



Sunnybrae  
**Normal School**

# PRINCIPAL | TUMUAKI APPLICATION PACK 2025



# INTRODUCTION TO THE APPLICATION PACK

Thank you for expressing an interest in the position of Principal | Tumuaki at Sunnybrae Normal 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)
- Self-assessment form (a separate document)

Further information about Sunnybrae Normal School can be found on the school website:

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

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

**3:00pm Wednesday 4<sup>th</sup> June 2025**

- Email to: [admin@educationgroup.co.nz](mailto:admin@educationgroup.co.nz) (subject line: Sunnybrae Normal 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 **3:00pm 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  
Roween Higgle, the Appointment Advisor (Ph: 021 399 513) email [roweenhiggle@educationgroup.co.nz](mailto:roweenhiggle@educationgroup.co.nz)

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

Roween Higgle

The Education Group

Appointment Advisor to the Sunnybrae Normal School Board





## WELCOME FROM THE SCHOOL BOARD

Kia ora,

Thank you for your interest in the Principal position at Sunnybrae Normal School. As the Presiding Member I have had the privilege of working closely with our current Principal and the rest of the Board.

We are excited to offer this outstanding leadership opportunity and continuing our collaborative relationship with a new Principal who will continue the task of guiding our school. Our current strategic plan has had a focus on three key areas: the refreshed curriculum, assessment for learning, and literacy. The Board is now working on the consultation plan that will shape our new strategic goals for 2026-2028. We look forward to the new Principal's valuable input in this process and their strategic vision for the school.

At Sunnybrae, we firmly believe that every child has the right and ability to learn, and we set high expectations for all students. Excellence in teaching and learning lies at the core of everything we do, and we are dedicated to ensuring that every student reaches their full potential. We are fortunate to have outstanding staff who make this possible, and we are looking for a principal who can lead with kindness and integrity. The Board remains fully committed to supporting the principal and staff in delivering these outcomes.

We are proud to be part of the Pupuke (Westlake) Community of Learning Kāhui Ako (CoL), which further strengthens our ability to provide a rich educational experience. The ongoing professional development of our staff is a priority, and we work closely with the University of Auckland's Faculty of Education as a Normal School, playing a vital role in the training of future teachers. This relationship not only enhances the learning experience for our students but also enriches our teachers' professional practices and growth.

As a school, we emphasise student wellbeing, fostering a strong sense of belonging and positive relationships among students, staff, and the wider community. We understand the importance of supporting students not only academically but emotionally and socially, ensuring that every child feels valued and engaged. The ongoing assessment and planning of our learning programmes are integral to this approach, with a focus on Assessment for Learning practices that inform our teaching and curriculum decisions.

At Sunnybrae we pride ourselves on our active and engaged community. Our parents play a key role in supporting the school's initiatives, including events such as the Family Fun Fest, school disco, movie nights, swimming carnivals, and book week. We celebrate the diversity of our school community and are committed to providing an inclusive environment for all children. We take pride in supporting our Māori and Pasifika students, ensuring that their unique cultural identities are honoured and integrated into our school practices. We strive for all children to have a full educational experience where they are supported by staff, parents and peers. We are looking for a principal who can build strong relationships with our entire community.

Sunnybrae Normal School is a warm and vibrant school with a positive culture, and we are eager to welcome a Principal who can seamlessly integrate with students, staff, and parents, while inspiring both students and staff to reach their fullest potential. We look forward to hearing from you.

Ngā mihi manahau,

Monika Subritzky

Board Presiding Member on behalf of the Board of Sunnybrae Normal School



# SUNNYBRAE NORMAL SCHOOL PROFILE



Sunnybrae Normal School, established in 1966, is a state primary school located in Hillcrest, North Shore, Auckland. It caters to students in Years 0 to 6 and has a roll of approximately 350-380 students.

At Sunnybrae Normal School we believe that all children have the right and ability to learn; we have high expectations of every student. Each child is an individual with differing needs, talents and abilities. Children learn at different rates and in different ways and we acknowledge this by providing a range of activities and settings for learning. Striving for excellence in teaching and learning with the aim of ensuring maximum achievement levels for all students is a key goal.

