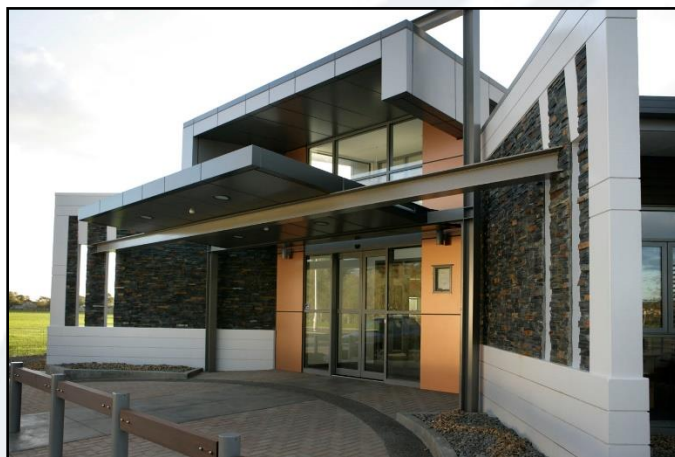




Te Kura o Ihu Karaiti to tatou Tuapapa

Principal Vacancy Information Pack



Cornerstone Christian School
119 Mihaere Drive
Kelvin Grove
Palmerston North 4414

Ph: 06 356 7326
Email: office@cornerstone.ac.nz

Welcome

Thank you for your interest in the position of Principal of Cornerstone Christian School. We hope you find the Information Pack informative and useful.

We also invite you to visit the school website at:

- www.cornerstone.ac.nz

You may arrange to visit the school by contacting:

- Sarndra Rauzi
Enrolment Registrar
(06) 356 7326 ext. 6103
Email: sarndra@cornerstone.ac.nz

If you have any further questions, please feel free to contact:

- Braden Simpson
Board Presiding Member
021 115 6158
Email: presidingmember@cornerstone.ac.nz

When submitting your application please note the following:

- The Special Character and principles of the school
- The key tasks outlined in the job description
- Other information contained in this package which provides a feeling for the culture of the school

The Cornerstone Christian School Board is an equal opportunities employer and will appoint the best person for the position.

We look forward to receiving your application. If you have further questions regarding the position please don't hesitate to contact us.



Key Information

Principal Position – Cornerstone Christian School

Key information about the school is available on the school's website at www.cornerstone.ac.nz. The Charter, Foundational Principles for Curricula, School History, special character and the Education Review Office (ERO) link to the school's most recent ERO report, dated September 2024, can also be found under 'ERO Reports' on the school website.

Applications for the position must include:

- An up-to-date Curriculum Vitae;
- A completed and signed application form;
- A signed copy of the 'Statement of Special Character' found on page 5;
- A signed copy of the 'Statement of Faith' found on page 7;
- Your Pastor/Minister's letter;
- Any other supporting documents that you feel would support your application.

Your application will be viewed by members of the following groups:

- The Cornerstone Christian School Board;
- The Cornerstone Christian School Proprietor (Cornerstone Christian Education Trust)

We expect you to provide contact details for **three** referees as specified in the application form. Please forward the referee form to your three referees and ask them to submit their reports by end of day Monday June 9th, 2025. In the event of your being shortlisted, we may further contact your referees or may request additional referees.

Your application should be marked as confidential in the subject line and emailed to:

- principal.appointment@cornerstone.ac.nz

Appointment Timeline:

- Applications Close – Monday 9th June 2025 at 5:00 PM
- Shortlisting By – Saturday 14th June 2025
- Interviews Begin – Saturday 21st June 2025
- Starting Date – From Term 3 2025 (by negotiation)

Note that dates are subject to change due to circumstances such as candidate availability. The successful candidate will be required to sign the Code of Conduct, which has been included for reference.

We look forward to receiving your application in the near future.

Braden Simpson
Board Presiding Member

Important Key Qualities

These are the qualities the Board considers to be desirable in making this appointment:

- Mature Christian faith that demonstrates a deep heart relationship with God and a sound Bible knowledge
- Ability to work seamlessly in a multi-denominational setting
- Previous experience of, and passion for, Christian education, or a willingness to pursue this
- Previous success in leadership within a school
- Experience in school management, administration and strategic planning including financial and property management
- Thorough knowledge of NZ Curriculum, best practice for teaching and learning, and student achievement across both primary and secondary
- Ability to provide effective leadership in developing up to date and innovative programmes, such as deeper learning activities and professional development, while maintaining the heritage and Special Character of the school
- Ability to build durable relationships among key stakeholders in the school including staff, families, Board, Proprietor, MOE and COL, through clear communication and strong organisational skills
- Ability to grow future staff leaders through shared decision-making, collaboration, modelling of leadership skills and a permission-giving leadership style
- Ability to maintain the strong team relationship amongst the staff and the home / school partnership by which Cornerstone Christian School is known
- Ability to portray the human face of principalship - to exhibit warmth and approachability, and to display loyalty to the school
- Ability and passion to lead the continued growth of the school

Statement of Special Character

Cornerstone Christian School is a Christian School established by and for parents choosing a God-centred education for their children.

