



# PRINCIPAL | TUMUAKI APPLICATION PACK 2025



# THANK YOU FOR EXPRESSING AN INTEREST IN THE POSITION OF PRINCIPAL | TUMUAKI AT WILSON SCHOOL (READVERTISED)

Thank you for expressing interest in the position of Principal | Tumuaki at Wilson School. Please note that this position is being readvertised.

The following documents and links are included with this application pack:

- Welcome letter from the Presiding Member, Walaa Alziady.
- Wilson School Profile
- Criteria for the appointment
- Instructions for completing the application
- Timeline for applicants
- Job Description
- Application Form (a separate document)
- Referee's Report Template (a separate document)

Further information about Wilson School can be found on the school website: <https://www.wilson.school.nz/>

The Application for Appointment form is to be returned with your CV and covering letter by:

**1:00 pm Tuesday 21 October 2025**

- Email to: [admin@educationgroup.co.nz](mailto:admin@educationgroup.co.nz) (subject line: Wilson School Principal position) OR
- Deliver to: Tanya Prentice, Office Manager, The Education Group Ltd, Level 2, 24 Manukau Road, Epsom

**Please evidence the Criteria for Appointment (on page 6) in your CV.**

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 Friday 17 October 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 Nicky Knight, the Appointment Advisor (Ph: 021 420 299) email [nickyknight@educationgroup.co.nz](mailto:nickyknight@educationgroup.co.nz)

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

Dr Nicky Knight  
The Education Group  
Appointment Advisor to the Wilson School Appointment's Committee



26 September 2025

Tēnā koe,

On behalf of the Wilson School Board, I would like to thank you for your interest in applying for the role of Principal | Tumuaki at our school. Our highly regarded principal has returned to England after five years supporting our staff and community. He has set a high standard by being both driven, deeply compassionate, and genuinely caring for the wellbeing of students, families, and staff.

Wilson School is a specialist school based on Auckland's North Shore with a roll of 124 students. We are co-located alongside The Wilson Trust and Waitemata District Health Board's Wilson Centre. Our School has a proud tradition of working closely with whānau, local organisations, and the wider community. These relationships enrich student learning and foster a sense of belonging. We value the way the school actively engages with its community and hope the new Principal will continue to strengthen these partnerships, ensuring that every voice is heard and valued.

We have an amazing team consisting of teachers, teacher aides, a range of therapists and support staff, all of which enable our students to achieve their full potential. Partnerships with whānau play an important role in each student's education and communication between home and school is encouraged. We want our new principal to continue the school's commitment to growing staff capability and leadership—supporting teachers and leaders to innovate, reflect, and grow—so that student achievement continues to improve. We focus on student well-being and holistic growth. Wilson School prioritises every child's wellbeing, safety, and overall development, fostering a positive and nurturing learning environment.

Our school has a commitment to cultural diversity and biculturalism, and actively embraces and celebrates its diverse cultures, especially its dedication to the Te Tiriti partnership and Māori language.

Please visit our school to experience our amazing community.

Ngā mihi nui  
Walaa Alziady  
Presiding Member  
Board of Wilson School





# WILSON SCHOOL PROFILE

## Overview

Wilson School is a specialist school located on Auckland's North Shore. We are co-located with The Wilson Trust and The Wilson Centre, operated by Te Whatu Ora, creating a unique environment of integrated support. We cater to ORS-funded students aged 5 to 21, offering personalised, high-quality education across a broad geographic area, from Auckland's CBD to Warkworth. The majority of our students access SESA transport.

Our school community is proudly diverse, bringing together students and staff from a wide range of cultural backgrounds into one inclusive and supportive environment.

## Vision and Values

Our vision is to equip young people for life, guided by the values of:

- **Whanaungatanga** – Relationships and connections
- **Rangatiratanga** – Self-management
- **Kaitiakitanga** – Guardianship and respect

Wilson School has a long-standing commitment to supporting students with special educational needs. We are an inclusive school that strives to provide meaningful, engaging, and individualised learning experiences. While we follow the New Zealand Curriculum, we adapt and personalise it to meet each student's needs, with a strong focus on:

- Literacy and numeracy
- Communication skills
- Key Competencies
- Social, physical, and life skills development

## Our School Location

Wilson School operates across six locations from our Base School in Hauraki to Satellite Classes located within Bayswater Primary School, Manuka Primary School, Windy Ridge Primary School, Albany Junior High School and Glenfield College.