## Key Features and Values of Sunnybrae Normal School

- Vision: To be an inclusive school living its values and maximising the potential of all students.
- Values: Respect, Independence, Cooperation, and Excellence (RICE) are explicitly taught within a PB4L approach.
- Focus on Learning: Strives for excellence in teaching and learning to ensure maximum achievement for all students. Believes all children have the right and ability to learn with high expectations for everyone.
- Community Focus: Strong parental support and community involvement.
- A focus on the ongoing professional development of our teachers.
- Student Wellbeing: Focuses on student engagement and wellbeing, fostering a strong sense of belonging and positive interactions.
- On-going assessment informs the planning of programmes and Assessment for Learning practices.
- Part of: Pupuke (Westlake) Community of Learning | Kāhui Ako (CoL)

A variety of effective teaching strategies and approaches are used to achieve success in learning. These include: an inquiry-based approach, problem solving, authentic learning experiences that relate to real life contexts, cooperative learning, use of learning centres, ability-based individualised and group learning, interactive and 'hands on' experiences, use of the environment and peer tutoring. We believe it is our responsibility to offer children the best and most effective strategies to suit their learning needs.

It is our aim to establish a life-long love of learning that will set all children up for success.





## Normal School Role

Our school is a Normal School which is a term used to describe the six Auckland schools that have a close working relationship with the University of Auckland, Faculty of Education. We value this role and the additional benefits it brings to the school, our own students and staff.

Being a Normal School means that in addition to providing and meeting the learning needs of our students, we play a vital role in the pre-service and in-service training of teachers. In order to do this, the Sunnybrae and University staff work closely together. As a Normal School, we are required to provide a model of sound, current, effective teaching practice. All of our teachers are experienced in leading the development of student teachers as they complete the teaching experience part of their training.

We warmly welcome visits to our school.

For more information and to access the application documents, please see <https://educationgroup.co.nz/appointments/sunnybrae>



# CRITERIA FOR THE APPOINTMENT



This criteria has been established by the Board after consultation with the staff and the community of Sunnybrae Normal School. It includes some of the elements of the 'Aotearoa New Zealand Principal Eligibility Criteria' as published by the Ministry of Education [Principal Eligibility Criteria](#) and the current strategic direction of the school. We are seeking a Principal who can demonstrate that they have the following qualities, skills and attributes:

## **Pou Tāngata (Leader of People)**

- Demonstrates proven successful senior leadership experience
- Is visible and present around the school and in classrooms
- Connects with and builds strong relationships with staff, students, and families in our school community and our network of Kāhui Ako and Normal Schools
- Creates an inclusive environment for all learners and supports those with diverse needs
- Values and celebrates our diverse cultures

## **Pou Ako (Leader of Vision for Learning)**

- Demonstrates that they are an experienced and capable visionary leader and strategic thinker
- Sets and maintain high expectations and commits to improved academic progress, achievement, and equity of outcomes for all ākonga
- Has an in-depth understanding of the New Zealand Curriculum and directly supports its implementation
- Supports our RICE values of Respect, Independence, Cooperation and Excellence
- Has experience in leading assessment for learning and structured teaching approaches
- Commits to valuing and strengthening our Normal School status
- Values and actively supports staff professional learning and development alongside their own

## **Pou Tikanga Māori (Giving Effect to Te Tiriti O Waitangi)**

- Honours Te Tiriti o Waitangi in the context of our school, the local environment and curriculum
- Demonstrates culturally responsive practices and understands what this means and looks like in our diverse educational context

## **Pou Mahi (Leader of Operations)**

- Has experience in school administration including finance, personnel, health and safety, and property management
- Has the ability to manage relationships with multiple outside parties/agencies ensuring the best outcomes for Sunnybrae Normal School

## **Personal Attributes:**

- An excellent listener and communicator
- Strong emotional intelligence
- Calm under pressure
- A reflective leader and learner
- Approachable and visible - strong daily presence
- Inclusive and student-centered
- Kind and caring

# INFORMATION FOR APPLICANTS

Thank you for applying for the position of Principal of Sunnybrae Normal School.

