

UPPER HARBOUR
PRIMARY SCHOOL



PRINCIPAL | TUMUAKI APPLICATION PACK 2025



THANK YOU FOR EXPRESSING AN INTEREST IN THE POSITION OF PRINCIPAL | TUMUAKI AT UPPER HARBOUR PRIMARY SCHOOL

Thank you for expressing interest in the position of Principal | Tumuaki at Upper Harbour Primary 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 Upper Harbour Primary School can be found on the school website: <https://www.upperharbour.school.nz/>

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

1:00 pm, Friday 21 February 2025

- Email to: admin@educationgroup.co.nz (subject line: Upper Harbour Primary School Principal position) OR
- Deliver to: Tanya Prentice, Office Manager, The Education Group Ltd, Level 1, 24 Manukau Road, Epsom

Referee report forms are to be given to your **three** referees for them to return directly to The Education Group Ltd by **1:00 pm, Thursday 20 February 2025**

For any further queries please contact Tanya Prentice at the Education Group office (Ph: 09 953 0523) email admin@educationgroup.co.nz) or Nicky Knight, the Appointment Advisor (Ph: 021 420 299) email nickyknight@educationgroup.co.nz)

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

Dr Nicky Knight
Director, The Education Group
Appointment Advisor to the Upper Harbour Primary School Board



19 December 2024

Tēnā koe,

On behalf of the Board of Upper Harbour Primary School, I would like to express our sincere appreciation for your interest in the Principal role at our school. We are excited to receive your application and to learn more about your vision for leading our school community.

At Upper Harbour Primary School, we are committed to fostering a connected, creative community that inspires courageous learners. This vision reflects our dedication to building strong, positive relationships between our students, staff, and whānau (families). We believe that collaboration and partnership are the foundation of our success, and that it is through these relationships that we can create an environment where all learners thrive.

Our approach is deeply aligned with the values and principles outlined in The New Zealand Curriculum. We are focused on nurturing resilient learners who are equipped with a growth mindset, and who demonstrate manaakitanga – respect and care for others – in everything they do.

The ideal candidate for this role will be someone who not only has the skills and experience to lead a high-performing educational community, but who also shares our commitment to building a culture of kindness, inclusivity, and innovation. We are looking for a Principal who will inspire both students and staff to reach their full potential, while continuing to uphold the strong partnerships that we have with our whānau.

As part of the selection process, we are eager to hear about your experiences, ideas, and leadership style, and how these align with our school's vision and values. We look forward to exploring how you can help shape the future of our learning community, ensuring that every learner feels connected, supported, and challenged.

The Board is committed to making this a collaborative and transparent process, and we will keep you informed at each step.

Thank you once again for your interest in joining our school community. We look forward to the next stages of the process where you'll have the opportunity to discuss how you can contribute to the ongoing growth and success of Upper Harbour Primary School

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

Warm regards,

Ragini Kulkarni

Presiding Member, Board of Upper Harbour Primary School



UPPER HARBOUR PRIMARY SCHOOL PROFILE

Upper Harbour Primary School, established in February 2006, is a coeducational state contributing school located at 140 Kyle Road in Greenhithe, Auckland. It has a roll of 425 students and caters for students from Years 0 to Year 6, providing a nurturing environment that fosters a love of learning. Nestled in a tranquil valley adjacent to a natural bush reserve, the school offers a serene setting conducive to education.

The school's vision is to be a "connected, creative community that inspires courageous learners," emphasizing the importance of relationships and partnerships among staff, students, and whānau (families). This vision aligns with the values and principles of The New Zealand Curriculum, promoting resilience, manaakitanga and a growth mindset.

Upper Harbour Primary School has demonstrated strong academic performance, with approximately 90% of students consistently achieving at or above their expected level in reading, writing, and mathematics. The school is dedicated to supporting all learners, including those who require additional assistance due to learning differences or challenges. By employing evidence-based teaching strategies and effective systems, we aim to accelerate progress for these students. This includes providing tailored support for learners with additional educational needs, as well as for those for whom English is not a first language, ensuring that every student has the opportunity to succeed.

Upper Harbour Primary School utilises the Hero platform to support and celebrate learning both at school and at home. This tool facilitates communication between teachers and families, providing insights into students' progress and ways to support their learning outside the classroom

The school community is culturally diverse, bringing richness to the educational experience. We are working closely with our local iwi, Te Kawerau ā Maki, to strengthen cultural connections and help students gain a deeper understanding of Māori tikanga and history.

With an EQ (equity index) of 355, Upper Harbour Primary School is situated in a community that actively engages with and supports the school. The leadership team is dedicated to continuous improvement, focusing on strengthening quality teaching, learning, and leadership, as well as designing and implementing a comprehensive wellbeing model to support students, staff, and whānau.