## Our Team and Support Services

Our dedicated team includes:

- Specialist teachers and teacher aides
- Therapists (speech-language, occupational, physiotherapy)
- Support staff
- A recently appointed social worker to enhance whānau engagement and support

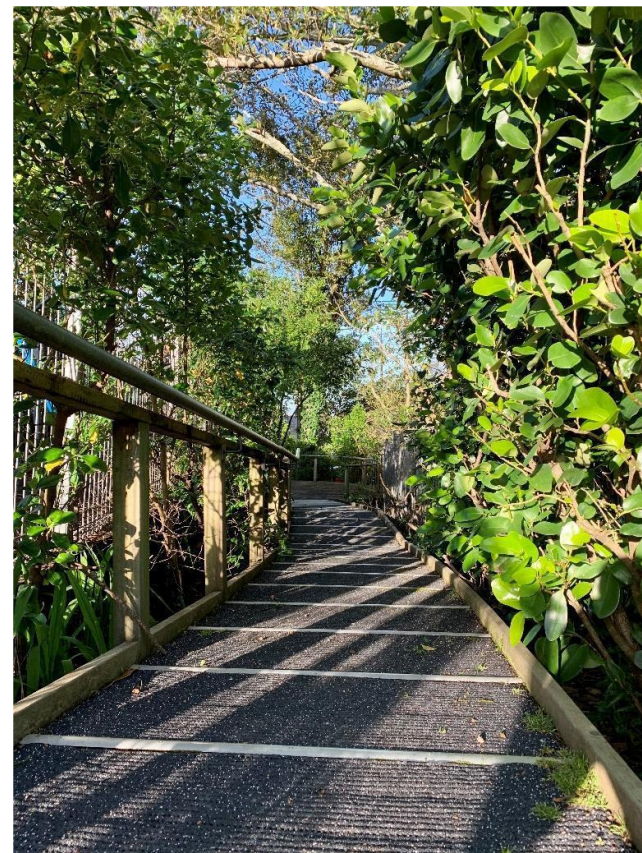
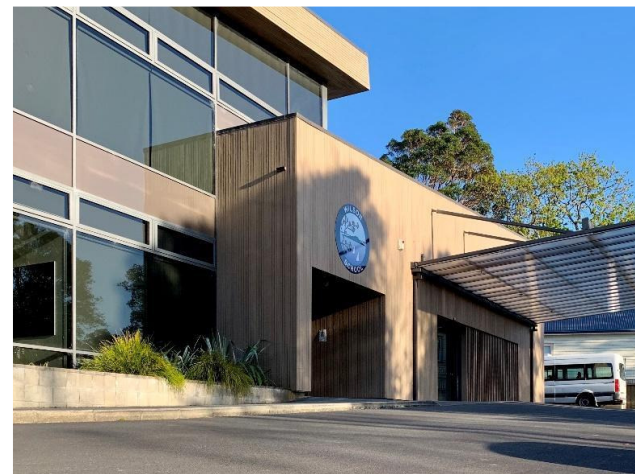
We also operate a Specialist Outreach Service, partnering with mainstream schools to support their ORS-funded students.

## Leadership and Governance

Wilson School is led through a distributed leadership model that fosters collaboration and strategic focus. The leadership team includes:

- Deputy Principal
- Two Assistant Principals
- Four in-school Team Leaders
- Therapy Team Leader
- Outreach Team Leader
- Several unit holders aligned with strategic priorities
- Executive Manager overseeing the office and site team

The school is well-resourced, financially stable, and governed by a Board committed to making decisions that have the greatest impact on student outcomes.

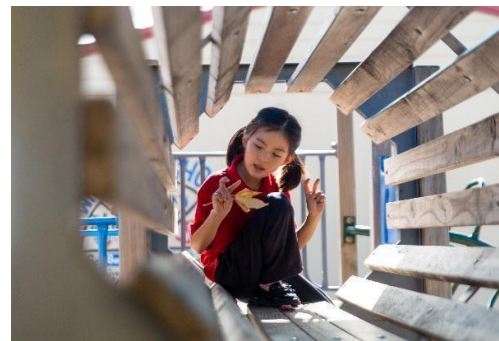


## CRITERIA FOR THE APPOINTMENT

The following criteria have been created by the Wilson School Board following consultation with our staff and wider community.

