

|  |  |
| --- | --- |
| **Innovation and Digital Technology Deputy Principal**  **Permanent 6MU**  **Information and Application Pack** | |
| Due to roll growth we have an exciting career opportunity for an ambitious, highly energised and competent aspiring leader to be employed as our next Deputy Principal, (6 MU). We are seeking a DP who has energy, passion, resilience, inspiration and is committed to our school vision of “Engage! Enrich! Empower!”.  The focus of this position is on leading teaching and learning innovation with a lens on digital technology, ELearning and developing a future focused curriculum. Freemans Bay School is recognised as a [Microsoft Showcase School](https://www.microsoft.com/en-us/education/school-leaders/showcase-schools/default.aspx) and is a [Global Schools Alliance](http://www.globalschoolsalliance.org) founding member.  We have a range of ILE learning zones and so welcome a Deputy Principal who is passionate about the potential of ILE’s and embraces opportunities to be innovative and collaborative. We are looking for a learning coach who is prepared to challenge and stretch pedagogies, strengthen personalising learning, the use of digital technologies, an integrated curriculum approach to learning across the school and promote teacher inquiry as a cornerstone for professional learning. We expect our DP to be passionate about learning themselves and to be able to articulate their own recent learning related to teaching and learning and leadership.  Our school has two learning pathways for our students; our Māori pathway, Whānau Ata, which delivers Marautanga o Aotearoa and our English pathway which delivers the New Zealand Curriculum. A commitment to Ako and Te Tiriti o Waitangi is reflected in our school culture.  We want our learners to develop passions and have the opportunity for authentic inquiry. We are committed to making a difference for our Priority leaners and therefore all learners. We seek someone who demonstrates cultural sensitivity, responsiveness and understanding of students’ cultural diversity and is committed to working in a multicultural community.  We are looking for someone who has team or leadership experience that demonstrates collaborative work around teaching and learning inquiry and reflects a solution-based approach to challenges. We want someone who can make sense of and use data to inform decisions and key-stakeholders.  We look forward to working with a leader who is excited about leading learning, making a difference for our students, enhancing our school systems, leading change and helping lead us into the exciting world of Future Focused learning and teaching. | Applications available on the school website:  [www.freemansbay.school.nz](http://www.freemansbay.school.nz)  Applications will only be received by email and must include the application forms.  Applications close:  Friday 15 February 2019 at 4pm  Interview Dates:  Commence Tuesday 26 February 2019  Start date:  Term 2, Monday 29th April 2019  Check out our website for more information about Freemans Bay School.  For school visits please contact the Principal, Sandra Jenkins:  [principal@freemansbay.school.nz](mailto:principal@freemansbay.school.nz) |



|  |  |  |
| --- | --- | --- |
| **OUR SCHOOL** | | |
| **Freemans Bay School Vision Statement:** | | |
| Create a stimulating, inclusive learning environment which empowers, engages and enriches learners to prepare them for their future world. | | |
| *Empower* learners to be collaborative, critical thinkers and problem-solvers. (Learning how to learn) | *Engage* learners through active involvement and powerful learning partnership | *Enrich* learners through personalising learning, inquiry and a wide curriculum. |
| For Teachers this means that they will: | | |
| ***Empower*** students with the knowledge and skills they need to pursue their passions, interests and future. Learners are collaborative, critical thinkers and problem-solvers. | ***Engage*** students in their learning -actively involving them, their whānau and the community in the learning process | ***Enrich*** student learning by personalising their learning, encouraging inquiry and exposing students to a wide curriculum that will spark their passions and interests. Learning is relevant, purposeful and students are excited about learning. |
| For Learners this means: | | |
| ***Empower Me*** so that I am a confident learner who is collaborative, a critical thinker and problem-solver. | ***Engage Me*** so that I am actively involved in my learning. | ***Enrich My Learning*** so that I love learning and am excited about learning new things. |
| * Habits of Mind * Making meaning – the changing nature of knowledge * Digital Literacy and Digital Fluency * Digital Citizenship * Project based/ Inquiry learning * Higher Order Thinking * Teachers as learners * Mentoring * Live locally, learn globally - Make connections (locally, nationally, and internationally) for learning | * Knowing the learner (Understanding of the student - where they 'come from' and what drives them) * Positive, caring relationships and connections which promote the well-being * Collaborative relationships * Commitment to bicultural partnership * Sensitivity to and respect for other cultures * Inclusive curriculum * Parental involvement and open communication around learning and progress * Student Wellbeing - Support for student from all agencies around their well-being | * Student Agency and Student voice * Digital tools across the curriculum * Real World Challenges/ Learning in community context * Wide curriculum * Collaborative learning * Assessment for Learning / Differentiated learning   + Building partnerships for learning   + Clarity about what is to be learnt   + Promoting further learning   + Assessment   + Active Reflection   + Shared Clarity about next learning Steps |

|  |
| --- |
| **OUR SCHOOL** |

Freemans Bay School is a U4 contributing Primary School. We are a multicultural primary school situated in Freemans Bay, close to Auckland’s central business district and Ponsonby Road. Many of our students come from the greater Ponsonby area and the central city, however a number commute from all parts of Auckland. Although we are an inner-city school, we have chosen to develop a wonderful green space. Our grounds are expansive and there is plenty of space for play and activity. We ended 2017 with just over 500 students and a staff of 60.

The school has had stable and effective leadership for several years. Sandra Jenkins has been the principal since 2007.

Over the past three years we have been in the Ministry of Education “New Schools Build” project and this has seen the [school totally rebuilt](file:///C:/Users/SandraJenkins/OneDrive%20-%20Freemans%20Bay%20School/Desktop/Presentations/Jory%20amends%20Freemans%20Bay%20doc%20tw.pdf). The final stage of upgrading the grounds is expected to be completed in March this year. We are committed to ILE environments and our teachers collaborate in teams of two or three within these spaces. These future focused spaces provide an opportunity to give traction to our vision of Engage, Empower, Enrich.

We have just started our journey with the Kāhui Ako o Waitematā, a collaborative network of schools seeking to learn from and with each other as we create seamless pathways for students from Primary through to Secondary education and beyond. The Kāhui Ako o Waitematā is unique in that these Auckland inner city schools have a commitment to dual curriculum pathways; both Māori through Marautanga o Aotearoa and our English pathway which delivers the New Zealand Curriculum.

**Supporting your Work Environment**

We have a variety of learning spaces designed to accommodate up to twenty-six classes in learning hubs of two or three. The learning spaces include small and large gathering spaces, quiet zones, kitchens, maker spaces and art areas. We have a new multi-purpose hall which can seat 750 and is a wonderful space for cultural and sporting activities. Our “Not so Quiet” library, is a hive of activity and houses our teacher resource library.

We have a wonderful staff lounge, where people can relax and recharge. We have a range of meeting rooms that can be utilised as spaces for teacher release and when undertaking school project work. Like our students and teachers, the Leadership team also work in an open, shared space. Our school is well resourced, and you will be supplied with the devices and resources you need to do your work efficiently and effectively. Freemans Bay School is well set up to support future-oriented learning and teaching.

**Supporting Teaching and Learning**

Each of our teachers belongs to one of five whānau and these are divided into smaller teams of two or three teachers. Each whānau has a team leader. Each whānau have dedicated Learning Assistants (LA) who make up our LA team. The teams meet regularly to collaborate on planning classroom programmes, review and reflect on the impact of teaching and learning and to organise school events and team/whānau social occasions.

Freemans Bay School has developed effective support structures, including:

* A staffed school library and teacher resource centre that supports teachers with teaching and learning
* A dedicated ELearning/Digital Technology leader to support staff and learners in developing future focused learning
* A dedicated Kāhikitea leader to support staff and learners to increase their understanding of Te Reo Māori and Tikanga
* A dedicated ESOL leader to support staff and learners in developing programmes to support our students who speak languages other than English at home
* 2 PE leaders who support and increase teacher and learner capacity in physical education
* A music specialist where students get rich music experiences while allowing teachers time for CRT
* Learning support facilities - although your students are your responsibility, we have specialist staff with the knowledge and willingness to help teachers with GATE, ESOL or those with learning or behaviour needs
* Curriculum support facilities - support is given in planning, assessment and reporting and with supporting teacher inquiry or any challenges that arise

**Supporting Professional Learning**

We value professional learning and growth at Freemans Bay School and support you with your own learning through inquiry, reflection and study. All permanently appointed teachers on our staff are encouraged to advance their qualifications and develop their careers. Our Board has therefore agreed to pay 100% of the cost of all tertiary papers that lead towards an education diploma or a degree. In addition to this financial assistance, our Board allows one day’s study/exam leave per paper.

We are also a Microsoft Showcase School and there are opportunities for teachers to attend workshops at our school related to using Microsoft products for teaching and learning. Teachers are supported to become Microsoft Innovator Educator Experts and this in turn has rewards such as being part of a global learning team and attending overseas leadership conferences. Some of our teachers have presented at ULearn workshops and this is also encouraged.

Of course, other professional development opportunities are available. Our Board sets aside a considerable sum for this purpose each year, and that development can take place in school or teams to meet individual teacher needs identified during coaching or professional learning sessions.

In 2018 our work with Mary-Anne Murphy provided opportunities for teams to be coached and supported to strengthen our ways of working in ILE. This work delivered through whole school workshops and team workshops so there are lots of opportunities for deep dives and robust discussions. We hope to continue this work in 2019.

**Supporting your Career**

Everyone at Freemans Bay School is committed to making this a top-quality school. We have a commitment to the success of our learners and in developing staff career pathways.

This is important for every staff member. A staff member, who has worked in a school that is seen to be successful, has better career opportunities for the future. If one’s school is recognised as a leader, the teachers in that school are also likely to be recognised as leaders. While we hope our staff members will stay, we also hope that if they do leave, they will go on to career advancement.

We are committed to providing opportunities to grow your capacity and hopefully to provide you with a challenging and motivating environment to grow your leadership skills and attributes. We have a history of growing Team Leaders, Deputy Principals and Principals at Freemans Bay School.

In 2016 and 2017 our leadership team has worked with Education Group as a two-year commitment of becoming accredited coaches using the Growth Coaching International structure and we started rolling out a coaching programme in 2018 so all of our teachers began to benefit from this investment. More coaching opportunities will be available in 2019.

Freemans Bay School has many visits from academics and educators from across New Zealand and the world. We are part of the Global Schools Alliance and are a Microsoft Showcase School. These visits provide our staff with opportunities to showcase their teaching as well as sharing dialogue with educators from different parts of the globe.

**Supporting your Wellbeing in our Work Environment**

The wellbeing of our staff is very important to us. We invest in the health and wellbeing of our staff to encourage staff to pursue their own active sporting and wellbeing interest; whether it be a gym membership or class, Pilates, sports gear or a yoga classes. We budget up to of $100, on a FTTE pro rata basis, each year for expenses related to wellbeing as a tangible contribution to our staff.

HIB, Hep B and flu vaccines are fully funded. Three sessions of counselling costs can also be applied for under our Employee Assistance Programme.

We take supporting your health and wellbeing seriously and we want you to have great work life balance.

**Supporting your need to have Fun!**

Although we work hard and have a focus on the education of our learners, we also like to still have a sense of fun. We like to build in some social activities to relax and unwind and get to know our fellow staff outside school.

These are some of the fun things we do together each year:

* Enjoy an end of year, subsidised Christmas lunch and drinks at a quality venue
* Whānau and team social dinners, coffees and other occasions
* Take part in staff-initiated activities such as Zumba, Yoga, cycling or walking groups
* Enjoy regular Friday after school “Happy Hour”

The list is not definitive – we welcome your ideas for fun. We have a staff of around 60 people in total so there is plenty of scope for enjoying some social time together.

**Supporting You!**

We have given you an overview of systems and structures that we have at Freemans Bay School. Ultimately, we want to support you to grow. These systems will support you to be able to work to the best of your ability and grow as an educator and leader.

We have a supportive culture which reflects our school vision of “Engage, Empower, Enrich” so that our learners and our staff will thrive.

|  |
| --- |
| **Innovation and Digital Technology Deputy Principal**  Position Description |
| Three key areas of responsibility for the Innovation and Digital Technology Deputy Principal   1. Innovation 2. Leading teacher learning 3. Digital technology/ eLearning |
| **Innovation:**   * Challenge the thinking of others and disrupt traditional thought and practice in order to explore and share new and innovative approaches to learning. * Stay up-to-date with current research and thinking in education in order to introduce and oversee initiatives that will equip the students with the knowledge and skills necessary to move confidently into the future. |
| **Leading Teacher learning:**   * Committed to the development of teacher effectiveness and capacity. * Inspire and encourage others by example and support in mentoring and coaching in order to allow a personal learning community to flourish. * Foster a culture of collaboration where innovation, expertise and resources are shared for the continuous improvement of teaching and learning. * Planning, development, implementation and assessment of the professional learning program for teachers built on research informed best practices for professional learning. Specifically, effective practice in: * Personalising learning and Student Agency   + Digital Technology/ eLearning   + Assessment for Learning |
| **Digital Technology/ eLearning:**   * Develop digital systems to ensure an innovative teaching environment can be created. * Planning, development, implementation and assessment of a coherent and collaborative digital technologies strategy that ensures digital technologies serve effective pedagogy to raise achievement for all students, engage students, strengthen their use of new technologies in their learning and build their capacity to be lifelong learners in an ever-changing world. * Maintain up-to-date knowledge about new technologies and their potential to support teaching and learning. * Support teachers in ensuring students are 'good' digital citizens and promote digital literacy and digital fluency for students. * Selection of digital technology and digital partnerships that enable strategic objectives to be met. * Develop whānau connections through the use of digital tools and run information evenings when needed. * Networking with agencies and other organisations to ensure school practice is promoted, current and developing. * Microsoft partner lead person in the school. * Global School Alliance lead person in the school. |
| **Other key characteristics:**   * Work collaboratively with the DP and Principal * Able to build high performing teams * Experienced in leadership roles or facilitation * Manage and facilitate change |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PERSON SPECIFICATIONS** | | | | |
| **Success Profile for Innovation and Digital Technology Deputy Principal at Freemans Bay School** | | | | |
| **Knowledge** | Experience | Behavioural competencies | Personal Attributes | Aptitudes |
| **Qualification:**   * A relevant qualification in education   **Specific Knowledge:**   * Using the principles of Te Tiriti o Waitangi as the foundation ensuring culturally responsive practice and understanding of Aotearoa cultural heritage. * Knowledge of contemporary research, theory and practice in education sector * Understands and can relate to the Freemans Bay School vision of Engage, Enrich, Empower * Understands key competencies required for teaching in a diverse school community * Knowledge of /Understands Digital/ Technology / eLearning * Knowledge of /Understanding of change management | **Vocational:**   * Utilises the inquiry approach to professional learning * Experience in innovative curriculum design * Experience in providing effective professional learning for teachers/staff * capacity to lead and manage activities which promote the engagement, learning progress and achievement of students * demonstrated high level capacity to develop interpersonal relationships, establish productive partnerships and work as part of a team to lead change * Significant experience in a leadership role, with demonstrated experience to lead large and diverse teams   **Connectiveness**   * Is active in networks – has professional relationships in Associations | **Leadership:**   * Respected by colleagues * Relational – above the line behaviours * Innovative * Accountable * Is solution focused * Astute problem solver and decision maker * Works well under pressure * A team player with strong interpersonal skills, who has the ability to engage, persuade, inspire, and lead others to reach desired outcome * Infectious enthusiasm * Understands that distributive leadership is an important tool in any successful school and is committed to growing personal leadership capacity * Have a high level of commitment to encouraging and fostering effective working relationships with and between others and in providing appropriate support and assistance to colleagues * Has a commitment to coaching teachers * Is willing to enrich and extend staff and students, allowing them to take their learning to where they want to go * Has an ability to inspire and motivate staff and students to fulfil their potential   **Teaching and Learning:**   * Demonstrates cultural sensitivity, responsiveness and understanding of students’ cultural diversity and is committed to working in a multicultural community * Is passionate about the potential of ILE’s and embraces opportunities to be innovative and collaborative * Demonstrates collaborative work around teaching and learning inquiry and reflects a solution-based approach to challenges * Demonstrates expertise and has refined strategies to enable all learners to access the curriculum in order to maximise learning   **Self:**   * Resilient/ adaptable * Self- efficacy * Growth mindset * Organised * Courageous | **Attitude:**   * Effective communicator * A ‘mover and shaker’ * Can do * Inclusive * Reflective * Resilient * Aspirational * Loves learning and shows to all that learning is fun * Relishes challenge and action * A sense of humour   **Values:**   * Personal values aligned to school values * Understands and actions the principles of Rangatiratanga, Kotahitanga and Manaakitanga * Genuinely puts learners at the centre of decisions * Culturally responsive * Has integrity | **Reasoning / Comprehension:**   * Verbal * Numerical (data) * ICT competent   **Recognition:**   * Patterns * Error * Risk |

The above dimensions are required by the leader who will work with our Leadership Team and teachers to shape the next phase of our journey yet are by no means a complete picture.

We look forward to working with a leader who is excited about leading learning, making a difference for our students, enhancing our school systems, leading change and helping lead us into the exciting world of future focused learning and teaching.



|  |
| --- |
| **INPORTANT INFORMATION FOR APPLICANTS** |

**APPLICATION FOR EMPLOYMENT**

Thank you for applying for a position with our school. Please ensure you have a copy of the position description and person specification before completing this application.

1. Please fully complete this form personally. First, read it through, then answer all questions and make sure you sign and date where indicated on the last page.
2. Attach a curriculum vitae (CV) containing any additional information, if necessary.
3. Copies only of qualification certificates should be attached. If successful in your application you will be required to provide the originals as proof of qualifications.
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.
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 Vulnerable Children Act 2014](http://www.legislation.govt.nz/act/public/2014/0040/latest/DLM5501909.html), 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[[1]](#footnote-1) at any time
    - the offence was neither a [specified offence under the Clean Slate Act 2004](http://www.legislation.govt.nz/act/public/2004/0036/latest/DLM280848.html) nor a [specified offence under the Vulnerable Children Act 2014](http://www.legislation.govt.nz/act/public/2014/0040/latest/DLM5501909.html)
    - you have paid any fines 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.

1. Shortlisted applicants being interviewed will need to provide originals of both a primary identity document (e.g. passport) and a secondary identity document (e.g. New Zealand driver license). A list of acceptable primary and secondary documents is available in the last sections of the [Vulnerable Children Regulations 2015](http://www.legislation.govt.nz/regulation/public/2015/0106/latest/whole.html#DLM6482207).
2. This application form and supporting documents will be held by the board. You may access these in accordance with the provisions of the Privacy Act 1993. If you have any queries, please contact the person cited in the advertisement.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Application for Innovation and Digital Technology Deputy Principal at Freemans Bay School** | | | | | | | | | | | | | | |
| **Personal Details** | | | | | | | | | | | | | | |
| Title (Please Tick) | | | * Mr | | * Mrs | | * Ms | | | | * Miss | | |  |
| Surname/ Family Name | | |  | | | | | | | | | | | |
| First Names  (in full, underline preferred) | | |  | | | | | | | | | | | |
| Birth Name (if applicable) | | |  | | | | | | | | | | | |
| Are you known by any other name(s)?  (If yes, please provide detail) | | | * Yes | | | | | | | * No | | | | |
|  | | | | | | | | | | | |
| Full Postal Address | | |  | | | | | | | | | | | |
| Email Address | | |  | | | | | | | | | | | |
| Phone Number (Day) | | |  | | | | | | | | | | | |
| Phone Number (Evening) | | |  | | | | | | | | | | | |
| Do you hold a current practising certificate from the Education Council of Aotearoa New Zealand? | | | | | | | | | * Yes | | | | * No | |
| Registration Number: | | | | Expiry Date: | | | | | | | | | | |
| **Educational Qualifications** | | | | | | | | | | | | | | |
| Highest Secondary School Qualification | | | |  | | | | | | | | | | |
| Tertiary Qualifications | | | | | | | | | | | | | | |
| **Qualification** | | | | **Date Awarded** | | | | **Institution** | | | | | | |
|  | | | |  | | | |  | | | | | | |
|  | | | |  | | | |  | | | | | | |
|  | | | |  | | | |  | | | | | | |
|  | | | |  | | | |  | | | | | | |
| **Employment History** | | | | | | | | | | | | | | |
| Please list your work experience for the last five years beginning with your most recent position. Please explain any gaps in employment. If you were self-employed, give details. Attach additional sheets if necessary***.*** from | | | | | | | | | | | | | | |
| **Start Date** | **End Date** | **Employer’s Name (or reason for gap in Employment)** | | | | **Position Held** | | | | | | **Reason for Leaving** | | |
|  |  |  | | | |  | | | | | |  | | |
|  |  |  | | | |  | | | | | |  | | |
|  |  |  | | | |  | | | | | |  | | |
|  |  |  | | | |  | | | | | |  | | |
|  |  |  | | | |  | | | | | |  | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Identity Verification, Criminal Record and Right to Work** | | | | |
| Are you a New Zealand citizen? | | | * Yes | * No |
|  | • If not, do you have residential status?  Detail: | | * Yes | * No |
|  | • or a Current Work Permit?  Detail: | | * Yes | * No |
| Have you ever had a criminal conviction? | | | * Yes | * No |
| If “Yes” please detail:  *(A board may not employ or engage a children’s worker who has been convicted of an offence specified in* [*Schedule 2 of the Vulnerable Children Act 2014*](http://www.legislation.govt.nz/act/public/2014/0040/latest/DLM5501909.html)*. The Clean Slate Act does not apply to schedule 2 offences.)* | | | | |
| Have you ever received a police diversion for an offence? | | | * Yes | * No |
| If “Yes”’ please detail: | | | | |
| Have you ever been discharged without conviction for an offence? | | | * Yes | * No |
| If “Yes”’ please detail: | | | | |
| Do you have a current New Zealand driver’s licence? | | | * Yes | * No |
| Have you ever been convicted of a driving offence which resulted in temporary or permanent loss of licence, or imprisonment? | | | * Yes | * No |
| If “Yes”’ please detail: | | | | |
| Are you awaiting sentencing, or do you have charges pending? | | | * Yes | * No |
| If “Yes”’ please state, the nature of the conviction/cases pending: | | | | |
| In addition to other information provided are there any other factors that we should know to assess your suitability for appointment  and your ability to do the job? | | | * Yes | * No |
| If “Yes”, please detail: | | | | |
| Have you ever been the subject of any concerns involving child safety? | | | * Yes | * No |
| If “Yes” please detail: | | | | |
| Have you had any injury or medical condition caused by gradual process, disease or infection, such as occupational overuse  syndrome which the tasks of this position may aggravate or contribute to? | | | * Yes | * No |
| If “Yes” please detail: | | | | |
| **Professional Memberships** | | | | | |
| Leaders understand the need to be connected. | | | | | |
| **Current Memberships / Networks** | | **Past Memberships / Networks** | | | |
|  | |  | | | |
|  | |  | | | |
|  | |  | | | |
|  | |  | | | |
|  | |  | | | |
|  | |  | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Referees** | | | | |
| Please provide the names of three people who could act as referees for you. One of these should be your current or most recent employer. Please indicate which referee is your current/previous employer in the table below. If you have included written references from people other than those recorded below, please note that we may contact the writers of these references. | | | | |
| **Name** | **Organisation** | **Position/**  **Relationship** | **Landline** | **Mobile** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Authority to approach other referees** | | |
| I authorise the Board, or nominated representative, to approach persons other than the referees whose names I have supplied, to gather information related to my suitability for appointment to the position. | * Yes | * No |
| I authorise the Board, or nominated representative, permission to access any information held by the Education Council of Aotearoa New Zealand (EDUCANZ) or any other educational organisation, including information regarding matters under investigation, to gather information related to my suitability for appointment to the position. | * Yes | * No |

|  |
| --- |
| **Key Criteria for Deputy Principal at Freemans Bay Schools** |
| The position you are seeking requires specific knowledge, skills, attributes and personal characteristics. These are stated in the person specification sheet in this application package. Please complete the following self-assessment. Bullet points are acceptable. Please limit your responses to a maximum of 2 pages. |
| **Knowledge** |
|  |
| **Experience** |
|  |
| **Behavioural Competencies** |
|  |
| **Personal Attributes** |
|  |
| **Aptitudes** |
|  |
| **ELeearning and Future focused Learning** |
|  |
| **Be Creative….**  **This is your Space** |
|  |

|  |
| --- |
| **Declaration** |
| I certify that:   * The information I have supplied in this application is true and correct. * I confirm in terms of the Privacy Act 1993 that I have authorised access to referees. * I know of no reason why I would not be suitable to work with children/young people. * I understand that if I have supplied incorrect or misleading information, or have omitted any important information, I may be disqualified from appointment, or if appointed, may be liable to be dismissed.   Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date:  **Note: If completing this electronically a hard copy (signed) must be provided.** |

1. **Custodial sentence** means a sentence of imprisonment and includes corrective training, preventive detention, a sentence of imprisonment served by home detention, borstal training, detention centre training and any other sentence that requires the full-time detention of an individual. **Non-custodial sentence** includes, but is not limited to, a community-based sentence, a sentence of home detention, a sentence of a fine or reparation, a suspended sentence of imprisonment, and a specified order. [↑](#footnote-ref-1)