

# Application Pack

## Head of King's College



**KING'S**  
COLLEGE







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“ At King’s College, we foster intellectual curiosity, personal growth and enduring values. Delivering a transformative, all-round education that equips students to thrive in an ever-evolving world. ”

## From the Board

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**Tēnā koe, i tēnei aho tāhuhu, hei tūapapa mō tatou**

Thank you for your interest, to become part of our school.

On behalf of the Board of Governors of King’s College, I welcome your interest in our Head of College role. We are excited about recruiting for this leadership role and envisaging where our Board and a new leader can take the College for its next chapter.

King’s College is an independent, Anglican faith based, boarding and day school for secondary school students. Since its founding in 1896, the College has upheld its founding principle: *“To provide the best all-round education that is possible to attain”*. We aim to provide excellence in education; to set our students up for success and opportunity as they progress beyond their school years.

King’s College educates up to 1,200 young people each year, offering dual qualification pathways through both NCEA and Cambridge International Examinations. We have high attendance and high University Entrance results.

The College is a single sex male school in Years 9 and 10, with female students joining the College in Years 11 to 13 to make us a co-education senior school. This is a relatively unique model in New Zealand and we believe our female and male students thrive within this model. It also means we are open to a male or female Head.

In preparing for this recruitment we discussed with our Education Leadership Team what they thought were the benefits of working at King’s College. They spoke to us of the positive spirit of the student body (ready to learn, that it’s “cool” to do well here, and that participation in all the College has to offer is high).



We work to cultivate the unique talents of each student and to equip them for life beyond school. Our average class size of 17 students makes real engagement and authentic relationships with students possible. At King's College we foster curiosity and critical thinking.

Pastoral care and character development are central tenets. Our House system supports the welfare of all students – boarders and day students alike. We believe that the House system underpins the positive, supportive culture at King's and encourages students to have strong relationships across the College and later as Old Collegians. From Big House Music to the chanting on sidelines in all number of sports, we see much heart in the College and a strong sense of belonging.

We are the largest boarding school offering in New Zealand. We consider boarding to be part of what creates the special spirit of our College and the highly engaged students we have – as this is a campus that is full of life seven days a week in term time. This benefits our day students too.

The College has a Board of Governors who are ultimately responsible for the vision, strategic direction and sustainability of the College but we very much seek a depth of strategic thinking, commercial acumen and educational expertise from the Head to contribute and guide us. There is also a wide range of highly engaged Affiliate bodies connected to our College who create a network of support for the College and the Head.

The Head plays a critical role in leading a high performing team of educators, business and support staff. Last year a Chief Operating Officer role was created, and this has proved very successful in supporting the Head with senior financial expertise and operational management, all much needed across the complex business activities of a private independent school.

The COO role allows the College Head to focus more on to the educational, student and community aspects of the College. So, we are looking for a Head with strong relational leadership skills, and the ability to develop, communicate and realise strategic and educational goals.

This is a College that creates learning and skill opportunities for students, and frankly, opportunities for fun. Our students seize these opportunities. We seek a Head who will bring that same positivity and energy to the College and its community.

If you are inspired by the same commitment to an all-round education, motivated by the potential of our students and staff, and committed to cultivating a culture of character, intellectual curiosity and well-being, we invite you to apply.

*Virtus Pollet – Good Character prevails – Tū tangata pūmau.*

**Shan Wilson**

Chair, Board of Governors  
King's College, Auckland



# Our History

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Founded in 1896, King's College was established with the aim: to provide "the best all-round education it is possible to obtain." These words from our founding Headmaster, Mr Graham Bruce, continue to guide us more than a century later.

Originally located in Central Auckland, the College moved in 1922 to its current site in Ōtāhuhu, on 48 acres of former Middlemore farmland. The master plan, created by Old Collegian and architect Richard Atkinson Abbott, shaped the distinctive campus that has become so familiar to generations of students.

At the heart of our campus stands the Memorial Chapel, completed in 1925 and still central to College life. Alongside the original Abbott Building, it anchors a site that has continually evolved to meet the needs of modern learners.

From the opening of our library and lecture theatre during the College's centenary, to the creation of the Roy Kelley Design Technology Centre, the Campbell sports complex, and most recently Toi Manawa, our state-of-the-art Music and Performing Arts Centre, every addition reflects our enduring commitment to educating the mind, body and spirit.

Today, King's College honours its rich heritage while embracing the future – continuing to provide young people with a world-class all-round education in a setting that inspires.



# Our Vision

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At King's College, we are committed to providing an education that not only prepares students for the world as it is, but empowers them to shape the world as it could be.

Our vision is clear: to offer the most comprehensive and personalised all-round education in Aotearoa. An education grounded in academic rigour, enriched by values, and defined by opportunity. This vision drives every part of our strategy: from teaching and learning to pastoral care, from campus development to community engagement.

We are a future-focused school that embraces innovation while staying anchored in tradition. Our students benefit from exceptional educators, a rich curriculum, and a culture that promotes curiosity, leadership and integrity.

## Our strategic priorities include:

- **Excellence in teaching and learning** through personalised academic pathways, innovation and professional growth.
- **A safe, inclusive, values-based culture** where every student feels known, supported and challenged.
- **Sustainable stewardship** of our environment, community and resources to ensure long-term impact.







# Our Chapel

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King's College is founded on Anglican traditions and ethos, and our beautiful Memorial Chapel serves as the spiritual heart of the school. Our grounding in the Anglican faith is evident in our Religious Education curriculum, community service programmes, Voyager course, and Chapel Choir, among other aspects of school life.

The Memorial Chapel is a place of worship, reflection, and connection. 2025 is a milestone year for the Chapel, marking 100 years since its dedication. This year we recognise its ongoing significance to our community.



# Our House System

Our thriving House system ensures that every King's student has a place to belong. For both boarding and day students, Houses provide a supportive network that is a key part of our pastoral care kaupapa. The House system encourages students to create a sense of teamwork as well as competing alongside each other in academic and sporting pursuits.

## A Foundation of Belonging, Leadership, and Care

At King's College, the House system is central to student life. Every student becomes a member of one of the 12 unique Houses, each with its own identity, culture, and traditions, creating a strong sense of belonging that continues throughout a student's time at the College and often well beyond.

