti o Waitangi in the context of our local environment and curriculum
- demonstrate culturally responsive practices and understand what this means and looks like in our diverse educational context.

POU MAHI – LEADER OF OPERATIONS

- effectively lead the operational aspects of the school including finances, property, people and organisational management
- work effectively with the board to continue the strategic direction of the school and provide the highest quality education for our young people.
- be an effective communicator to students, staff and whanau
- provide Stewardship by using resources wisely and looking after the school's people, environment, and future needs.



INFORMATION FOR APPLICANTS

Thank you for applying for the position of Principal of Rosehill Intermediate 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 referee 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 Junette Griffin, the School Office Manager on 09 298 5827 ext 801 or office@rosehill.org.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



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 ROSEHILL INTERMEDIATE 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	• 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 Rosehill Intermediate 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	• 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	• 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	• 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	• Ensures a safe physical environment

Professional Standards	Indicators
	- 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	- 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	- 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	- 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	- 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	- 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	- 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.	- 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.	- 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.	- 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	- 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	- 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	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	- 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	- Passionately and confidently represents the school in our cluster, and with other schools - Attends a variety of relevant principal and community networking opportunities and meetings

SIGNATURES: _____
(Principal)

(Ray Freeman, Board Presiding Member)

Date:



RECRUITMENT PROCESS TIMELINE

Staff and Community Consultation	6 – 20 October 2025
Education Gazette Advertisement	28 October 2025
Candidates visiting Rosehill Intermediate School	3 – 21 November 2025
Closing date for Referee Reports	Wed 26 November 2025
Closing date for applications	Wed 26 November 2025
Shortlisting completed	Thurs 27 November 2025
Visit to shortlisted candidates' schools by Board Members	1-5 December 2025
Interviews with an applicant's presentation <i>The Board reserves the right for second interviews to be conducted if needed</i>	6 December 2025
Appointment commences	As negotiated with the Board

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 20 November 2025

Completed applications to be received by

1:00 pm, 26 November 2025

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

Subject line: Rosehill Intermediate 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 Julie Schumacher, the Appointment Advisor on 02108107226 or jschumacher@educationgroup.co.nz.

We welcome applicants to visit our school and to connect with our staff and students. Please contact Junette Griffin, the School Office Manager on 09 298 5827 ext 801 or office@rosehill.org.nz to organise a suitable time.



**Rosehill
Intermediate
School**