Our ideal candidate will...

- Have leadership experience in the specialist education sector- specialist school leadership an advantage
- Be a leader who brings Te Tiriti o Waitangi to life in the school
- Demonstrate 'out of the box' thinking in decision making and high-level problem-solving skills
- Maintain and build upon high standards of care and professionalism
- Maintain the school's values that support a diverse, inclusive and positive culture
- Maintain and continue clear communication to our staff and community
- Be skilled in establishing and maintaining community partnerships, for example, Host Schools and Outreach Service
- Be passionate about adult learning and committed to growing leadership within the team. Be experienced in coaching and mentoring staff - walking alongside staff
- Value staff wellbeing and support professional autonomy
- Foster warm and caring relationships with the school's community
- Be experienced in developing a specialist school curriculum
- Grow a positive school culture and practices that support student learning and wellbeing e.g. Team Teach or Safety Intervention
- Be highly visible and known in their community
- Be a strong and strategic advocate for the rights and needs of students and their whānau





# INFORMATION FOR APPLICANTS

Thank you for applying for the position of Principal of Wilson 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 an 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).
1.
  - 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.

*We encourage you to visit the school. To arrange a suitable time, please contact Lizz Sadler, the Administration Support Manager at 09 489 5648 or by email at [office@wilson.school.nz](mailto:office@wilson.school.nz) on **7, 13 or 14 October 2025**.*

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 2026



**POSITION TITLE:** Principal

**PURPOSE OF POSITION:** The position exists to ensure the provision of high-quality special education to the students of Wilson School.

**ACCOUNTABLE TO:** The Principal will report and be accountable to the school Board, (as the Principal's employer), through the Board Presiding Member. The Principal has the dual role of being a Board Member in his/her own right whilst undertaking the role of the Chief Executive of the school.

**DIRECTLY RESPONSIBLE FOR:** The Principal will be directly responsible for the students and school staff (senior managers, teachers, therapists, specialists, support, ancillary, and property staff).

**FUNCTIONAL RELATIONSHIPS:** The Principal will liaise, when necessary, with educational agencies such as (but not limited to) the Ministry of Education, Education Review Office, providers of teacher training, pay roll service and NZSBA. The Principal will also have effective relationships with the Board, students, staff, parents, community, neighbouring schools, satellite schools, other special schools, Wilson Centre and Wilson Home Trust.

**DELEGATIONS:** The Principal is responsible for the successful management and professional leadership of the school by taking direction from the Board, the school strategic plan, the Board's policies and the Primary Principal's Professional Standards.

**KEY FUNCTIONS:** The Principal will:

- Assist the Board with the development of the charter, strategic and annual operational plans.
- Advise the Board on policy, professional, and administrative matters. Implement policies and decisions of the Board.
- Positively promote the school.
- Be responsible for implementing and monitoring policy on staffing and staff performance, appraisal and development.
- Provide the Board with reports and feedback on the achievement of educational, financial, and administrative objectives.
- Manage the day-to-day running of the school by:
  - Implementing, monitoring, and reporting progress on the educational and operational plans.
  - Ensuring that student educational needs are met and that parents are consulted when necessary and provided with timely advice of students' progress and achievement.
- Developing, promoting, and monitoring a culture which values and positively encourages learning, achievement, respect, dignity and high standards of conduct and integrity.
- Developing and maintaining effective relationships.
- Delegating duties and responsibilities to staff and ensuring good communication is maintained within the school.
- Co-ordinating the school's day-to-day operations.
- Providing and maintaining the school's facilities, equipment, and educational facilities
- Controlling, monitoring, and reporting on the school's finances.



**GENERAL:** The Principal will be required to achieve the above key functions by meeting objectives and professional standards outlined in an annual performance agreement ratified by the Board after consultation with the Principal.

It is expected that the achievement of the key functions by the Principal will result in the Principal managing and leading in a positive environment for students which will result in a high standard of quality education. The new Principal must at all times uphold the school values of a safe environment, effective communication, student voice, dignity and respect, acting with integrity and staff empowerment.