The House is far more than a physical space. It provides a home for all, a place where boarders and day students can come together and share the same culture and values.

## Personalised Pastoral Care

The House structure underpins the College's pastoral care kaupapa. Each House is led by a team that includes a Housemaster and Tutors, ensuring that every student is known, valued, and supported academically, socially, and emotionally. Housemasters are key figures in student development, maintaining strong communication with families and acting as the first point of contact for both academic and pastoral matters.

## Academic Encouragement

Within the House environment, students are encouraged to strive for academic excellence and support one another. Tutors closely monitor progress and foster a culture of high expectations and personal achievement. Each student has a designated Mentor who tracks their academic and extracurricular progress, supports their self-knowledge and wellbeing, and builds a trusted relationship as a significant adult in their life. Mentors also contribute to House reporting and refer students for specialised guidance when needed, including careers, mental health, or family support.



## Leadership and Character Development

The House system provides a natural platform for leadership development. Students are given opportunities to take on roles such as House Captains, Prefects, and leaders in sport, culture, and service. These roles promote responsibility, confidence, and resilience, nurturing well-rounded individuals prepared for life beyond school.

## Friendly Competition and Team Spirit

Houses compete in a wide range of inter-House activities, including music, drama, sport, debating, and academic challenges. These events encourage participation, school spirit, and healthy competition, and ensure that every student can contribute, whatever their strengths.

## Rooted in Values

Grounded in the College's Anglican foundation, House life reinforces values such as honesty, respect, humility, and service. Through shared experiences and daily life, students develop character, empathy, and a strong moral compass, equipping them to be thoughtful and principled citizens.

The House system is a cornerstone of the King's experience. It provides structure, connection, and a nurturing environment where students thrive as individuals and contribute to a vibrant, values-driven community.



# Boarding at King's

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## **A Home at the Heart of the School**

Boarding has been a cornerstone of King's College since its founding, and today we are proud to be home to one of the largest and most established boarding communities in Aotearoa New Zealand. With over 340 boarders, supported by more than 30 on-site staff, our boarding programme continues to reflect the College's commitment to providing the best all-round education in a safe, structured, and inspiring environment.

Boarding students live at the heart of King's and enjoy unique access to all aspects of College life. From academic learning and co-curricular pursuits to cultural opportunities and weekend activities, boarding enables full immersion in all the College has to offer. World-class sporting and performing arts facilities are right on their doorstep, and the rhythm of College life supports both personal growth and academic success.

## **A Strong Sense of Belonging**

Our boarding community fosters deep and enduring friendships, grounded in a shared experience of living and learning together. Within each boarding House, students form close bonds, develop social confidence, and gain independence. The result is a strong sense of belonging that sustains students through their years at King's and beyond.

Each House functions as a family, supported by a dedicated team including a Housemaster, House Manager, Boarding Tutors, and Teacher Mentors, all of whom live on site. These staff members are central to students' wellbeing and personal development. They take the time to understand each boarder's personality, strengths, and aspirations, and view their role in this journey as a privilege.



## Boarding Structure and Support

King's offers full boarding for both boys and girls, with the flexibility of weekend leave for students whose families prefer a balanced arrangement. Our well-resourced weekend programme offers planned activities, recreational opportunities, and quiet time for study or rest, creating a genuine “best of both worlds” experience.

Evening academic support is available from on-site external tutors, helping students manage their studies alongside their sporting and cultural commitments. House staff and mentors work closely with students to guide them, encourage progress, and promote balance in their lives.



## Boarding Houses

There are three boys' boarding Houses King's: School, St John's, and Selwyn, and a specialist boarding House, Te Pūtake Lodge, which offers a nurturing environment for our Year 9 boarders as they start their boarding journey.

Our girls' boarding House is Middlemore House for students in Years 11–13. It offers separate year-level common rooms and shared social spaces that support age-appropriate independence and community.

Each House is a vibrant, inclusive community where students are cared for, challenged, and celebrated.

Boarding at King's College is a full and enriching experience that helps shape confident, resilient, and compassionate young people. It reflects our values, our history, and our unwavering belief in the power of community to transform lives.



# Our Mentoring Programme

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Our Mentoring Programme is central to our founding principle to deliver the best all-round education, ensuring that every student is supported academically, socially, and personally throughout their time at King's.

Every student is paired with a dedicated Mentor, who is drawn from our teaching and professional staff, including members of the Senior Leadership Team, and serves as a significant adult in their life. Mentors build strong relationships, monitor academic and extracurricular progress, support wellbeing, and contribute to House reports. They also refer students for specialised guidance when needed, whether in careers, mental health, or other areas of student support.

The programme develops over time. In Years 9–11, students take part in our Junior Personal Development Programme, a structured, theme-based group experience focused on identity, challenge, and future goals. In Years 12 and 13, they move into the Senior Coaching Programme, engaging in regular one-on-one coaching-style sessions to reflect, set goals, and prepare for life beyond school.

Wellbeing is further supported by Komodo, an online tool that enables students to track their physical and mental wellbeing through short surveys. Mentors use this data to prompt timely conversations and connect students with wider support networks.

Our Mentoring Programme is a cornerstone of pastoral care, building trust, confidence, and self-awareness while helping students navigate their journey with purpose and support.

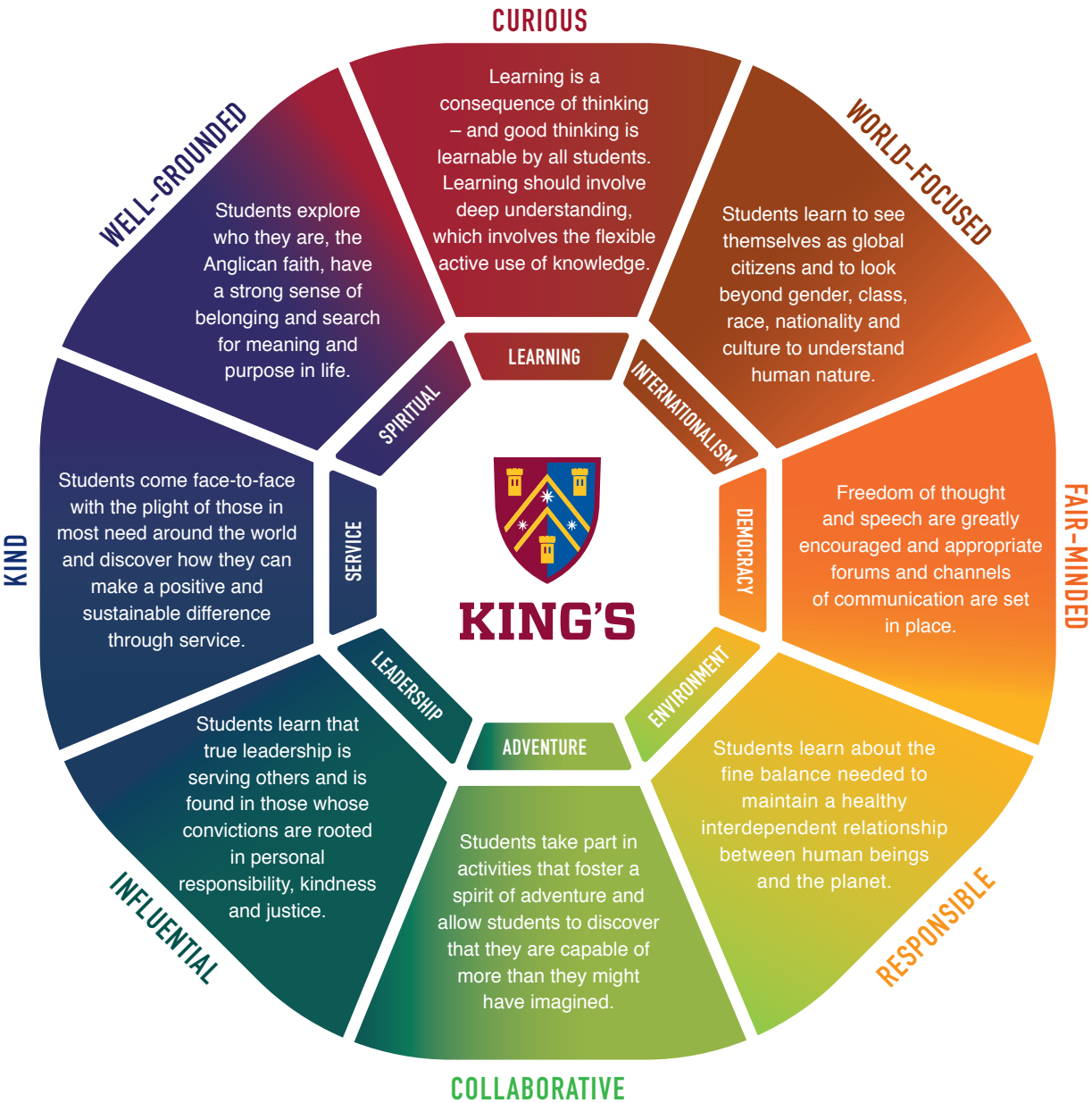


# Our Learning Philosophy

Our goal is to prepare our students so that they can flourish in today’s rapidly changing world. Staff are dedicated to the development of our academic curriculum and co-curricular programmes and have worked productively to create exciting, challenging and worthwhile opportunities for all our students.

The commitment of our teachers, encapsulated with our innovative Teaching and Learning Philosophy, has created an environment that supports excellence. Our class sizes are small allowing us to provide low pupil-to-teacher ratios. This ensures our students benefit from greater individual attention in the classroom. All our students are encouraged to be self-motivated and are encouraged to reach their highest potential.

Recognising that a successful education has many different strands, we have identified eight key dimensions that communicate the King’s College Teaching and Learning Philosophy.



## An all-round education with dual Education pathways with NCEA and Cambridge study options

At King's, we're committed to helping every student reach their full potential through a well-rounded, future-focused education. This means we aim to ensure a solid and broad foundation of knowledge while offering our students choice and control over what they learn and pursue.

In Years 9 and 10, students experience a broad academic programme that blends core subjects with life and thinking skills, building a solid base for future learning and personal growth.

Our bespoke Year 11 programme is unique to King's and designed as a springboard into senior study. Replacing NCEA Level 1, it prepares students for success in either NCEA Level 2 or CIE AS.

From Year 12, students choose between two respected qualification pathways: the National Certificate of Educational Achievement (NCEA) or Cambridge International Examinations (CIE).

Both pathways lead to University Entrance and offer flexibility to suit different learning styles. Students are guided in their choices to match their strengths, interests, and future goals.

At King's, our goal is to prepare students for lifelong success, whether in university, career, or beyond by offering flexible pathways that suit different strengths and aspirations.







# 2024 Academic Highlights

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## University Entrance Pass Rates:

**97%**

across the College  
in CIE

**90%**

across the College  
in NCEA

**93%**

across the College  
(NCEA and CIE combined).

**99%**

for Boys in CIE

**51%**

A or B  
in Cambridge AS Level.

**59%**

A\*, A or B  
in Cambridge A Levels.

**50%**

NCEA Students gained  
**Excellence or Merit**  
Certificate Endorsements.

**543**

Course Endorsements  
**Excellence and Merit**  
in NCEA.

**1** Outstanding  
Scholar  
Award

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## Outstanding Cambridge Learner Awards:

Top in World

**3**

STUDENT  
AWARDED



Top in New Zealand

**4**

STUDENTS  
AWARDED



High Achievement

**5**

STUDENTS  
AWARDED





# Co-curricular at King's

Life at King's brings a wide range of opportunities: a strong academic grounding, personal development, and participation in the full spectrum of co-curricular activities.

We believe that co-curricular programming is an essential aspect of our aim to provide the best all-round education possible. Sports, music, arts, outdoor education, and other activities promote engagement with the King's College values and provide an avenue for development of leadership skills and identity. By participating in these programmes, students prepare themselves to succeed in the many and varied roles they will undertake throughout their lives and careers.



## Sports

King's College has a long history of sporting prowess, and we're proud of this tradition of excellence. We also believe firmly that sports are about much more than winning trophies. Through sport, students at King's learn about and experience participation, competition, teamwork, discipline, physical fitness, initiative, and sportsmanship.