For prospective families, the school offers a straightforward enrolment process. After completing the necessary forms, parents are encouraged to contact the office to arrange a meeting, ensuring a smooth transition for new students into the school community.

Please visit our school's website. <https://www.upperharbour.school.nz>



CRITERIA FOR THE APPOINTMENT

The Principal will meet the 'Aotearoa New Zealand Principal Eligibility Criteria' as published by the Ministry of Education and the following criteria which have been created by the Upper Harbour School Board following consultation with our staff, students and wider community.

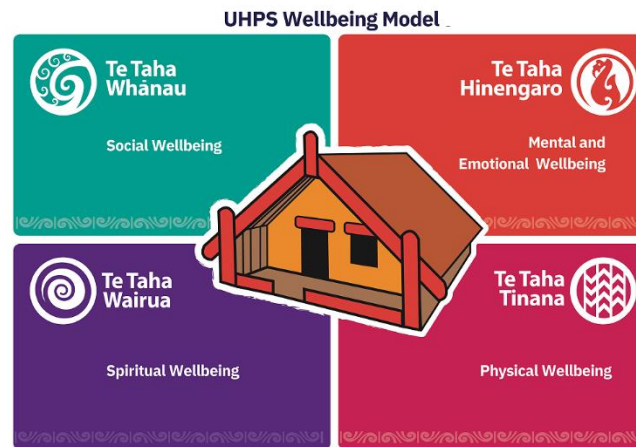
We are looking for a Principal who...

POU TANGATA (LEADER OF PEOPLE)

- Is able to develop strong relationships with staff, students and community and has a presence in the community
- Is an experienced leader who is visible, empathetic and drives the school's vision forward
- Values and promotes professional learning and development for staff
- Lives by our school values – Manaakitanga, Whai Whakāro, Hiranga. Whanaungatanga
- Ensures a safe, supportive and inclusive environment where student and staff wellbeing are paramount
- Works in a collaborative and collegial manner, and can make the hard decisions

POU AKO – LEADER OF LEARNING

- Strategically implements curriculum changes ensuring alignment with the school's vision and values
- Fosters a culture of personal excellence across academics, the arts, sports and cultural activities
- Is inclusive and welcoming to learners of all abilities and backgrounds, particularly those with diverse needs



POU TIKANGA MĀORI

- Understands how to give effect to Te Tiriti o Waitangi and brings cultural capability to the bicultural nature of education
- Continues our relationship with our local iwi - Te Kawerau ā Maki

POU MAHI – LEADER OF OPERATIONS

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

OUR STUDENTS WOULD LIKE A PRINCIPAL WHO...

- Provides a welcoming and supportive environment where everyone is included and valued
- Is enthusiastic and brings energy to the school
- Gives us leadership opportunities
- Supports a wide range of extra curricula activities and opportunities
- Challenges us to be the best we can be



INFORMATION FOR APPLICANTS

Thank you for applying for the position of Principal of Upper Harbour 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* 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 Tracy Smith, Board Staff Representative on 021 108 4430 or email tsmith@upperharbour.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 embodies the school's values and creates a school culture of continual improvement which enhances learning and teaching
- **Pedagogy:** Ensure a culturally sustaining 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

I THINK
ABOUT MY
THINKING



I know what I'm learning and
what comes next

I wonder, I question, I explore

I plan, I organise, I share

UPPER HARBOUR
PRIMARY SCHOOL

I CONNECT
& COMMUNICATE



I work with others

I share my ideas

I actively listen

UPPER HARBOUR
PRIMARY SCHOOL

I CAN
RELATE
TO OTHERS



I value the difference in others

I'm confident in my own self

UPPER HARBOUR
PRIMARY SCHOOL

PRINCIPAL PROFESSIONAL STANDARDS AT UPPER HARBOUR PRIMARY



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

Professional Standards	Indicators
<p>In conjunction with the Board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students</p>	<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 Upper Harbour 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
<p>Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning</p>	<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
<p>Model respect for other in interactions with adults and students</p>	<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
<p>Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture</p>	<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

Professional Standards	Indicators
Maintain a safe, learning focused environment	<ul style="list-style-type: none"> • Ensures a safe physical environment • Ensures the class environments are conducive to teaching and learning • Maintains an awareness of staff workloads, challenges, and stress • Ensures all staff feel comfortable in identifying successes, issues or concerns with themselves or a member of the senior leadership team
Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected	<ul style="list-style-type: none"> • Shows a passion for all students as learners including students with special education needs, the gifted and talented, and students with different cultural backgrounds • Proactively builds positive, fun, friendly and professional relationships with students • Provides opportunities for individual success and excellence • Enhances the multicultural dimensions of the school.
Manage conflict and other challenging situations effectively and actively work to achieve solutions	<ul style="list-style-type: none"> • Identifies issues in a timely and consistent manner and promptly undertakes appropriate actions • Negotiates and facilitates to achieve a solution and/or a mutually acceptable resolution wherever possible • Encourages staff and the community to share concerns before they become big issues • Maintains a 'no surprises' approach with the Board
Demonstrate leadership through participating in professional learning	<ul style="list-style-type: none"> • Actively seeks professional development that supports personal leadership growth • Understands own strengths and weaknesses to inform professional development • Integrate professional learning and development into the leadership role

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

Professional Standards	Indicators
Promote, participate in and support ongoing professional learning linked to student progress	<ul style="list-style-type: none"> · Keeps abreast of current thinking and research via professional reading, professional learning groups, and personal learning · Drives innovative learning practices within the school
Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents	<ul style="list-style-type: none"> · Demonstrates the ability to lead learning, with a clear focus on excellent outcomes for students, through effective, up to date and evidence-based teaching and learning principles and pedagogy · Ensures all staff are actively involved in professional learning and development, with goals based on effective teaching and learning practices, leading to improved learning outcomes for students
Ensure staff members engage in professional learning to establish and sustain effective teacher/learner relationships with all students, with a particular focus on Māori students	<ul style="list-style-type: none"> · Demonstrates the skills and experience to mentor and guide others by actively participating and interacting with students · Demonstrates the ability to ensure effective relationships with Māori and Pacific students
Ensure that the review and design of school programmes is informed by school-based and other evidence.	<ul style="list-style-type: none"> · Ensures decisions are data and evidence driven · Links professional learning and development 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.	<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 maximising 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 on the basis of the school's annual and strategic objectives	<ul style="list-style-type: none"> · The school budget is based on charter goals and the annual and strategic plans

4. Partnerships and Networks: Strengthen communication and relationships to enhance student learning

Professional Standards	Indicators
Work with the Board to facilitate strategic decision making	<ul style="list-style-type: none"> · Proactively builds positive, respectful, and professional relationships with the Board · Plays a proactive role on the Board as the educational leader · Supports the Board to focus on future thinking, strategic planning
Actively foster relationships with the school's community and local iwi	<ul style="list-style-type: none"> · Proactively builds positive, respectful, friendly, and professional relationships with students and parents/whānau · Positively builds trust between home and school to positively influence student learning and engagement
Actively foster professional relationships, with, and between colleagues, and with government agencies and others with expertise in the wider education community	<ul style="list-style-type: none"> · Passionately and confidently represents the school with other educators and government agencies
Interact regularly with parents and the school community on student progress and other school-related matters	<ul style="list-style-type: none"> · Passionately and confidently represents the school in the local community and with prospective parents/whānau · Is seen to be a 'visible' principal by the school community · Keeps parents/whānau well informed about student achievement and school related matters · Demonstrates an approachable, caring, fun, and respectful demeanour which encourages interaction with children and parents/whānau
Actively foster relationships with other schools and participate in appropriate school networks	<ul style="list-style-type: none"> · Passionately and confidently represents the school in our Kāhui Ako, and with other schools · Attends a variety of relevant principal and community networking opportunities and meetings

SIGNATURES:

(Principal)

(Board Presiding Member)

Date:

RECRUITMENT PROCESS TIMELINE

Education Gazette Advertisement	December 2024
Candidates visiting Upper Harbour Primary School	12-14 February 2024 Please contact Tracy Smith on 021 108 4430 or email tsmith@upperharbour.school.nz to organise a suitable time.
Closing date for Referees' Reports	Thursday 20 February 2025 1.00 pm
Closing date for applications	Friday 21 February 2025 1.00 pm
Shortlisting completed	By Monday 24 February 2025
Visits to shortlisted candidates' schools by some Board Members	Wednesday-Thursday 5 or 6 March 2025
Interviews with an applicant's presentation <i>The Board reserves the right for second interviews to be conducted if needed</i>	Sunday 9 March 2025
Appointment commences	Term 2, 2025 or as negotiated

We need to receive:

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

Completed applications to be received by 1:00 pm, Friday 21 February 2025

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

Subject line: Upper Harbour 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 on 09 953 0523 or admin@educationgroup.co.nz; or Nicky Knight, the Appointment Advisor on 021 420 299 or nickyknight@educationgroup.co.nz.

We encourage applicants to visit our school between 12 to 14 February 2025. Please contact Tracy Smith on 021 108 4430 or email tsmith@upperharbour.school.nz to organise a suitable time.