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

1. Please fully complete the application form personally. Read it through first and then answer all questions. Make sure you sign and date where indicated.
2. Attach a *curriculum vitae* containing any additional information relevant to the position. If you include written references, please note that we may contact the writer of the reference.
3. Copies of qualification certificates should be attached. If successful in your application, you will be required to provide the originals as proof of qualifications. These will be needed to verify the copies which will be retained for the school's records.
4. If you are selected for interview, you may bring whānau/support people at your own expense. Please advise if this is your intention.
5. Failure to complete this application and answer all questions truthfully may result in any offer of employment being withdrawn or appointment being terminated if any information is later found to be false.
6. All applicants will be required to give consent to a Police Vet (if required).
7.
  - a) Applicants may not be employed as a children's worker if they have been convicted of a specified offence listed in [Schedule 2 of the Children's Act 2014](#), unless they obtain an exemption. The Criminal Records (Clean Slate) Act 2004 will not apply to these specified offences and these offences will be included in your Police vetting results.
  - b) The Clean Slate Act provides certain convictions do not have to be disclosed providing:

- You have not committed any offence within 7 consecutive years of being sentenced for the offence
- You did not serve a custodial sentence at any time
- The offence was neither a [specified offence under the Clean Slate Act 2004](#) nor a [specified offence under the Children's Act 2014](#)
- You have paid any fine or costs

Please note that you are not obliged to disclose convictions if you meet the above conditions but can do so if you wish. If you are uncertain as to whether you are eligible contact the Ministry of Justice.

8. Application forms and CVs of unsuccessful applicants will be held until the appointment process is completed and will then be securely destroyed after 90 days. For the successful candidate these documents will be held in their personnel file. The successful candidate may access it in accordance with the provisions of the Privacy Act 2020.
9. You are required to request referees reports from **three referees**. The report template is included in this pack as a separate attachment. It is your responsibility to contact referees and provide them with a copy of the report template and the information that they need to complete and return it. These remain confidential to The Education Group Ltd and the Board. All information collected from referees will be destroyed at the end of the selection process.
10. All information received will be confidential to the Board and The Education Group Ltd.
11. **We encourage you to visit the school. To arrange a suitable time, please contact the Board Presiding Member, Mon Subritzky**  
[msubritzky@sunnybrae.school.nz](mailto:msubritzky@sunnybrae.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





# 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 school's 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
- 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 SUNNYBRAE NORMAL 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"> <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 Sunnybrae Normal 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>• 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 others 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>
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>

Professional Standards	Indicators
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>• Integrates professional learning and development into the leadership role</li> </ul>
Is committed to our partnership with the University of Auckland as a Normal School	<ul style="list-style-type: none"> <li>• Actively works to ensure best practice across the school to support pre-service and in-service teacher training</li> <li>• Is committed to providing a model of sound, current and effective teaching practices</li> <li>• Connects with the University of Auckland, Faculty of Education and is a contributing member of the New Zealand Normal Schools Association</li> <li>• Establishes and supports, alongside of the leadership team, suitable practicum placements</li> <li>• Develops a culture where experienced teachers have the skills to mentor/coach and support student teachers</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> </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 Pasifika 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 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</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> </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> </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> </ul>
Effectively manage personnel with a focus on maximising 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 strategic and annual 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>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>Attends a variety of relevant principal and community networking opportunities and meetings</li> </ul>

**SIGNATURES:** \_\_\_\_\_  
(Principal)

\_\_\_\_\_  
(Mon Subritzky, Board Presiding Member)

Date:

## RECRUITMENT PROCESS TIMELINE 2025

Education Gazette Advertisement	Tuesday 6 <sup>th</sup> May 2025
Candidates visiting Sunnybrae Normal School	From Monday 12 <sup>th</sup> May 2025
Closing date for Referee Reports	3:00pm Wednesday 4 <sup>th</sup> June 2025
Closing date for applications	3:00pm Wednesday 4 <sup>th</sup> June 2025
Shortlisting completed	Monday 9 <sup>th</sup> June 2025
Interviews with an applicant's presentation *	Saturday 14 <sup>th</sup> June
Visit to shortlisted candidates' schools by Board Members	Following the interviews
Appointment commences	2 months after the appointment is confirmed unless otherwise negotiated

\* The Board reserves the right for second interviews to be conducted if needed



### 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 Wednesday 4<sup>th</sup> June 2025

**Completed applications to be received by**  
**3:00pm Wednesday 4<sup>th</sup> June 2025**

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

**Subject line:** Sunnybrae Normal School Principal Appointment

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](mailto:admin@educationgroup.co.nz); or Roween Higgie, the Appointment Advisor at [roweenhiggie@educationgroup.co.nz](mailto:roweenhiggie@educationgroup.co.nz) or 021 399 513.

**We welcome applicants to visit our school and to connect with our staff and students. Please contact the Board Presiding Member, Mon Subritzky [msubritzky@sunnybrae.school.nz](mailto:msubritzky@sunnybrae.school.nz) to organise a suitable time.**