## Performing arts

The performing arts are an important aspect of our co-curricular programme – this broad category covering a wide range of cultural and music activities, groups, and events.

From instrument lessons to debating to kapa haka to productions, there's something for every student to enjoy and participate in. We believe that the arts help to develop discipline, leadership, resilience, and social skills.



# Education outside the classroom (EOTC)

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Education Outside the Classroom (EOTC) is a vital part of our an all-round education, offering meaningful opportunities for students to grow beyond the boundaries of the classroom. Through experiences like camps, expeditions, and service activities, students develop resilience, leadership and teamwork. EOTC fosters personal growth, strengthens wellbeing, and helps young people apply their learning in real-world settings.

A cornerstone of our EOTC programme is our Year 10 Adventure Challenge – an 18 day camp designed to inspire confidence, resilience and independence.





# The Role

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- **Position Title:** Head
- **Reporting to:** King's College Board of Governors
- **Location:** King's College, 41 Golf Avenue, Ōtāhuhu, Auckland

## Role Purpose

- Provide visionary leadership and strategic direction for the College, ensuring excellence in education and fostering a positive, inclusive, and innovative learning environment.
- Lead, engage and communicate with authenticity and clarity so that the students, staff and community feel connected, inspired and confident in the College.
- Ensure the College fulfils its mission as an independent, Anglican, co-educational school with boarding facilities, which sets students up for success and opportunity as they progress beyond their school years.
- Ensure the sustainability of the College, for generations to come. Bringing financial stability, market relevance and competitiveness in the NZ education sector, and a campus that endures.
- Deliver to the College's vision of the best all round education, leading holistic student development, in a safe, inclusive environment for all students, staff, and families.
- Support of and advocacy for the Anglican Christian foundation and character of the College.

## Responsibilities

### Strategic & Educational Leadership

- Articulate and implement the College's vision for an all-round education, its mission, and values in partnership with the Board of Governors, ensuring alignment with the principles of equity, humanity, and growing well-balanced adults.
- Lead the development and execution of the College's strategic plan, setting goals for academic achievement, student wellbeing, student co-curricular success, and College sustainability.
- Oversee the design, delivery, and continuous improvement of a rigorous, innovative curriculum that meets the needs of a diverse student body.
- Foster a culture of high expectations, academic excellence, and lifelong learning.
- Lead and develop enrolment strategies and engagement of prospective students and families.
- Ability to lead in a culturally responsive manner that honours the College's commitment to Te Tiriti o Waitangi.

### Operational & Financial Management

- Business and operations oversight, working in well with COO.
- Manage the day-to-day operations of the College, including oversight of boarding facilities, ensuring a safe, supportive, and orderly environment conducive to learning and wellbeing.
- Sound planning and management of the College's finances and budget, ensuring financial sustainability and prudent allocation of resources.
- Oversee the maintenance and development of the College's physical assets and infrastructure.

# The Person

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## Community Engagement & Advancement

- Build and maintain strong relationships with students, staff, parents, Old Collegians, and the wider community, including the Anglican Church.
- Lead fundraising, marketing, and development initiatives to enhance the College's reputation and resources.
- Ensure all parent and caregiver inquiries and complaints are handled promptly and efficiently.
- Provide visible, engaged leadership at school functions and events, especially in support of students.
- Form strong connections with the affiliates to the College – Friends, King's Old Collegians Association, the Foundation, Māori Advisory Council, Pasifika Advisory Committee and Asian Parents Committee.
- Promote the College's values and achievements, acting as its principal representative.
- Honour, support and advocate for the Anglican Christian foundation and character of the College.

## Governance and Compliance

- Work collaboratively with the Board of Governors and its Chair, providing regular reports and advice to support effective governance and decision-making. Be open and transparent with the Board, ensuring a no-surprises approach.
- Ensure the College complies with all relevant legislation, regulations, and accreditation requirements.
- Lead the College's engagement in internal and external reviews and evaluations.

## People Leadership & Development

- Recruit, develop, motivate, and retain high-quality teaching and professional/support staff, fostering a collaborative and inclusive culture.
- Provide leadership and support for staff professional learning and wellbeing.
- Have strong people management practices – tackling performance issues and motivating change and improvement.
- Work with staff to develop and motivate goal setting and performance appraisal, to continue their professional improvement and the improvement of the College.
- Mentor and encourage positive behaviours amongst all students.

## Education / Certifications

- Recognised teaching qualification and registration with New Zealand Teaching Council.
- Recent National Police Vetting Check (with results considered satisfactory by the school).
- A postgraduate qualification in education or leadership is preferred, or evidence of ongoing professional learning.

## Skills, Knowledge, and Experience

- Proven leadership experience in a complex school having held some accountability at different functional levels including academics, finance and other business functions.
- Strong knowledge of curriculum development, teaching best practices, and educational trends in New Zealand and a record of achievement as an innovative educational leader.
- A passion for education with deep understanding of curriculum development, pedagogy, assessment, teaching best practice, and student wellbeing.
- Thorough understanding of contemporary student welfare and wellbeing practices.
- Strong financial literacy and analytical skills with demonstrated success in school management and experience in managing budgets, compliance, and school operations.
- Previous experience in working with a School Board and a strong understanding of school governance.
- Experience managing boarding facilities and supporting the pastoral needs of boarding students would be desirable.
- Previous experience in and an understanding of independent schools would be desirable.
- An understanding of the balance required to lead a school with dual academic pathways - NCEA and Cambridge.
- Applications are encouraged from all qualified individuals, regardless of gender. King's is a co-educational senior school, so seeks female and male staff and leaders, and is committed to diversity and equal opportunity in employment.



# Leadership Competencies

## Educational Excellence

- A visionary and innovative educator with a commitment to maintaining high educational standards and demonstrated excellence in secondary teaching and learning and who keeps up to date with key educational trends in teaching, learning and technology.
- Capacity to develop, communicate and realise a strategic educational vision, marrying respect for tradition with the need for measured innovation in response to contemporary needs.
- Inspires leaders, teachers, staff and students to maintain and further develop the College's levels of excellence and achievement in curricular and co-curricular activities for the development of well-rounded and resilient students.

## Strategic Leadership

- An inspiring and aspirational school leader who is highly visible, engaged and connected with students, staff and families and the broader College community.
- A visionary and strategic leader to set the College's direction, develop and implement long-term plans that align with the College's goals and values, and drives continuous improvement in student achievement, teaching quality, and overall College performance.

## Operational Leadership

- Strong management and operational skills and commercial acumen, with the ability to establish priorities and responsibilities to ensure improved performance, and manage projects, activities and resources effectively to deliver successful outcomes.
- Can lead with calm authority and strength under pressure, delivering well-reasoned decisions in a crisis
- Makes timely decisions and applies sound judgment to assess risks, evaluate alternatives and select the best course of action using a combination of analytical and conceptual thinking, intuition, mental agility, and seasoned experience to address complex or ambiguous issues.

## Cultural Leadership

- Understands and models giving effect to Te Tiriti o Waitangi, values cultural diversity and will promote te reo and tikanga across the school
- Has a high level of cultural competence and commitment and a range of cultural skills to effectively lead diverse student populations, particularly with regard to Māori, Pasifika, Asian, and other culturally diverse students and whānau.
- Brings a willingness to connect and build relationships with tangata whenua

## People Leadership

- Can create a shared vision for the College's future, provide clear direction and expectations, monitor performance, offer constructive feedback and recognition but also have hard conversations where needed, and inspire and empower teachers and staff to achieve excellence in their roles.
- Works collaboratively with teachers to develop, implement, and evaluate innovative curriculum and teaching practices that enhance student learning.
- Attracts, hires, and retains top talent; builds high performing teams and continually elevates performance by leveraging constructive feedback, accurate assessment of individual capabilities, coaching, and development opportunities to improve self and others.
- Collaborative, consultative, open and honest, all contributing to the fostering of an energised, well-functioning, positive and inclusive school culture.

## Communication & Stakeholder Engagement

- Exceptional interpersonal and communication skills to effectively engage, connect, and build relationships with diverse stakeholders, including students, parents, staff, board members, affiliate leaders, and community partners, using various mediums (verbal, written, digital).
- Is an articulate and persuasive communicator and advocate with a sophisticated understanding of the internal and external relationships which are important to the College and its community.
- Purposefully builds positive working relationships internally at all levels, as well as alliances and partnerships externally by fostering trust, collaboration and teamwork.
- Be approachable, able to listen and demonstrate fairness.

## Personal Characteristics

- Warmth, mana, credibility, presence and profile to act as the face of King's College and earn the respect of students, teachers and parents/caregivers.
- Active intellect and a passion for independent education and modern learning.
- Authentic and highly principled with strong integrity and the ability to inspire trust.
- Real affinity with the unique characteristics of King's College as a school which provides excellence in education and sets King's College students up for success and opportunity as they progress beyond their school years.
- Confident and assertive but without an ego driven approach.
- Flexible and open to other points of view; a good listener but a resilient character, who can make decisions and is able to back their own judgement.
- An enthusiasm for the College and its culture and ability to translate this into tangible results.
- An energetic leader who gets out and engages with students and parents around the school and at the wide variety of events, performances and games that the students undertake. King's students are positive participants and the College needs a Head who is the same.
- Willingness to reside on the King's College campus, be actively involved in school life and interact comfortably with students, teachers, administrators, parents/caregivers, Old Collegians, Board members and the community at large.

# Key Stakeholders

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## Key Relationships - Internal

- King's College Board of Governors
- Chief Operating Officer
- Deputy Heads
- Chaplain
- Senior Leadership Team, particularly People & Culture Director and Community & Donor Engagement Director
- All staff – teaching, professional and support, boarding house, catering, cleaning and itinerant
- Students
- Key King's College stakeholders including Friends of King's College, Old Collegians, The Foundation, Floreat Semper, The Oaks Fellowship

## Key Relationships - External

- Parents, whānau, caregivers & broader College community
- Education sector organisations (including but not limited to ISNZ, Ministry of Education, Education Review Office)
- Relevant school-related associations, including College Sport
- Former students and parents
- Prospective parents and students

**Board of Governors:** *See Annexure 1 for Profiles*

**Key Staff:** *See Annexure 2 for Profiles and Annexure 3 for Leadership Structure*



# Annexure I:

## Board of Governors

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**Shan Wilson**

### **Chair – Partner, Simpson Grierson (BA/LLB(Hons))**

Shan Wilson (Chair of Board of Governors) is an Old Collegian (Middlemore (1987) and has had two sons attend King's College: Eddie (Greenbank, 2017-21) and Patrick (Greenbank/St John's 2020-24).

Shan is the Pro Bono practice Partner for law firm, Simpson Grierson. Before taking up that role, she was a Partner specialising in employment and education law within Simpson Grierson. Previously she worked at Allen & Overy in London. Shan has been an advisor in employment and education law issues in both the state school and independent school sectors. She has also worked with the Independent Schools of NZ Association (ISNZ) on occasion, presenting seminars and advising on legal matters and policies for ISNZ.

Shan has a Bachelor of Arts/Bachelor of Law (Hons) from the University of Auckland.



**Hugh Cotterill**

### **Deputy Chair – Director at Direct Capital (MBA, BCom)**

Hugh Cotterill has over 25 years' experience in the New Zealand Financial Markets, and currently works at private investment company, Direct Capital, overseeing new investment opportunities. He was previously a Partner at Cameron Partners Investment Bank and worked in the global markets team at Bankers Trust and Deutsche Bank. He is a co-founder of 3 Wisemen and is on the board of the Waitangi National Trust. Hugh has a Bachelor of Commerce from the University of Canterbury and an MBA from Cambridge University.

He and his wife, Olivia Haddon (Middlemore 1993) have three children who have attended King's College; Mataia (Parnell 2018-22), Kahu (School 2020-24) and Isla (Taylor, 2025-).



**The Right Reverend Ross Bay**

### **Bishop of Auckland (BTh, PGDipTheol)**

Bishop Ross was ordained and installed as Bishop of Auckland on 17 April 2010. Ross was raised in Auckland and grew up attending local schools in Papatoetoe. He worked for the Bank of New Zealand until beginning study and training for ordination. The Anglican Church has been his spiritual home since his teenage years, and most of his ministry has been in the Auckland Diocese. He was Vicar of the parishes of Ellerslie and St Mark's Remuera, before becoming Dean of Holy Trinity Cathedral. He holds a Bachelor of Theology from the Australian College of Theology and a Post-Graduate Diploma in Pastoral Theology from London University.

Ross is married to Jacquie, who is a Director of the Liggins Education Network for Science at the University of Auckland. Prior to that, she was Head of the Science Department at Diocesan School for Girls. For relaxation, Ross plays squash and is an occasional tramper.



**John Coop**

### **Managing Director, Warren and Mahoney (BArch (Hons) FNZIA Reg Arch PDINZ)**

John Coop is Group Managing Director of Warren and Mahoney. He brings with him his experience as an Architect along with his creative and analytical thinking skills, and governance experience. John is a current board director of Eke Panuku Auckland, a Fellow of the New Zealand Institute of Architects (NZIA), and a former Chair of the Auckland City Centre Advisory Board.

John grew up in rural Canterbury, attending Christ's College between 1985 and 1989. He and his wife, Catherine, have had three sons attend King's College; Walter (Peart, 2018-2022) and current students, Ted (Peart) and Sam (Peart).



**Roween Higgin**

**Associate Director and Educational Consultant, The Education Group Ltd (MEdMgt (Hons), Dip Tchr Ed, Dip Tchg, TTCert)**

Roween Higgin has a strong background in teaching and school leadership and has been a Director of The Education Group since 2009. Prior to that, she was the Principal of Remuera and Bayfield Primary Schools.

As a recent leader, she has experience and expertise in all areas of school governance, leadership and management and works in a wide range of capacities in education throughout New Zealand. She is also an accredited educational coach. She was awarded the ASB/APPA Travelling Fellowship and during this time focused on teacher professional learning and development, and as an extension of this attended a course at the Harvard Graduate School of Education.

Roween is married to Gavin and has three adult children, two of whom attended King’s College; Nathan (Averill, 1999-2000) and Michaela (Middlemore, 2001).



**Jonty Kelt**

**Founder of Fantail Ventures (BA/BCom)**

Jonty Kelt is the Founder of Fantail Ventures, a venture capital business investing in early stage technology companies. He serves in a number of commercial governance roles, as well as Chair of the New Zealand Dementia Prevention Trust. Previously, he worked in executive roles for Palantir, Google and DoubleClick, and co-founded internet technology companies in the UK and USA.

Early in his career, he helped establish Macquarie Bank in New Zealand. Jonty is a graduate of Stanford University Law School’s Director College and holds a Certificate in Company Direction from the Institute of Directors, London.

Jonty is an Old Collegian (School, 1985-1989) and was Senior Sacristan in his final year. He and his wife, Mary Helen, have two children, with their son, Jack (School, 2024-) currently attending King’s College.



**Anna Holdsworth**

**Head of People and Culture, Pultron Composites (BA/Grad Cert PR)**

As Head of People and Culture at Pultron Composites, Anna leads human resource strategies across Pultron’s business interests in New Zealand and offshore. Her role spans workforce development and operational excellence. She has played a key role in major business initiatives, including the establishment of Pultron’s Middle Eastern arm and subsequently the early establishment of Mateenbar Composite Reinforcements (MCR) in North America.

Anna served as a former Chair and Trustee of the Gisborne Intermediate School Board and is a former Board Trustee for Chelsea Hospital Trust. She was a finalist in the 2023 Export NZ Hawkes Bay/Gisborne Inspiring Women Leaders category and co-founded the Mātai Tairāwhiti Relief Fund in the wake of Cyclone Gabrielle, which raised over \$530,000 to support the local community. She is the current Chair of Friends of Mātai Medical Research Institute.

Anna holds a Bachelor of Arts in Political Science from the University of Canterbury and a Public Relations Certificate from RMIT in Melbourne. She is a skilled communicator and relationship builder, known for her ability to bring people together, facilitate productive discussions, and drive meaningful change.

A strong advocate for education, Anna has been a King’s College parent since 2016, with all four of her children attending the school. (Harry – Selwyn, 2016–2020, Eddie – Selwyn 2018–2022; Hermione – Middlemore, Year 13 and Charlie – Selwyn, Year 11). She is married to Jasper Holdsworth (Parnell 1987–1991). Anna is deeply invested in ensuring a vibrant and inclusive community, particularly representing rural/out of Auckland families as an integral part of the College.





**The Very Reverend Anne Mills**

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**Dean of Auckland (DipTchg; Bed; BTheol; MTheol (Hons))**

Anne was installed as the tenth Dean of Auckland on 6 July 2017.

Anne was born in Papua New Guinea where her father was involved in education. She and her family returned to New Zealand when independence was declared. They moved to Katikati where she completed her schooling. After gaining her Bachelor of Education and Diploma of Teaching from the University of Waikato, Anne worked as a primary school teacher, including roles in senior management. After a spell as a Lecturer of the School of Education at the University of Waikato, Anne gained her Bachelor of Theology and Master of Theology (Hons) from the University of Auckland.

She was priested in 2002, and worked in the parishes of Saint Marks, Remuera, Saint Peter's Cathedral, Hamilton, and as Co-Vicar of Chartwell Co-operating Parish, Hamilton before returning to Saint Mark's as Vicar. Anne has held several Diocesan positions, including being Archbishop of Waikato. She has been on the Board of Trustees of Waikato Diocesan School for Girls, and is Chair of their Proprietors Board. She also chairs the Council for Ecumenism and is on the Executive of the National Dialogue for Christian Unity. She has served two terms on General Synod.

Anne enjoys cooking and gardening, spending time with family and friends and walking her Shetland Sheep dog. Anne is married to Chris who is a teacher at Dilworth School, and together they have two teenage daughters.



**Stacey Morrison**

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**Broadcaster and Author**

Stacey Morrison (Te Arawa/Ngāi Tahu) brings with her a huge amount of knowledge and experience in media and communications, governance experience in both education (having been a member and Chair of Pasadena Board) and the not-for-profit sector (as a Trustee of the Spark Foundation).

Very importantly, Stacey has a depth of wisdom and cultural advice which will support and enhance the education experience for King's College Māori students and whānau. Stacey is a leading voice in Aotearoa for learning and using Te Reo Māori.

She is a published author of several books and works as an ambassador for several New Zealand charities.

Stacey and her husband, Scotty, have three children, including son, Hawaiiki (Parnell, 2020–24), who attended King's College.

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**Fiona Roydhouse**

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**Corporate Tax Director at Ernst & Young (EY) (BCom/LLB)**

Fiona Roydhouse is a Corporate Tax Director at Ernst & Young (EY) in Auckland. She has over 12 years of tax experience working in professional service firms, having worked at KPMG in New Zealand before joining EY. She also spent several years working in London where she obtained her Chartered Tax Advisor (CTA) qualification.

Prior to joining the Board, Fiona was Treasurer of the King's College Old Collegians Association (KCOCA). Fiona has a Bachelor of Commerce and Law from Auckland University.

Fiona (nee Sullivan) is an Old Collegian (Middlemore, 2004–05) and is married to another Old Collegian, Tom Roydhouse (Marsden, 1999–2003). She has two young daughters, who were both baptised in the King's College Lady Chapel.



**Tristram van der Meijden**

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**Director Westend Consulting (BCom/BSc)**

Tristram van der Meijden has held various roles over the past 25 years primarily in the Financial and Accounting disciplines of business and his areas of expertise are Retirement, Financial, Management, Property and Public Markets. He is a member of the Chartered Accountants of Australia and New Zealand and The Institute of Directors.

Currently, he is focused on applying his 25 plus years of learning to various directorships, consulting to private businesses and managing his own business interests. His experiences at retirement village operator, Metlifecare between 2011 and 2017 provide expertise in the sector which is being applied to several directorships and advisory roles. Current Directorships include Retirement Australia, Cuesko Limited, Sudserella Laundry & Drycleaning and Black & White Trustee Services.

Tristram and his wife, Nicola, have two daughters: Sophie (Marion Bruce, 2022–24), who has now left King's College, and Abi (Marion Bruce, 2025–), who is currently attending.

# Annexure II:

## Key Staff

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### **Deputy Head, Academic (BE, Dip Tchg)**

Geoff is responsible for ensuring that student attainment is measured, informed, reported and rewarded through data analysis. He also ensures that students have a personalised programme of learning and is passionate about supporting students to achieve their best during their time at King's College

**Geoff Smith**

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### **Deputy Head, Pedagogy (MProfSt Education, BCom, Dip Tchg)**

The Deputy Head - Pedagogy is responsible for ensuring that current and future staff are professionally and personally supported and developed to assist them in receiving the best possible learning experience in the best possible learning environment.

**Kelly Bigwood**

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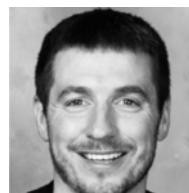


### **Deputy Head, Pastoral (BSc/PG Dip Sec Tchg)**

Aaron is committed to enhancing pastoral care at King's and in his role, he works to holistically support students and enhance our well-being framework, ensuring that all students have access to the resources they need.

**Aaron Farr**

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### **Acting Deputy Head, Operations (BPhEd, BTchg)**

Rob is responsible for the daily operations of the College ensuring that the College provides a well-coordinated experience for staff, students and parents. He leads the delivery of our sporting, cultural, and boarding programmes.

**Rob Paterson**

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### **Chief Operating Officer (FCA)**

Nick leads the operational side of the College, covering Finance, Property and Facilities, ICT, Catering, Events, Marketing, Health & Safety, and Risk. He works closely with both governance and management to ensure strong alignment and clear direction. He is passionate about fostering an environment where staff and students can do their best work at King's College.

**Nick Davies**

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### **Senior Chaplain (BA/ BAppTheol/PG Dip Tchg)**

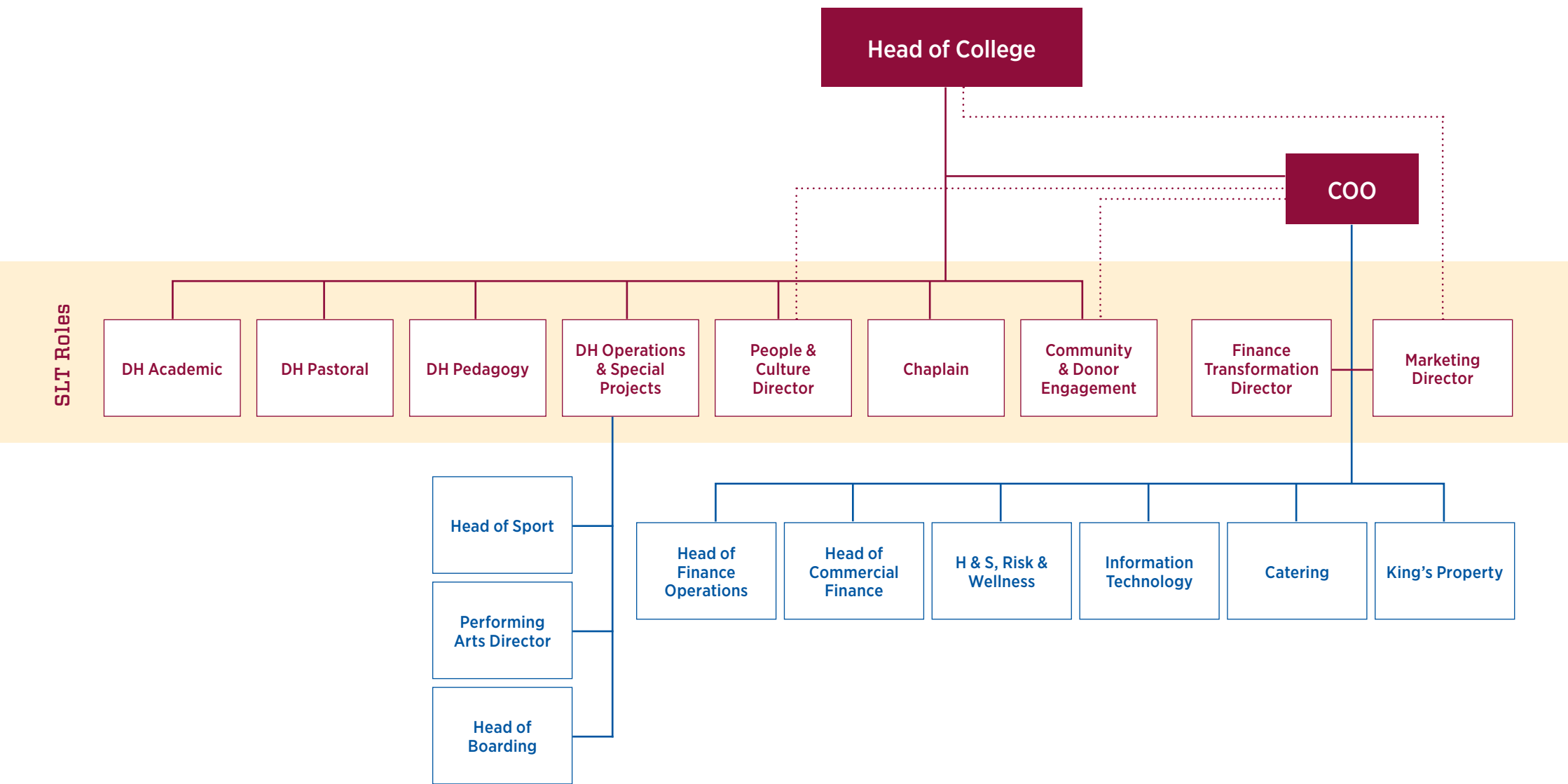
Reverend Gareth is the Senior Chaplain for King's College, and along with his Chaplaincy team explores themes of faith, meaning and purpose with young people. He runs chapel services during term time where students listen to the Chaplaincy team and guest speakers and have moments of reflection. He is also instrumental in our student wellbeing programme. As well as overseeing the Religious Studies Programme, Gareth teaches all our Year 9 RE classes,

