



Principal Application Pack 2025



Beating Hearts, Leaping Minds

INTRODUCTION TO THE APPLICATION PACK

Thank you for expressing interest in the position of Principal | Tumuaki at Sherwood Primary 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)
- Self Review (a separate document)
- Referee Report (a separate document)

Further information about Sherwood Primary School can be found on the school website <https://www.sherwoodprimary.school.nz/>.

The application for appointment is to be returned with your Curriculum vitae (CV) and covering letter by **12:00 noon, Friday 19th September 2025**.

Email to: admin@educationgroup.co.nz (subject line: Sherwood Primary School Principal position)

Referee report forms are to be given to your **three** referees for them to return directly to The Education Group Ltd by **12:00 noon, Friday 19th September 2025**

For any further queries please contact Tanya Prentice at The Education Group office (Ph: 09 953 0523) email admin@educationgroup.co.nz or Roween Higgie, the Appointment Advisor email roweenhiggie@educationgroup.co.nz or (Ph: 021 399 513)

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

Roween Higgie

The Education Group

Appointment Advisor to the Sherwood Primary School Board



WELCOME FROM THE BOARD



Kia Ora

Thank you for your interest in applying for the position of Principal at Sherwood Primary School. If successful, you will be leading a highly professional, experienced and talented team.

Sherwood Primary School has been an integral part of Browns Bay for nearly 50 years (we turn 50 next year). Founded as part of the Sherwood Estate, our catchment area is relatively small but is a desirable place for families, especially with Northcross Intermediate nestled alongside. Our roll is consistently around 500. Sherwood is a very community orientated school where parents are welcomed in regularly and are a part of many celebrations and events.

Our vision at Sherwood Primary School is "To inspire, motivate, and prepare our children for a lifetime of achievement and creativity in a child-centred learning environment." We are committed to honouring the bi-cultural heritage of Aotearoa, and our multicultural community.

Our Leadership Team continually seeks better ways to improve education outcomes, driven by data-based decisions. It's part of our DNA. We had already tested and expanded the use of structured literacy before it became Ministry policy; our dedicated Specialist team (Music-Performance-Kapahaka/Phys Ed/Art) broaden experiences as well as provide scheduled year group release for team planning. We give our children a well-rounded education. Sherwood demographics have changed over the years, but Sherwood kids are kiwi kids.

The Board is a close, collegial group. Most are standing for re-election in September, so you can be assured of continuity at Board level. You can also be assured that we "stay in our lane" in our approach to governance. The Board very much looks to support the Principal, Leadership and teaching staff in achieving the best possible education outcomes for our pupils.

The Board, Staff and our Community are very proud of our school, its culture, and the learning that takes place here. We look forward to welcoming a new Principal to the school who will value and build on what we have.

We welcome applicants to visit our school and see our kura in action. Please contact Tory King on 09 478 2034 or email office@sherwoodprimary.school.nz to arrange a suitable time.

We encourage you to explore the school website <https://www.sherwoodprimary.school.nz/>. Thank you again for your interest in this position, and we look forward to receiving your application.

Ngā mihi nui
Lindsay Davidson
Presiding Member
Sherwood Primary School Board

SCHOOL PROFILE

Sherwood Primary School is a diverse, high performing contributing primary school located in the suburb of Browns Bay on Auckland's North Shore. The school shares a boundary with Northcross Intermediate where most of our students attend on finishing their time with us. The school roll at the first of July was 491 in 2024 and 467 in 2025. At Sherwood we value the inclusion and the diversity of our students and currently have over 60% of Asian ethnicity, about 25% New Zealand European/Pākehā, a small number of Māori and Pasifika students and 4 International Students currently on the roll.

Sherwood enjoys positive relationships within the school, with whānau and across the local area and networks. The school has a staff of over 40, including specialist teachers (Physical Education, Music, Art and ESOL), Learning Assistants and a part-time counsellor. In addition, we have high-functioning administrative staff who provide excellent support for our Board and staff. The school also has its own high quality Before and After School Care (BASC) facility which provides a valued service for many of our school families.

Our school is well resourced with an attractive and well-maintained physical environment. We have a two-storey learning block which houses four learning spaces, an impressive hall/gymnasium and administration block all built within the last 10 years. Other classrooms are attractive and well-maintained. Year 0 – 3 spaces are enhanced by covered outdoor areas to support 'learning through experience' opportunities. A mixture of single-cell and multi-teacher spaces provide options to meet the needs of diverse students. In addition, we have an all-weather turf area, bike track, three playgrounds, a court area, and several enviro gardens.

The school has been a part of the Oneroa Kāhui Ako and these connections have proved to be an asset to the school. It is expected that relationships across the schools involved will continue into next year.

Our vision, 'Beating hearts, leaping minds', is reflected in our mission, to inspire our students for a lifetime of learning, achievement and creativity.

We take responsibility for living our HEART values in our community.

Hauora - We take care of ourselves and others.

Effort - We always try to do our best.

Aroha - We use kind words and kind actions.

Respect - We treat others in a thoughtful way.

Togetherness - We fully participate in activities within our community.