The mission statement of the school is:

*To provide with parents a balanced Christian Education
to help children develop to their full potential in God.*

The vision statement of the school is:

*To be confident followers of Jesus Christ, equipped
and inspired to creatively impact our world.*

The Christian Special Character of the School is determined by the faith system made up of the Christian beliefs, biblical values and lifestyle as determined by the Trustees of the Cornerstone Christian Education Trust

Because God is:

- The creator of heaven and earth, of all things visible and invisible, sustaining and ruling over creation, including man... and is
- The source of all wisdom and knowledge

God the Father, Jesus His Son, and the Holy Spirit are relevant to every area of study and endeavour in the school.

The school reflects this by:

- Using the bible as the basis for exploring God's world, and as a standard against which to compare and interpret all curriculum material
- Teaching Christian values and behaviour through the process of acknowledgement of sin, repentance, and acceptance of Jesus' gift of grace
- Using prayer as a key tool in learning, inviting the Holy Spirit into every learning situation
- Encouraging each child to give of their best because God creates and equips each person for their unique role in His service and acknowledging achievement in accordance with the child's effort.
- Inextricably integrating knowledge of the world and Christian beliefs, though an integrated approach of an appropriate Christian curriculum and developed programme plans

- Acting as a continuum and extension of the teaching provided in Christian homes
- Providing an environment where children, parents, and teachers can experience Godly relationships, showing the character of Christ in love, discipline, respect, honour and trust, and witness an exemplary demonstration of Biblical truths in the lives of others.

Agreement to support and uphold the Special Character:

I have read this statement describing the special character of the school and agree to support and uphold it.

Signed: _____ Name: _____ Date: _____

Statement of Faith

About God

God is the creator and ruler of the universe. He exists in three persons – the Father, the Son, and the Holy Spirit. These three are co-equal and are one God.

Genesis 1:1, 26, 27; 3:22; Psalm 90:2; Matthew 28:19; 1 Peter 1:2; 2 Corinthians 13:14

About Creation

God created the universe, earth and everything in it, according to the pattern set out in Genesis. Creation declares the glory of God. The incredible complexity of life gives proof to the existence of the creator.

Genesis 1-2; Psalm 19; Romans 1: 18-25

About Us

Humans were made in the spiritual image of God, to be like him in character. Although we have tremendous potential for good, we are marred by an attitude of disobedience toward God called "sin." This attitude separates us from God.

Genesis 1:27; Psalm 8:3-6; Isaiah 53:6a; Romans 3:23; Isaiah 59:1, 2

About Eternity

Humans are created to exist forever. We will either exist eternally separated from God by sin or eternally with God through forgiveness and salvation. To be eternally separated from God is hell. To be eternally in union with him is eternal life. Heaven and hell are places of eternal existence.

John 3:16; 1 John 2:25; 1 John 5:11-13; Romans 6:23; Revelation 20:15; Matthew 25:31-46

About Jesus Christ

Jesus Christ is the Son of God. He is co-equal with the Father. Jesus lived a sinless human life and offered himself as the perfect sacrifice for the sins of all men by dying on a cross. He arose from the dead after three days to demonstrate His power over sin and death. He ascended to heaven's glory and will return again to earth to reign as King of Kings and Lord of Lords.

Matthew 1:22, 23; Isaiah 9:6; John 1:1-5, 14:10-30; Hebrews 4:14, 15; 1 Corinthians 15:3

About Salvation and grace

Salvation is a gift from God to us. We can never make up for our sin by self-improvement or good works – only by trusting in Jesus Christ as God's offer of forgiveness can we be saved from sin's penalty. Eternal life begins the moment we receive Jesus Christ into our life by faith. Grace is freely given to empower us to live holy lives in the ongoing journey of life.

Romans 10:9; Romans 6:23; Ephesians 2:8, 9; John 14:6, 1:12; Titus 3:5; Galatians 3:26

About Adoption and our position in God

Acceptance of Jesus as our Lord and saviour is how we become adopted into God's family. We become family together in Christ with God as our loving Father, and have the status of friends of Christ, included in His royal household.

Romans 8:15; Galatians 4:5; Ephesians 1:5; John 1:12; John 15:15; 1 Peter 2:9

About The Holy Spirit

The Holy Spirit is equal with the Father, and the Son, as God. He is present in the world to make us aware of our need for Jesus Christ. He also lives in every Christian from the moment of salvation. He provides the Christian with power for living, understanding of spiritual truth, and guidance in doing what pleases God. As Christians, we seek to live under his guidance daily.

2 Corinthians 3:17; John 16:7-13, 14:16, 17; Acts 1:8; 1 Corinthians 2:12, 3:16;

About The Bible

The Bible is God's word to all people. It was written by human authors, under the supernatural guidance of the Holy Spirit. It is the supreme source of truth for Christian beliefs and living. Because it is inspired by God, it is truth without any mixture of error.

2 Timothy 3:16; 2 Peter 1:20, 21; 2 Timothy 1:13; Psalm 119:105,160, 12:6; Proverbs 30:5

About The Church

There is one true universal Church made up of believers in Jesus Christ, and the local church is God's primary expression of His universal church in our world. We believe in the necessity of believers to meet regularly together for fellowship, prayer, and teaching from the word of God.

Matthew 16:18; Ephesians 3:10, 20-21, 5:27; 1 Corinthians 14:12, 26; 1 Peter 2:17

About Marriage and relationships

Marriage is ordained by God and ideally is a decision for life. Marriage is between one man and one woman as taught in the New Testament scriptures. Families are ordained by God and are to be encouraged, upheld and supported.

Matthew 19:4-6; Ephesians 5: 22-33; Hebrews 13:4

About mission

Every believer has been commissioned and enabled to "go into the world to make disciples of every nation". Every believer has been given talents and gifts to be empowered to minister, in their unique calling; to function and serve both within the Christian community and in the world.

Matthew 28:19-20; Romans 12:1-8; 1 Corinthians 12:8-11, 28-29

About unity

We believe in the spiritual unity of all believers through Jesus Christ. This is seen through not only believer to believer unity, but also groups, gatherings and churches working together to enrich and advance the Kingdom of God in our community.

Psalms 133:1-3, 1 Corinthians 1:10; Ephesians 4:11-13 Colossians 3:14;

I agree with the Statement of Faith:

Signed: _____

Date: _____

Principal Job Description

<u>Aim:</u>	To create a school wide learning environment consistent with the Special Character, to help children develop to their full potential in God.
<u>Accountable to:</u>	Cornerstone Christian School Board
<u>Responsible for:</u>	The educational leadership and overall management of the school, implementation of legislation, policies and programmes, personnel management for both teaching and non-teaching staff. The day-to-day operation of the school in accordance with the Special Character, Charter, management documents, policies and Board decisions.
<u>Terms of Contract:</u>	Full time, permanent - standard terms apply. The school generally follows the current Area Schools Principal Collective Agreement recommended terms. The Special Character of the school requires an Individual Employment Agreement.

Legal Requirements

A State Integrated School must, on integration, continue to have the right to reflect, through its teaching and conduct, the education with a special character provided by it [Education and Training Act 2020, Sch6 s1(1)]

The Principal position at Cornerstone Christian School is 'tagged'. A tagged position acknowledges that the holder of that position makes a particular and strategic contribution to the delivery of an education with a special character provided by the school.

The Education and Training Act 2020, Sch6 s47 requires that a tagged position advertisement include the following wording 'willingness and ability to take part in religious instruction appropriate to that school shall be a condition of appointment'.

The Principal will champion and guard the school's special character, as defined by the Integration Agreement and determined by Cornerstone Christian Education Trust, the school's proprietor, who is responsible for preserving and safeguarding that special character

Teaching Council Standards

In the context of our special character, the Principal meets, and continues to meet, the Teaching Council Code of Professional Responsibility and Standards for the Teaching Profession.

<https://teachingcouncil.nz/assets/Files/Code-and-Standards/Our-Code-Our-Standards-Nga-Tikanga-Matatika-Nga-Paerewa.pdf>

Area School Principal Professional Standards

- Area School Principal Collective Agreement / 3 July 2023 to 2 July 2025
- These are applied in such a way that is consistent with the school's Special Character

Areas of Practice	Professional Standards
<p>Special Character</p> <p>To maintain and uphold the Special Character. To model and promote Christian values and leadership in Christian Education.</p>	<ul style="list-style-type: none"> • To have a Christian faith experienced by being “born again” and having a personal relationship with God. To be well established in the Christian faith, grounded in the Word of God, able to teach from it, and both knowledgeable and established in sound Christian doctrine • Be an example of Christian living and daily demonstrate a personal relationship with the Lord Jesus Christ by the way they relate to children, parents, staff and Board members • Relate to, and consistently attend, a local Christian church • Carry the vision of the school as embodied in the mission statement and the Charter • Accept and carry responsibility to ensure that prayer, worship and scripture readings are an integral part of their personal life and school life • Have proven Christian leadership qualities; a person of good reputation having conduct in both manner and speech appropriate to the position • View their role in the school as a call from God to service, rather than simply a position of employment • Be active in personal ministry to the children through evangelism, teaching, devotions, daily activities and relationship • Encourage and support staff in their personal spiritual growth, and their personal ministry to children • Keep the vision and purpose of Godly instruction before the parents, so that they understand their responsibility before God in nurturing and educating their children • Be involved in school promotional activities • Ensure that the Special Character undergirds the total curriculum • Understand and abide by the Code of Conduct

Culture

Provide professional leadership that focuses the school culture on enhancing learning, teaching and discipleship.