### **PERSON DESCRIPTION:**

The school Board requires in its Principal, a personable, enthusiastic, collaborative and visionary leader prepared to embrace current special education teaching practice, innovation and technology. The skills and personal attributes required for the Principal of the school are:

### **PERSONAL ATTRIBUTES:**

- A natural leader and strong manager.
- A drive and commitment to ensure that quality special education is delivered to all students.
- High expectations of success and the ability to give effect to these expectations.
- Excellent communication skills which result in a well-informed school community.
- Innovative and forward thinking to provide input to board planning.
- Ability and flexibility to work collaboratively and effectively with board members and staff.
- Strong interpersonal skills which include communicating orally and in writing, listening, negotiating, consulting, leading, networking, motivating, counselling, and mediating.
- Student and staff-focused, visible, approachable, empathetic, curious and someone who easily gains respect.
- Inspire both staff and students to believe in themselves, give of their best and take pride in themselves and their school.
- Able to challenge while supporting and guiding both staff and students to set and achieve their individual goals

### **SKILLS:**

- Sound knowledge and demonstrate successful experience of providing education.
- Experience in senior positions and/or experience as a Principal with a proven history of running a successful school.
- Knowledge and experience in managing staff including industrial, personnel and performance management.
- Experience in administration including funding, budgeting, accounting, property management, marketing, delegating, developing systems and a high level of computer literacy.
- Demonstrate strong self-management skills including good time management, decision making, and self-control.
- An awareness and positive management of special needs, bicultural and multicultural issues.
- High professional standards





