

Cromwell College

Principal | Tumuaki

Candidate Briefing Information
August 2026



The Role

Principal | Tumuaki

- **Lead Cromwell College through an exciting era of growth and opportunity - a school on the rise**
- **Lead with purpose - strong values and a close-knit, welcoming and increasingly diverse school community**
- **Cromwell, Central Otago based — lakes and mountains on your doorstep**

Cromwell College is a state secondary school for students in Years 7–13, drawing from Cromwell and the surrounding areas of Bannockburn, Lowburn, Tarras and Ripponvale. The current roll of 691 students is growing towards 1,000.

Located in the stunning Central Otago region, the school offers a broad, holistic education of academic and vocational study, specialist senior programmes, and outdoor education as part of ODENZ, alongside a wide range of sporting, snow sports, music, arts and other extracurricular opportunities. Around 19% of students identify as Māori or Pasifika, alongside a small but growing multicultural community, including students from Fiji, South Africa, Zimbabwe, the Philippines, India and the UK.

As Principal / Tumuaki, you will provide strategic, educational and operational leadership across the College, working in partnership with the Board to shape the school's direction and ensure effective stewardship of its people, resources and finances. You will lead a high-performing, inclusive learning community that lifts student engagement, achievement and wellbeing, while strengthening culturally responsive practice across the school.

Cromwell College is in an exciting growth phase, and you will lead the planning that comes with it - staffing, timetabling, subject lines, pastoral structures and use of space - and make the case for the funding and facilities this growth requires. This is a rare opportunity to shape a growing school's future at scale, enhancing the structures, systems and senior leadership team that will carry Cromwell College through its next chapter. Full details on the role's responsibilities are available in the Position Description on Page 11.

Skills & Experience:

The Board is seeking a Principal/Tumuaki who is:

- An experienced senior leader in a secondary or composite school, ideally having led an organisation through sustained growth
- Able to lead at scale building the structure, systems and delegation that let a school thrive beyond your own personal reach
- Strong in financial, property and capital leadership, with experience securing funding to match growth
- Clear in setting expectations, and consistent in holding yourself and your team to account, fairly and with follow-through
- Visible, approachable and warm, with the presence and integrity to build trust across students, staff and community
- A strategic thinker, able to set a compelling direction for the years ahead and bring people with you
- Committed to academic, vocational and trades pathways being valued and resourced equally

- Genuinely engaged with Te Ao Māori and te reo Māori, and able to connect authentically with a growing multicultural community
- A registered teacher holding a current New Zealand Teaching Council practising certificate.

Cromwell College's motto is Whāia te taumata, An Outstanding Education - pursue the highest peaks - guiding the school's approach to learning. The school's aim is to provide an environment where Manaaki - respect and kindness, Māia - courage, and Rawe — personal excellence underpin all interactions, with respect at the centre of an environment in which everyone can learn and succeed. These values, shaped by input from staff and students, form the Cromwell College Kawa. The school wants every student to be proud of themselves, their achievements and this place.

The school's growth is felt as a genuinely exciting chapter, bringing new energy, opportunity and diversity to a close-knit community that already knows and looks out for one another.

Benefits: A school house is available for short term rental while you establish yourself in the district.



About Cromwell College

Nau mai rā ki Te Kura Tuarua o Te Wairere, kia ora and welcome to Cromwell College

Cromwell College is a state secondary school catering for students in Years 7–13, with a growing roll of just under 700 students. This growth mirrors that of Cromwell itself, whose population has grown from around 4,100 in 2013 to nearly 7,900 today, with Central Otago continuing to grow faster than the national average. The school offers quality education in a friendly, safe and learning-focused atmosphere.

The school prides itself on the broad, holistic education it offers from academic and vocational study to specialist senior programmes, and the strong sporting, outdoor education and arts opportunities set out later in this brief. As part of this appointment, the College consulted staff, parents and whānau, students, the Board of Trustees and school leaders, and this breadth of opportunity was consistently named as one of the things the community values most.

Cromwell College places students at the centre of their own learning, with programmes designed around the interests and strengths of its rangatahi and drawing on the local environment, stories and histories of the area. Year 7 and 8 students benefit from specialist teaching in science, PE and technology, alongside a homeroom-based literacy and numeracy programme. Senior students can engage in multi-level NCEA programmes, study university papers, and explore vocational and hybrid pathways through COYEP (Central Otago Youth Employment Programme), Trades Academy at the Central Otago site of Otago Polytechnic, and gateway placements with local businesses.

Cromwell College's motto, Whāia te taumata, An Outstanding Education, guides the school's approach to learning — to pursue the highest peaks. Success is earned through a culture of respect, courage and the pursuit of personal excellence, with respect at the centre of an environment in which everyone can learn and succeed.

The school's core values were shaped by input from staff and students, reinforcing its Aims and Expectations. Together, they form the Cromwell College Kawa. Genuine, lived engagement with Te Ao Māori and Te Reo, alongside a warm welcome for the school's growing multicultural community, is something the whole community values and wants to see continue. The College is on an ongoing learning journey — fulfilling potential, becoming the best it can be, and pursuing the highest peaks in all that it does.

Staff, parents and the Board all identified the school's continued growth — in roll, in diversity, and in what it can offer its students — as the defining feature of Cromwell College's next chapter, and one they are genuinely excited about. There was a clear and consistent call, across every group, for a Principal who is visible, approachable and genuinely present in school life; who leads with both warmth and clear direction; and who will guide the school through this growth while protecting the strong sense of community and belonging people value so highly today.

Cromwell College Strategic Plan 2025-2028

Goals

Our purpose: An outstanding education

1. Students	2. Staff	3. School	4. Community
1.1 Students achieve their highest possible qualification (2025) 1.2 High levels of attendance and effort (2025) 1.3 Students are proud of their school 1.4 Students participate in extracurricular activities	2.1 Staff are enthusiastic and passionate. They build strong and positive relationships with students, parents and community 2.2 Staff are supported to enhance skills through professional development and collaboration 2.3 Teachers deliver high quality teaching and effective assessment strategies (2025) 2.4 Effective, clear and timely communication (2025)	3.1 A safe and inclusive environment that promotes learning and a sense of pride and belonging (2025) 3.2 An inclusive culture underpinned by Te Tiriti o Waitangi and mātauranga Māori 3.3 Students feel safe, confident and connected	4.1 Develop a strong and positive partnership within our community 4.2 Effective, clear and timely communication (2025)



Kia Manaaki

Kia Māia

Kia Rawe

Whāia te taumata – Pursue the highest peaks

Click [here](#) To view the Annual Implementation Plan including links to Strategic priorities



High Quality Teaching and Learning Framework

Our vision (Why) - An Outstanding Education

Te Koronga (What) - Aspirations and purpose - what an Outstanding Education is

Te Mahi (How) - Through our values. Our values align with our behaviours and practices.

Te Koronga - The What

Aspirations (outcomes) for our learners built on the foundations of 4 Pou.

Built on four foundational Pou, we define success through the growth of the whole person

Pou	Attributes
Mārohirohi - (Character) <i>to be hard, strong, brave, of strong character, resolute, determined, tenacious, mighty.</i> Symbolism - Toki - strength and determination <i>is our strength, grit, and determination. This is shown through the design of the mangopare, the mighty hammerhead shark.</i> 	- Students are kind, inclusive and act with integrity. - Students are upstanders who are culturally aware and connected. - Students participate and contribute to our kura and wider community. - Students have courage to take risks and fail. Understanding that perseverance is the path to growth. They demonstrate self-discipline and maintain a positive self-worth.
Mātauranga (Learning Excellence) Symbolism - Koru, learning cycle, journey <i>The band of niho taniwha depicts both the teeth of the taniwha and the tip of a spear. This symbolises protection and the strength and courage of our people. The repetition in this design symbolises our whakapapa and the handing down of stories, our source of wisdom and knowledge. This shows the path forward and the way to new growth.</i> 	- Students work toward personal excellence. - Students are problem solvers. - Students have strong foundational numeracy and literacy. - Students can infer knowledge and think critically. - Students know how to learn, where they are in their learning and their next steps. - Students celebrate progress.
Kia Manawanui (Effort Responsibility) Symbolism - Haast Eagle, Tuna (endurance, courageous) <i>This swirl represents Cromwell's name sake, Te Wairere and is a display of the courage and bravery of our people.</i> 	- Students develop self-management skills. - Students have a strong work ethic. - Students question and seek feedback into their learning and progress.
Kete Oranga (Future Ready) Kete for life, the tools in your bag 	- Students possess essential life literacies (financial, digital and cultural). - Students are employment ready. - Students can apply skills to various vocations. - Students are articulate and confident. - Students are collaborators, who can effectively listen, ask questions and work with people from all walks of life.

Our Kawa - Te Mahi - The How - practices

Success is a shared responsibility. We bring our values (Ngā Toki) to life through specific actions across our school whānau. Our values should align with our behaviours and practices. Our values become a code of how we will work together, it is not about rules, but more about supporting the person we come to be “Owen Eastwood”)

Updated July - Student group included and 10 whanau comments.

Ngā toki - our values	Staff	Students	Whānau
Kia Manaaki Care	● Relational Expertise: Prioritising high-trust, student-centred relationships by knowing the learner (interests, strengths, and whakapapa). ● Mana-Enhancing Environments: Cultivating a safe, inclusive, and positive classroom culture where student safety is paramount. ● Responsive Student Voice: Actively listening to and valuing student voice to inform teaching and learning.	We look after each other, include everyone, and respect our space. ● Embrace diversity Welcoming everyone for who they are, respecting different cultures and identities, everyone feels valued and ensuring no one feels left out. ● Show Respect: Treating staff, mates, and yourself with kindness, and looking after the gear and environment. ● Live Our KAWA Embodying our school values in class and around the school to keep it a safe, positive place.	● Open Korero: Keeping the lines of communication fluid and positive between home, school, and your child. ● Active Presence: Being available, engaged, and present in your child's school life and milestones where possible. ● Reinforce Values: Mirroring the school's expectations at home to prepare for school.
Kia Maia Growth	● Courageous Communication: Engaging in open, honest, and brave conversations with students, whānau, and colleagues. ● Reflective Growth: Being a model life-long learner by actively seeking feedback and recognizing opportunities for personal progression. ● Adaptive Innovation: Embracing innovative and independent practices that challenge the status quo to improve outcomes.	● Step Up: Trying hard or unfamiliar things even when you feel nervous or worried about failing. ● Be Real: Being honest with teachers, friends, and yourself, and speaking up with integrity. ● Own Progress: Pushing through when learning gets tough, taking on feedback, and aiming to improve.	● Foster Independence: Guiding your child to problem-solve and navigate challenges on their own rather than fixing things for them. ● Raise Expectations: Encouraging your child to stretch themselves, go the extra mile, and aim for personal excellence. ● Stay Engaged: Get involved, show up, and ask questions to better understand the modern learning landscape.
Kia Rawe Professionalism	● Purposeful Design: Executing informed, data-driven, and quality lessons that utilize effective pedagogy (UDL, CRP). ● Professional Tikanga: Committed adherence to agreed staff norms, professional teaching standards, and school-wide tikanga. ● Evidence-Informed Practice: Ensuring daily practice and assessment are shaped by current research, professional learning, and reflective habits.	● Turn Up: Attending school, arriving on time, bringing your gear, and being mentally ready to learn every period. ● Aim High Giving your best effort on every task—not just doing the bare minimum to get by. ● Take Ownership: Showing up consistently, staying on top of schoolwork, and holding yourself accountable.	● Tracking Progress: Actively using school data and fortnightly reports to drive meaningful learning conversations at home. ● Home Routine: Create a structured environment that normalizes independent study, homework completion, and proactive test preparation. ● Ensure Preparedness: Holding your child accountable for showing up physically and mentally ready to learn every single day.



Sport

Cromwell College offers a wide range of sporting, snow sports and recreational opportunities, delivered in partnership with local clubs and associations. Through the school's sports academies, students take part in team and individual sports, competing at local, regional, national and, at times, international level. The programme supports participation at every level, from recreational to elite, while building teamwork, leadership and resilience alongside physical skill.

Outdoor Education

Cromwell College's outdoor education programme makes full use of its setting on the shores of Lake Dunstan, including its own Watersports Centre.

Years 7–10 each complete a 4–5 day EOTC camp or activity programme locally, in Wānaka or the Catlins.

Year 11 students can choose a ski and snowboard programme through Physical Education.

Years 12 and 13 study Outdoor Education as a structured, leadership-focused progression.



The Arts

The arts are a valued and active part of life at Cromwell College, spanning visual arts, drama and music, alongside opportunities to engage with the cultures of the region. Beyond the curriculum, students can take part in debating, itinerant music lessons, the school's jazz band (45 South), junior singing group, kapa haka, Manu Kōrero, rock bands, Rock Quest, a school musical (staged every two years) and Soirée — a biennial celebration of drama, dance and music. The school continues to build connections with the wider community, supporting the arts as a pathway to further learning and future careers.

International

Cromwell College offers international students a range of short- and longer-term study options, supported by a safe and comfortable homestay programme. As a member of [ODENZ](#), the school combines its strength in outdoor education with a genuine welcome into school and community life — helping international students build their English language skills, work toward their academic goals, and form lasting friendships while experiencing life in Aotearoa New Zealand.

We hope this gives you an overview of Cromwell College. To learn more, we suggest visiting the following sites:

[Cromwell College video](#)

[ERO report](#)

[School organisation chart](#)

[Cromwell School haka](#)

[Cromwell College Prospectus.pdf](#)





Bannockburn Will Nelson / Tourism Central Otago

Cromwell and Central Otago

Cromwell sits at the junction of the Kawarau and Clutha Rivers in Central Otago, on the shores of Lake Dunstan, roughly 45 minutes' drive from Queenstown Airport. It is the largest town in the district and, with Alexandra, Clyde, Wānaka and Queenstown all within reach, functions as a service and retail hub for the wider Southern Lakes area. The town has grown steadily in recent years, bringing a mix of established families and newcomers drawn by the lifestyle and the employment opportunities that come with a growing horticulture, viticulture and construction sector.

The climate is dry and settled by New Zealand standards, with warm summers and cold, clear winters. This supports the area's orchards and vineyards, being known for its stone fruit and for Central Otago's Pinot Noir, and gives the town access to outdoor pursuits year-round, from swimming and cycling on the Lake Dunstan Trail in summer to five ski fields within about an hour's drive in winter. For a Principal weighing up a move, this translates into a genuine work–life balance: shorter commutes than a main centre, easy access to the outdoors, and a compact town where community involvement is straightforward.

Housing in the Cromwell area remains considerably more accessible than Queenstown Lakes and Wanaka. Cromwell become the most-searched location in the region for buyers offering somewhat more affordable real estate.

Links for further reading:

- <https://www.centralotagonz.com/>
- <https://www.centralotagonz.com/our-towns-and-communities/cromwell-and-bannockburn/>
- <https://www.cromwell.org.nz/>

Position Description and Selection Criteria

Position details

Position title	Principal / Tumuaki
Type	Permanent, full time
Reports to	Presiding Member, Cromwell College Board (the Board)
Location	Cromwell College, Cromwell
Direct reports	Senior Leadership Team, being the Deputy Principals and other senior leaders as determined by the Principal
Professional requirements	Current New Zealand Teaching Council practising certificate. Meets all safety checking requirements and professional standards.

Purpose of the role

The Principal / Tumuaki provides strategic, educational and operational leadership to ensure Cromwell College achieves its vision and strategic goals. The Principal / Tumuaki leads a high performing, inclusive learning community that lifts student engagement, achievement and wellbeing, strengthens culturally responsive practice, and upholds all statutory and regulatory obligations.

The Principal / Tumuaki works in partnership with the Board to:

- shape and deliver the school's strategic direction and annual implementation plan
- ensure effective stewardship of people, resources, property and finances
- maintain the trust and confidence of students, staff, whānau and community

The Principal / Tumuaki is the Board's chief executive in relation to the school's control and management (Education and Training Act 2020, s 130), responsible for the day-to-day management of the school, acting within Board policy and delegated authority, and giving effect to Te Tiriti o Waitangi obligations across governance and practice.

Delegations and authority

The Principal / Tumuaki:

- holds responsibility for the day-to-day leadership and management of the school, subject to Board policy, the school's strategic plan and annual implementation plan, and relevant legislation
- may sub-delegate responsibilities to members of the Senior Leadership Team and other leaders, while retaining overall accountability
- provides professional advice to the Board to enable informed decision making and effective governance

Key relationships

Internal

- Board members
- Senior Leadership Team
- teaching and support staff
- students and student leadership groups

External

- whānau and wider community
- mana whenua and iwi partners, and local community organisations
- Ministry of Education and associated agencies
- Education Review Office
- New Zealand School Boards Association
- contributing schools and neighbouring secondary schools
- professional associations and unions
- property and professional service providers

Key responsibilities and performance indicators

1. Governance support and statutory compliance

Responsibilities

- Provide high quality professional advice and information to the Board.
- Ensure compliance with all legislative, regulatory and policy requirements.
- Lead development and delivery of the strategic plan, annual implementation plan and reporting.
- Ensure effective reporting and monitoring of educational, operational and financial performance, to provide clear evidence of achievement against objectives.
- Maintain effective risk management, internal controls and assurance processes.

Performance indicators

- Board decisions are well informed through timely, accurate reporting and advice.
- Policies and procedures are current, implemented and reviewed on schedule.
- Compliance obligations are met and evidenced, and risks are identified and managed.
- Strategic and annual goals are translated into clear plans, actions and measures.

2. Student achievement, progress, inclusion and wellbeing

Responsibilities

- Build a school culture where students are known, safe, challenged and supported.
- Lead an evidence informed approach to lifting achievement and reducing disparity.
- Ensure inclusive pathways, personalised learning and strong transitions.
- Ensure diverse student needs are met through quality teaching and learning programmes.
- Strengthen attendance, engagement, behaviour and wellbeing systems.
- Lead a school-wide behaviour system that staff apply consistently.
- Ensure bullying is identified, responded to and followed through, and that students and whānau can see that it has been.
- Ensure complaints about student safety are handled promptly, fairly and transparently.
- Partner with whānau and community to support student success.

Performance indicators

- Achievement and progress improve over time, including for priority learners.
- Student voice, belonging and wellbeing indicators strengthen.

- Effective interventions are in place and monitored for impact.
- Attendance and engagement show sustained improvement.
- Behaviour expectations are clear, consistently applied, and understood by students, staff and whānau.
- Bullying reports are recorded, resolved, and reported to the Board in summary form.
- Students and whānau report confidence in how concerns are handled.
- Whānau partnerships are purposeful and visible.

3. Educational and professional leadership

Responsibilities

- Articulate and enact a compelling, future focused vision for learning.
- Lead curriculum and assessment that is current, coherent, inclusive and high quality.
- Embed culturally responsive and relational practice, giving effect to Te Tiriti o Waitangi, including te reo Māori and tikanga Māori, and reflecting the cultures of the school's multicultural community.
- Create a safe and stimulating learning environment in which students and staff can reach their potential.
- Develop and promote a culture that fosters achievement, ambition and lifelong learning.
- Use data, inquiry and evaluation to drive improvement.
- Develop leadership capability across the school.

Performance indicators

- Teaching and learning quality improves and is consistently evaluated.
- Professional learning is strategic, aligned, and improves outcomes for students.
- School-wide expectations for quality practice are clear and enacted.
- Internal evaluation leads to measurable improvement, not just activity.
- The school gives effect to Te Tiriti o Waitangi in its leadership and practice, and reflects the cultures of its multicultural community.

4. People leadership and workforce management

Responsibilities

- Recruit, induct, develop and retain high quality staff.
- Build, develop and where necessary recruit the Senior Leadership Team, and plan for succession within it.
- Set clear expectations, role clarity and accountability for performance.
- Lead a culture of care, professionalism, learning and high trust.
- Foster a collaborative environment where staff can develop and excel.
- Ensure safe, equitable and effective human resources practice, including wellbeing supports.
- Manage employment processes and complex staff matters promptly, appropriately and fairly.

Performance indicators

- Staff feel supported, developed and accountable, and workplace culture strengthens.
- Appraisal and professional growth cycles are robust, timely and improvement focused.
- Staffing and timetabling support learner needs and strategic priorities.

- Employment matters are managed with integrity, due process and documentation.
- Health and safety obligations are met and actively led.

5. Relationships, community and reputation

Responsibilities

- Build strong, mana enhancing relationships with whānau, iwi and community partners.
- Communicate clearly and proactively, especially through change or challenge.
- Represent the school with professionalism and integrity.
- Ensure effective engagement with external agencies and networks.

Performance indicators

- Community confidence is strengthened through transparent communication and engagement.
- Partnerships are purposeful and support learning, wellbeing and opportunities for students.
- The school's culture and reputation reflect its values and aspirations.
- The school is well connected locally and within the wider education community.

6. Financial, property and asset stewardship

Responsibilities

- Lead sound financial planning, budgeting, monitoring and reporting.
- Ensure effective use of resourcing to advance learner outcomes and strategic goals.
- Oversee property strategy, maintenance and project delivery in partnership with the Board.
- Ensure strong systems for procurement, asset management, ICT and risk controls.

Performance indicators

- Budgets are realistic, aligned to priorities, and actively monitored.
- Resources are used efficiently and equitably for student impact.
- Property and asset plans are current, and projects are well managed.
- ICT and operational systems are reliable, secure, and support teaching and learning.

7. Growth, roll management, property and advocacy

Responsibilities

- Plan and manage the school through sustained roll growth on open enrolment, including staffing, timetable, subject lines, pastoral structures and use of space.
- Maintain roll projections and advise the Board on what they mean for staffing, space and budget.
- Lead property planning, including the condition and replacement of ageing teaching space.
- Advocate to the Ministry of Education for the teaching space, funding and resource the school's growth requires.
- Build relationships with local funders and trusts, and lead applications where appropriate.
- Advise the Board on enrolment policy and its consequences.

Performance indicators

- Roll projections are current, evidenced, and reported to the Board.
- Staffing and space planning keep pace with enrolment.

- Property plans are current, and projects are delivered to time and budget.
- The school's case to the Ministry is documented, current, and actively pursued.
- External funding is sought and secured where it is available.

Performance and review

The Principal's performance is reviewed annually by the Board against a written performance agreement, agreed with the Presiding Member at the start of each year.

The performance agreement sets the specific targets and measures for that year, drawn from this Position Description and from the school's strategic plan and annual implementation plan.

The Board confirms the reviewer, the process and the timing at the start of each cycle.

Selection Criteria

Registration. Registered teacher holding a current New Zealand Teaching Council practising certificate, and able to meet all safety checking requirements and professional standards.

Senior school leadership. Substantial senior leadership experience in a secondary or composite school, as a principal, deputy principal or assistant principal.

Essential criteria, in priority order:

Leading at scale, and through growth

You have led an organisation large enough that you could not run it personally, and you built the structure, systems and delegation that made it work without you in every decision. Ideally you did that while the organisation was growing.

You will be taking this school from around 691 students to around 1,000 on open enrolment, which means planning staffing, timetable, subject lines, pastoral structures and space against demand the school does not control.

Financial, property and capital leadership

You can build and hold a budget through sustained roll growth, when funding lags enrolment. You have led property and capital projects. You can make the case to the Ministry of Education and to local funders and trusts for what a growing school needs, and you are prepared to keep making it.

Experienced in holding people to account

You set clear expectations, you follow through, and you address poor performance and conflict promptly and fairly. That includes with your own senior leaders, not only with teachers.

Visible, approachable and firm with it

You are present around the school and around the town. Students, staff and whānau will approach you and talk to you. You are warm, with kindness and empathy and you hold the line. Building relationships and collaboration are strengths.

Integrity and judgement

Sound judgement, fairness, discretion, and consistency between what you say and what you do.

Strategic leadership and public communication, including resilience under criticism

You can set the direction for the next five to ten years, then inspire and lead, bringing students, teachers and whānau with you on that journey.

Cromwell College is the only secondary school in a small town and it attracts sustained public and social media commentary. You have led an organisation through public pressure before, non- defensive, and you did not fold.

Student behaviour, safety and belonging

You have developed school-wide behaviour systems that staff apply consistently, you have handled serious incidents and the complaints that follow them, and you can show that students and families ended up trusting the process.

Academic achievement, and strength across every pathway

You have lifted student achievement, and you can deliver the renewed focus on academic outcomes set out in the Board's strategic plan.

You also value trades, vocational and employment pathways as highly as university ones. Cromwell College students go on to all of these, and the Board expects every pathway to be resourced and respected.

Cultural and community leadership

Genuine, lived engagement with Te Ao Māori and te reo Māori, and with the school's growing migrant and multicultural community, together with the ability to communicate with the whole school community in a way that everyone can follow.

Desirable

- Success in more than one school, rather than a career in a single setting
- Experience in a composite or Year 7-13 school
- Experience in a school with a significant English language learner cohort
- Experience in a rural or provincial community an advantage.

Any offer of employment made is conditional upon a satisfactory Police check being obtained.

Sheffield Contacts



Andrea Bankier - Senior Consultant



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Andrea assists clients to create productive and sustainable work environments and deliver strategies that achieve organisational, business and individual outcomes. As an experienced organisational development consultant and human resource project manager, Andrea's learning and development expertise has allowed her to work with multidisciplinary teams, to build workforce capability across a range of sectors.



Emma Gifford - Search Consultant



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Emma has a strong analytical and research background, with over 20 years' experience in professional services and consultancy firms. She combines an interest in what makes businesses work well with a genuine interest in candidate care and enjoys working in an environment with a strong team focus that delivers quality outcomes for our clients.



Jane Cotter - Project Coordinator



Ph +64 3 353 4357, **Email** jane.cotter@sheffield.co.nz

Jane has an extensive recruitment background, having worked the majority of her career in the sector, in both consultant and coordinator roles in UK, Middle East, Australia and New Zealand markets. She has worked with government and private companies across many disciplines including engineering, education and health. Her focus is always to make the appointment process for candidates and clients smooth and enjoyable.

Our Process



Search and Advertising

During this period a Sheffield consultant may contact you to discuss your application, explore your motivation for applying and assess your suitability and fit with the key competencies of the role. All applications received will be acknowledged via email.



Candidate Review

Sheffield will provide a formal report of all applications received with summarised candidates' information from CVs and cover letters, to the client for their consideration. All candidates will be advised of the status of their application within a week of the advertised closing date.



Consultant/Longlist Interviews

The lead consultant will interview those candidates selected for progression either face to face or via video meeting depending on location. The format will be a behavioural-based interview where you will be asked to provide examples from your career in relation to key competencies of the role. This will also be a chance to discuss motivations for applying and general career background, as well as to answer any queries you may have about the role.



Recommendations for Shortlist

From the initial longlist interviews, Sheffield make recommendations for shortlist to the client. We also provide a formal report to our client including summary points from your longlist interview. Those candidates not selected for further progression will also be advised at this stage.



Client/Shortlist Interviews

If you are progressing to the shortlist/client interview stage, you will be contacted and arrangements will be made for a suitable time for interview. We ask for your flexibility to make this work as easily for the client as possible.



Due Diligence and Decision

If you are the successful candidate this will involve reference checking and probity of education, employment and police records as well as online searches. Sheffield will support you with any due diligence required on your part. Unsuccessful candidates will also be informed at this stage and feedback will be provided.

How to Apply

Candidates can apply, in strict confidence, online at www.sheffield.co.nz.

To apply by email, please attach your cover letter and CV in PDF format wherever possible and send to cvchc@sheffield.co.nz quoting 9230aa.

Applications close on 14 September 2026. Emails will be electronically acknowledged, and further correspondence may be by email. For more information please phone Andrea Bankier on +64 27 447 8102.

Sheffield has prepared a Candidate Handbook which provides you with valuable information and suggestions for your job search. To read through the handbook please visit: [Candidate Handbook](#)

Working with Sheffield

You can expect that Sheffield will:

- Act with utmost integrity, honesty & with complete confidentiality
- Treat you with respect & comply with all relevant laws & policies
- Maintain a high level of communication throughout a recruitment process
- Demonstrate the highest levels of individual skills & knowledge

In return, we would like to expect that you will:

- Be up front and completely honest with us
- Prepare thoroughly for all interviews
- Treat your consultant as the potential employer with the same courtesy and respect they show you
- Work closely with your consultant

The information contained in this document reflects the essential elements of the position and company history as represented to Sheffield by Cromwell College and is not intended as a formal position description. It will be subject to further elaboration or clarification at a later stage in the selection process and Sheffield accepts no liability for any representations made in good faith.

Principi

Trusted advisors in
sourcing, selecting and

sheffield 
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