- As a leader the Board expects the Principal to be able to identify, specify and implement standards to the highest level
- With the Board, implement the school vision as outlined in the Charter with shared goals and values focused on enhanced engagement and achievement (academic, spiritual, social, cultural) for all students
- Promote a culture whereby staff members assume appropriate leadership roles and work collaboratively to improve teaching and learning
- Model respect for others in interactions with adults and students
- Promote the bicultural heritage of New Zealand by ensuring that it is evident in the school culture
- Maintain a safe, learning-focused environment
- Promote an inclusive environment in which the diversity, multicultural nature and prior experiences of students are acknowledged and respected
- Manage conflict and other challenging situations effectively and actively work to achieve solutions
- Demonstrate leadership in professional practice, through applying critical inquiry, active strategising, monitoring and problem solving

Pedagogy

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

- Promote, participate in and support ongoing professional learning linked to student progress and Special Character
- Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents
- Ensure staff members engage in professional learning to establish and sustain effective teacher / learner relationships with all students.
- Ensure that the review and design of school programmes is informed by school-based and external evidence
- Foster a professional learning community within which staff members are encouraged to be reflective practitioners engaging with research, and feedback on their professional practice
- Ensure the use of best practices for assessment, and analyse and act upon evidence on student learning to maximise learning for all students

- Focus in particular on success in learning for Māori and Pasifika students, students with special education needs, and students at risk of not succeeding in school
- Actively promote and enhance the integration of Special Character with learning

Systems

Develop and use management systems to support and enhance student learning and discipleship

- Exhibit leadership that results in the effective day-to-day operation of the school and reflects Christian values
- Understand, develop, operate and adhere to effective systems within Board policy and in accordance with legislative requirements
- Provide the Board with strategic, timely, and accurate information and advice on curriculum development, student learning, and school operation and development
- Effectively manage finance, property, health and safety systems
- Effectively manage personnel with a focus on maximising the effectiveness of all staff members
- Use school / external evidence to inform planning for future action, monitor progress and manage change
- Align resource allocation within the school's annual and strategic objectives

Partnerships and Networks

Strengthen communication and relationships to enhance student learning and discipleship

- Work with the Board to facilitate strategic decision making
- Work with the Proprietor on matters of site development, and strategic planning for Christian education facilities
- Manage school-wide Christian Special Character
- Foster a culture where the various denominational viewpoints that are represented within the school community are respected
- Actively continue to foster positive relationships with the school's community and cultures including local iwi and the Pasifika community
- Actively foster professional relationships with, and between, colleagues and with government agencies and others with expertise in the wider education community
- Ensure regular interaction with parents and the school community on student progress and other school-related matters
- Actively foster positive relationships with other schools and participate in appropriate school networks

Other Duties

- An active participant in wider Christian education initiatives such as provided by the New Zealand Association for Christian Schools and the Lower North Island Christian Community of Learning.
- Continue to actively work with the Cornerstone Christian Education Trust (CCET) and Ministry of Education towards pursuing the current and future Maximum Role Increase (MRI) applications.
- Any other duties agreed by the employer and employee at the time of employment.

Code of Conduct

Overview

Effective governance needs both the professional expertise of staff and the involvement of the School community in a cooperative relationship. This cooperation should be the result of agreement on the philosophy of the School as recorded in the Statement of Special Character. It should lead to productive and effective management of the School and ensure that the students continue to receive an education of the highest quality possible with the available resources.

General Conduct of Board Members and Staff

Board and Staff members shall:

- Maintain Godly conduct in all respects appropriate to commonly held beliefs of the Christian faith (including those outlined in the Statement of Faith) and representative of the school's Special Character;
- Accept and recognise a responsibility to maintain and preserve the Special Character of the school;
- Serve Cornerstone Christian School and the school community to the best of their ability, as unto God, and be honest, reliable and trustworthy in all matters related to their responsibilities as defined in the Management Responsibilities table and individual job descriptions (where applicable);
- Maintain the confidentiality of any private or limited circulation information entrusted to them;
- Not act independently of the Board decisions;
- Act in a way that provides recognition of the Treaty of Waitangi and the unique role that Māori play in the continuing development of New Zealand's multicultural society;
- Accept that the Principal is the professional leader of the School, but that the Principal is also responsible to the Board.
- Disclose any interest or involvement in any organisation that may have financial dealings with the School, and not vote in any decision involving any such organisation

I understand and agree with this code of conduct.

Name: _____ Signed: _____

Date: _____