## PRINCIPAL PROFESSIONAL STANDARDS AT WILSON 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><input type="checkbox"/> 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><input type="checkbox"/> Demonstrates the ability to drive an idea from inception to completion engaging the community, staff, and students in achieving the vision</li><li><input type="checkbox"/> Takes the time to understand and value Wilson School and demonstrates understanding of what makes the school unique</li><li><input type="checkbox"/> 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><input type="checkbox"/> Shows the ability to inspire and develop all staff and promote a team approach to decisions that affect teaching and learning</li><li><input type="checkbox"/> Values and enables the potential of students to contribute and lead in our school and the broader community</li><li><input type="checkbox"/> Shows an openness and willingness to engage with new and different ideas in balance with the unique culture of the school</li><li><input type="checkbox"/> A strong partnership is evident between students, teachers, and parents in achieving improved learning outcomes for students</li><li><input type="checkbox"/> Appropriately delegates responsibilities to staff</li></ul>
Model respect for others in interactions with adults and students	<ul style="list-style-type: none"><li><input type="checkbox"/> Is fair and professional with an ability to bring out the best in people</li><li><input type="checkbox"/> Acts as a role model and sets clear expectations for others</li><li><input type="checkbox"/> 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><input type="checkbox"/> Demonstrates a willingness to build on the unique philosophy and culture of the school</li><li><input type="checkbox"/> 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	<input type="checkbox"/> Ensures a safe physical environment <input type="checkbox"/> Ensures the class environments are conducive to teaching and learning <input type="checkbox"/> Maintains an awareness of staff workloads, challenges, and stress <input type="checkbox"/> 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	<input type="checkbox"/> Shows a passion for all students as learners including students with special education needs, the gifted and talented, and students with different cultural backgrounds <input type="checkbox"/> Proactively builds positive, fun, friendly and professional relationships with students <input type="checkbox"/> Provides opportunities for individual success and excellence <input type="checkbox"/> Enhances the multicultural dimensions of the school.
Manage conflict and other challenging situations effectively and actively work to achieve solutions	<input type="checkbox"/> Identifies issues in a timely and consistent manner and promptly undertakes appropriate actions <input type="checkbox"/> Negotiates and facilitates to achieve a solution and/or a mutually acceptable resolution wherever possible <input type="checkbox"/> Encourages staff and the community to share concerns before they become big issues <input type="checkbox"/> Maintains a 'no surprises' approach with the Board
Demonstrate leadership through participating in professional learning	<input type="checkbox"/> Actively seeks professional development that supports personal leadership growth <input type="checkbox"/> Understands own strengths and weaknesses to inform professional development <input type="checkbox"/> 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	<input type="checkbox"/> Keeps abreast of current thinking and research via professional reading, professional learning groups, and personal learning <input type="checkbox"/> 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	<input type="checkbox"/> 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 <input type="checkbox"/> 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	<input type="checkbox"/> Demonstrates the skills and experience to mentor and guide others by actively participating and interacting with students <input type="checkbox"/> 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.	<input type="checkbox"/> Ensures decisions are data and evidence driven <input type="checkbox"/> Links professional learning and development is to student achievement <input type="checkbox"/> 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.	<input type="checkbox"/> Demonstrates the skills and experience to mentor and guide others by actively participating and interacting with staff <input type="checkbox"/> Ensures staff are provided with individual feedback, coaching, encouragement, and support <input type="checkbox"/> 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.	<input type="checkbox"/> Shows a passion for education, and demonstrates a thorough understanding of teaching and learning for diverse students <input type="checkbox"/> 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	<input type="checkbox"/> Is a strong, confident, committed, and passionate leader with an honest and clear communication style <input type="checkbox"/> Always demonstrates professionalism <input type="checkbox"/> Implements best practice systems for leadership and management <input type="checkbox"/> Ensures quality day to day management systems for a highly effective school operation
Operate within board policy and in accordance with legislative requirements	<input type="checkbox"/> Adheres to current legislation and deadlines are met <input type="checkbox"/> Understands and operates within Board policy
Provide the Board with timely and accurate information and advice on student learning and school operation	<input type="checkbox"/> 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	<input type="checkbox"/> Highly effective management systems are in place for finance, property and for health and safety <input type="checkbox"/> Ensures school buildings and facilities meet all Health & Safety regulations
Effectively manage personnel with a focus on maximizing the effectiveness of all staff members	<input type="checkbox"/> 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	<input type="checkbox"/> 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	<input type="checkbox"/> 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	<input type="checkbox"/> Proactively builds positive, respectful, and professional relationships with the Board <input type="checkbox"/> Plays a proactive role on the Board as the educational leader <input type="checkbox"/> Supports the Board to focus on future thinking, strategic planning
Actively foster relationships with the school's community and local iwi	<input type="checkbox"/> Proactively builds positive, respectful, friendly, and professional relationships with students and parents/whānau <input type="checkbox"/> 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	<input type="checkbox"/> 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	<input type="checkbox"/> Passionately and confidently represents the school in the local community and with prospective parents/whānau <input type="checkbox"/> Is seen to be a 'visible' principal by the school community <input type="checkbox"/> Keeps parents/whānau well informed about student achievement and school related matters <input type="checkbox"/> 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	<input type="checkbox"/> Passionately and confidently represents our school when working with other schools <input type="checkbox"/> Attends a variety of relevant principal and community networking opportunities and meetings

**SIGNATURES:**

\_\_\_\_\_  
(Principal)

\_\_\_\_\_  
Walaa Alziady (Board Presiding Member)

Date: \_\_\_\_\_



## RECRUITMENT PROCESS TIMELINE

Staff and Community Consultation	Late May/Early June 2025
Education Gazette Advertisement	Readvertised: Friday 26 September 2025
Candidates visiting Wilson School	<b>7, 13 or 14 October 2025</b>  <i>We welcome applicants to visit our school. Please contact Lizz Sadler on 09 489 5648 or by email at <a href="mailto:office@wilson.school.nz">office@wilson.school.nz</a> to organise a suitable time on the 7<sup>th</sup>, 13<sup>th</sup> or 14<sup>th</sup> of October 2025</i>
Closing date for Referee Reports	Friday 17 October 2025 1.00 pm
Closing date for applications	Tuesday 21 October 2025 1.00 pm
Shortlisting completed by...	Shortlisted candidates notified on Friday 24 October 2025
Interviews with an applicant's presentation *	Saturday 1 November 2025
Appointment commences	Term 1, 2026

\* 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 them by Friday 17 October

**Completed applications to be received by  
1:00 pm, Tuesday 21 October 2025**

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

**Subject line:** Wilson 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](mailto:admin@educationgroup.co.nz); or Nicky Knight, the Appointment Advisor at [nickyknight@educationgroup.co.nz](mailto:nickyknight@educationgroup.co.nz) or 021 420 299.

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