The leadership team consists of two very experienced and capable Deputy/Assistant Principals and six team leaders. The specialist team are also an integral part of the school providing a broad and balanced curriculum.

- Year 0 / 1 – Kauri Teaching Team
- Year 2 – Matai Teaching Team
- Year 3 – Pōhutukawa Teaching Team
- Year 4 – Nikau Teaching Team
- Year 5 – Rimu Teaching Team
- Year 6 – Rata Teaching Team
- Specialist Teaching Team: Phys. Ed, Music, Art and ESOL.

These teams work collaboratively ensuring delivery of quality teaching and learning programmes across the school. The specialist programmes supports CRT and allows for team-based professional development opportunities.

Sherwood offers a new Principal a supportive staff, a committed Board and a very active Sherwood Parent Teacher Association (PTA).

For more information we welcome you to explore our website

www.sherwoodprimary.school.nz



CRITERIA FOR THE APPOINTMENT



The Sherwood Primary School Board, in consultation with their staff and students, have set the following appointment criteria for the Tumuaki | Principal. We seek a Principal who is:

Pou Tāngata - Leading People

- A strategic and inspiring leader who will embrace our diversity and inclusive culture
- Able to value and celebrate our diverse multicultural nature
- Shows whakawhanaungatanga – understands the importance of relationships as the foundation for connections
- Demonstrates a commitment to being highly visible and engaged with the students, staff and whānau / families and in the community
- Fosters a collaborative, high trust approach to leadership
- Values all staff and will continue to grow quality leadership and education focusing on achievement and wellbeing for all
- Knows how to build and strengthen capable leaders to work collectively to meet the school's goals
- Is experienced in working collaboratively with the board and has had experience in working with a variety of parent and community groups
- Is a highly effective communicator

Pou Ako / Leader of Learning

- Has proven experiences of being passionate about our students and their learning
- Is prepared to be highly visible and present around the school, in classrooms and in supporting students and the community across a wide range of events
- Sets and maintains high expectations and will commit to improved academic progress, achievement, and equity of outcomes for all students
- Creates and supports an inclusive environment for all learners and supports those with diverse needs
- Has an in depth understanding of the New Zealand Curriculum and can support its implementation
- Is experienced in leading successful change especially in curriculum and assessment



Pou Tikanga Māori – Leading Value and Practices

- Actively values and promotes Te Ao Māori and knows how to give meaningful effect to Te Tiriti o Waitangi in all aspects of school life
- Displays proven ability to build on culturally responsive practices and promote cultural diversity

Pou Mahi – Leading Operations

- Demonstrates skill and experience in the management of a school in the areas of finance, personnel, property and health and safety
- Is able to promote and sustain our Before and After School Care and International Student Programme

Personal Attributes and Qualities

- Approachable and leads with respect and care
- Has a positive, encouraging attitude
- Is empowering, energetic and inspiring
- A transparent leader
- Brings a sense of humour and fun



INFORMATION FOR APPLICANTS



Thank you for applying for the position of Principal of Sherwood Primary School.

Please ensure you have a copy of the job description, the appointment criteria and have read all material provided, before completing the separate application form.

1. Please fully complete the application form personally. Read it through first and then answer all questions. Make sure you sign and date where indicated.
2. Attach a Curriculum Vitae (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 Roween Higgie 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 Tori King on 09 478 3024 or email office@sherwoodprimary.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 2025



Education Gazette online advertisement	Wednesday 30 th July
Candidates visiting the school	Monday 18 th August – Friday 5 th September Contact School Office office@sherwoodprimary.school.nz
Closing date for applications	12:00 noon Friday 19 th September
Closing date for referee reports	12:00 noon Friday 19 th September
Shortlisting completed	Tuesday 30 th September
Visits to shortlisted candidates' school	Week 6 th October to 10 th October
Interviews with an applicant's presentation <i>The Board reserves the right for second interviews to be conducted if needed</i>	Saturday 11 th October Sunday 12 th October if needed
Appointment commences	Monday 26 th January 2026

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 12:00 noon, Friday 19th September 2025

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

Subject line: Sherwood Primary 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 Roween Higgie, the Appointment Advisor at roweenhiggie@educationgroup.co.nz or 021 399 513.

We welcome applicants to visit our school and to connect with our staff and students. To arrange a suitable time, please contact Tori King on 09 478 3024 or email: office@sherwoodprimary.school.nz

PRINCIPAL'S JOB DESCRIPTION 2025



ROLE TITLE:	Principal
RESPONSIBLE TO:	The Board of Sherwood Primary School
DIRECTLY RESPONSIBLE FOR:	Educational Leadership, Professional Leadership, School Management, Facilitation of Partnerships and Networks, Board Governance
PRIMARY ROLES:	<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>
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 school's 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 and The Teaching Council Standards for the Teaching Profession

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 SHERWOOD PRIMARY SCHOOL

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

Professional Standards	Indicators
In conjunction with the Board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students	<ul style="list-style-type: none"> • 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 Sherwood Primary 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. Translates this into an Annual Plan each year
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 • Integrates 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 Pasifika 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

General

Maintains full registration as a teacher with the Education Council of Aotearoa New Zealand by fulfilling the requirements of the Practising Teacher Criteria.

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: