



# Application Pack – Deputy Principal February 2026



# WILSON SCHOOL – DEPUTY PRINCIPAL RECRUITMENT

Kia ora,

Thank you for expressing interest in the position of Deputy Principal at Wilson School.

We are a vibrant specialist school based on Auckland's North Shore, with our base in Hauraki and satellite classes in five other schools. We support ORS funded students aged 5-21 years.

We are seeking a driven Deputy Principal to join our exceptional leadership team. The ideal candidate will be an outstanding practitioner with proven knowledge and understanding of specialist education, and leadership experience as a Deputy/ Assistant Principal or in a substantial whole school leadership role.

The successful candidate will contribute ideas and expertise, and lead with a strong work ethic, enthusiasm, and positivity. Strong digital skills are essential to support our ongoing digital journey. This is a high-profile role, the position description is within this document.

As a school we aim to:

- Provide a safe and nurturing environment
- Uphold a culturally responsive environment for our diverse population
- Foster and encourage independence
- Recognise every student as a learner
- Ensure every student will have an effective communication system
- Embrace digital technologies to support student learning

Please return your application form, CV and cover letter by 1.00pm Thursday 5th March 2026. The appointment commences Term 2, 2026 or by negotiation.

Applications are to be emailed to Lizz Sadler, Administration Support Manager - [office@wilson.school.nz](mailto:office@wilson.school.nz), if you have any questions, please don't hesitate to contact us.



Ngā mihi  
Anjuman Raza - Principal

## More about us...

Our website can tell you more about us and also contains our latest strategic plan.

- [Strategic Plan](#)
- [Vision & Values](#)
- [Wilson School](#)
- [School Recruitment and application form](#)

## Position Description

**Responsible to:** Board, Principal

**Functional Relationships with:** Principal, Senior Leadership Team, Therapy Team, School Staff, School Community

### **Our School –**

Wilson School is a state school that caters for the learning and care of students with a range of abilities and disabilities between the ages of 5-21 years of age from varied and dynamic multicultural backgrounds. The School embraces a totally holistic approach to learning with the support of professionals including teachers, therapists, specialists and support staff. Students are taught at either the base school in St. Leonards Road or in one of the satellite classes in a mainstream host school. Learners at Wilson School will have opportunities, through a multidisciplinary approach, to engage and achieve in a caring, inclusive, and safe environment.

### **Position Purpose –**

The main purpose of the Deputy Principal's role is to support the Principal to lead and implement the School's strategic goals, assist in leading and implementing change, continually improve teaching & learning, school culture, relationships, communication, and cultural responsiveness.

This is currently a fully released position, however you will be required to relieve throughout the school if required.

### **Leadership –**

Deputy Principal is a high-profile leadership role, with responsibility for leading the learning at Wilson School. The role will have the following competencies as defined in the Teaching Council of Aotearoa New Zealand's Educational Leadership Capability Framework:

1. Building and sustaining high trust relationships
2. Ensuring culturally responsive practice and understanding of Aotearoa New Zealand's cultural heritage, using Te Tiriti o Waitangi as the foundation
3. Building and sustaining collective leadership and professional community
4. Strategically thinking and planning
5. Evaluating practices in relation to outcomes
6. Adept management of resources to achieve vision and goals
7. Attending to their own learning as a leader and their own wellbeing
8. Embodying the organisation's values and showing moral purpose, optimism, agency, and resilience
9. Contributing to the development and wellbeing of education beyond their organisation

## Personal Skills & Qualities –

We require our staff to be enthusiastic, committed, and flexible thinking professionals. Our new Deputy Principal will need to be an outstanding leader who demonstrates the following skills and qualities:

- A deep understanding of the New Zealand Curriculum and effective pedagogies for students with special educational needs
- An effective communicator with exceptional people leadership skills and emotional intelligence
- Excellent digital skills – linked to classroom practice and whole school systems and confident with Microsoft Office 365 applications
- Recent and effective leadership experience - prioritising visibility, approachability, compassion, and transparency
- View education through a culturally responsive lens
- High levels of creativity, innovation, and initiative
- Collaborative - leading by sharing ideas and knowledge and in turn learning from others - open to new ways of doing things
- Empowers people to reach potential by building confidence, supporting development, and sharing responsibility
- A sense of humour, fun and excitement
- An ability to bring people together, promoting social opportunities and well-being.
- The ability to multi-task, prioritise and work under pressure
- Has a sound understanding of the NZ education system and awareness of the upcoming changes.
- Knowledge of the Specialist Service Standards, ensuring provision of quality specialist support for learners.
- Due to the geographical nature of our school, must hold a full drivers license
- Hold registration with the Teaching Council of Aotearoa New Zealand.
- Must be prepared to be visible via our digital channels and physically throughout the school community.



| Key Area  | Indicators of Success  |
|---|--|
| <p><b>Lead the successful implementation of our strategic direction and annual goals</b></p>  | <p>All staff are aware of our direction and annual goals.<br/> All staff are aware of the part they play in delivering on our goals.<br/> Termly reports are created alongside the Assistant Principals to provide progress updates.<br/> Unit holder are co-ordinated and focused on objectives from the strategic plan and school priorities.</p>  |
| <p><b>Build positive relationships with staff, students, whānau, other schools and external agencies.</b></p>   | <p>Feedback on relationships is positive, the Deputy Principal will lead and promote staff functions and social activities.<br/> Regularly conduct team meetings and training as planned.<br/> Provide appropriate support and advice to staff as necessary in areas including classroom management, behaviour, support staff management, planning, assessment, student teaching and learning, IEPs/ITPs and EOTC.<br/> Work with the Assistant Principals to oversee classroom timetables, planning, IEPs/ITPs, EOTC and reporting to parents, regularly keeping the Principal informed.<br/> Liaise with community agencies as required e.g., Oranga Tamariki, IWS, host schools, police, parents, local businesses.<br/> Always promotes a positive image of Wilson School.<br/> With support from the school's administrative team, provide effective communication between school and school transport providers.<br/> Successfully submit and monitor the progress of ORS applications.<br/> With the support of the Assistant Principals, lead and organise whole school celebrations and events.</p> |
| <p><b>Be future-focused, and an innovative thinker with the ability to both inspire and lead change in a special school with a diverse staff and community.</b></p> | <p>Staff are committed to change outcomes.<br/> Student transition into school is well supported, with school and ministry enrolment processes followed effectively.<br/> Develop relationships with key members of staff in host schools, promoting and increasing the opportunities for inclusive opportunities for our students.</p>  |

| Key Area  | Indicators of Success  |
|---|--|
|   | Developing the school's digital channels, including website and social media to promote the work of the school and celebrating successes.  |
| <b>Communicate effectively with a variety of audiences both orally and in writing.</b>            | Oral and written communications are appropriate to the audience.<br>Written communication is simple and clear so that the audience can understand.<br>Termly calendars, schedules and plans for staff meetings and expectations for regular tasks are communicated clearly.  |
| <b>Use IT confidently and creatively to develop robust systems and procedures.</b>                | Systems and procedures are simple and clear.<br>Users of the systems and procedures are trained and able to use them.  |
| <b>Lead the development and implementation of Wilson's curriculum and appropriate pedagogies.</b> | All professional staff have a shared understanding of, and are committed to, good teaching and learning practices at Wilson.<br>Developing the school's curriculum, keeping up to date within national changes.<br>Creating and maintaining clear curriculum documentation to ensure consistency and coverage across the school. |
| <b>Acting Principal as required.</b>  | Day to day management of the school runs effectively in the absence of the Principal.  |
| <b>Develop leadership capability.</b>   | Alongside the Assistant Principals, grow the leadership capability with the Team Leaders and allocated unit holders to develop a pipeline of talent within the school.   |
| <b>Support our school's wellbeing, health and safety requirements.</b>                            | Actively promote and comply with all wellbeing, health and safety requirements of our school.<br>With the support of the Assistant Principals, monitor student attendance across the school, providing suitable support to families where required.  |

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|---|---|
|   | <p>Regularly visible in classrooms at base and host schools, developing positive relationships with Teachers, Teacher Aides and Therapists.</p> <p>With the support of the Assistant Principals, oversee incidents (accident, near-miss or behavioural) across the school, providing guidance, support, follow-up and ensuring incidents are recorded appropriately.</p> <p>Alongside the Principal and Assistant Principals, when necessary be an out of hours contact for the school's alarm company.</p> |
| <p><b>With support from the Therapy Team Leader, ensure the Therapy Team are well effectively lead.</b></p>                     | <p>Therapy Programme Plans are clear and effectively delivered.</p> <p>The therapy team follow the Specialist Service Standards.</p>  |
| <p><b>Oversee the school's processes to promote personalised learning, including IEPs, Transition Plans and Assessment.</b></p> | <p>Every student has an IEP or Transition plan that is created collaboratively.</p> <p>The progress of each student is monitored on a termly basis, via IEP / Transition Plans and school assessment systems. Reporting on a regular basis to the Principal.</p>  |
| <p><b>Ensure the smooth daily operation of the school, to provide a safe and productive learning environment.</b></p>           | <p>Relevant staffing is deployed across the school.</p> <p>Cover and relief is well organised.</p> <p>Payroll information is communicated to the Executive Manager effectively.</p> <p>Provide support for in-school financial systems such as reimbursements and pay reports.</p> <p>Support with recruitment as needed.</p>   |
| <p><b>Lead the Professional Growth Cycle for all staff across the school.</b></p>   | <p>Staff are supported with professional growth and annual timelines are met.</p> <p>Personal responsibility for completing Professional Growth Cycles for the Therapy Team and Senior Leaders.</p> <p>Completing classroom observations, providing high quality and supportive feedback and guidance to promote high quality teaching &amp; learning.</p>  |

| Key Area  | Indicators of Success  |
|---|--|
| <p><b>The school is a safe and healthy environment.</b></p>   | <p>Promote Health &amp; Safety guidelines, including regular classroom visits to complete checks.</p> <p>Lead the school's Health &amp; Safety Team, promoting a safe forum for identifying concerns.</p> <p>With the support of the Assistant Principals, ensure that all off-site activities are well planned and happen within the set guidelines.</p> <p>Overseeing and promoting relevant professional development across the school.</p> |
| <p>Other specific responsibilities or duties as the Principal may from time to time determine. Roles and responsibilities for the Leadership Team can be reviewed annually and distributed depending on strengths and experience of other team members.</p> |  |

# Wilson School



**122 STUDENTS  
72 HIGH ORS  
49 VERY HIGH ORS**



**LOCATED AT OUR  
BASE SCHOOL  
AND ACROSS  
FIVE SATELLITE  
LOCATIONS**



**SUPPORTING  
OTHER SCHOOLS  
VIA AN OUTREACH  
SERVICE**



**STRIVING TO  
INCREASE OUR  
CAPACITY TO MEET  
DEMAND**



**EQUIPPING YOUNG  
PEOPLE FOR LIFE &  
STRIVING TO  
SUPPORT OUR  
COMMUNITY**



**SUPPORTING  
WHĀNAU VIA  
REGULAR  
LEARNING AND  
SUPPORT SESSIONS**