**Reverend  
Gareth Walters**

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# Annexure III: Leadership Structure Chart



# Annexure IV:

# Application Process

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## How to Apply

We invite interested candidates to submit the following documents:

- **Curriculum Vitae (CV)**
- **Covering Letter**
- **Completed King’s College Application for Employment Form**

**Please ensure all documents are submitted together.**

### Vetting

All applicants are required to give consent to a Vulnerable Children’s Act Vetting.

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 licence).

### 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.

## Selection Timetable

- |                                       |                            |
|---------------------------------------|----------------------------|
| • <b>Applications Close:</b>          | Friday 8 August 2025       |
| • <b>Longlist Interviews:</b>         | 7 July – 11 August         |
| • <b>Shortlist Interviews:</b>        | Friday, 29 August 2025     |
| • <b>Board Interviews:</b>            | Saturday 13 September 2025 |
| • <b>Confirmation of Appointment:</b> | From mid-September         |

**For enquiries or further information, please contact:**

**Nicola Morris** and **Barbara Taylor**  
Email: [enquiries@johnsonpartners.co](mailto:enquiries@johnsonpartners.co)

## Contact Details

**Nicola Morris**  
+64 22 060 8005  
[Nicola@johnsonpartners.co](mailto:Nicola@johnsonpartners.co)

**Barbara Taylor**  
+64 21 764 723  
[Barbara@johnsonpartners.co](mailto:Barbara@johnsonpartners.co)

**Wendy Sole**  
+64 27 270 1427  
[Wendy@johnsonpartners.co](mailto:Wendy@johnsonpartners.co)

**JOHNSON PARTNERS**





**KING'S**  
COLLEGE

## Application for Employment

Thank you for applying for a position with our school. Please ensure you have a copy of the position (job) description before completing this application.

- All applicants are required to give consent to a Vulnerable Children's Act Vetting.
  - a) Applicants may not be employed as a children's worker if they have been convicted of a specified offence listed in [Schedule 2 of the Children's Act 2014](#), unless they obtain an exemption. The Criminal Records (Clean Slate) Act 2004 will not apply to 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<sup>1</sup> at any time
    - the offence was neither a [specified offence under the Clean Slate Act 2004](#) nor a [specified offence under the Vulnerable Children's Act 2014](#)
    - you have paid any fines or costs
  - c) Please note 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.
- 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 licence). A list of acceptable primary and secondary documents is available in the last sections of the [Children's Regulations 2015](#).
- This information will be held by King's College. For the successful candidate, this document will be held on their employee file, otherwise the information provided will be securely destroyed after 30 days. Applicants may access it in accordance with the provisions of The Privacy Act 2020.

<sup>1</sup>**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.



## Application For Employment

Position applied for:

Today's Date:

### Personal Details

Salutation:

Mr	Ms	Mrs	Dr	Or other preferred title:
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Surname/Family name:

First names (in full)"

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Are you known by any other name(s)? (if yes please provide below)

Postal address:

Email address:

Contact number:

Home:
Mobile:

**Identity Verification, Criminal Record and Right to Work:**

Please tick the appropriate boxes:

Are you a New Zealand citizen

Yes	No
-----	----

Are you a permanent resident of New Zealand?

Yes	No
-----	----

Are you a current work visa holder?

Yes	No
-----	----

Have you ever had a criminal record?

Yes	No
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*(King's College may not employ or engage a children's worker who has been convicted of an offence specified in [Schedule 2 of the Children's Act 2014](#). The Clean Slate Act does not apply to schedule 2 offences.)*

If Yes, please detail:


Do you have any pending criminal charges or are you awaiting sentencing?

Yes	No
-----	----

If Yes, please detail:


Do you have a current New Zealand driver's licence?

Yes	No
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Have you been or are you, the subject of any concerns involving child safety?

[www.kingscollege.school.nz](http://www.kingscollege.school.nz)



Yes	No
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(King's College may not employ or engage a children's worker who has been convicted of an offence specified in [Schedule 2 of the Children's Act 2014](#). The Clean Slate Act does not apply to schedule 2 offences.)

If Yes, please detail:


### Health:

I understand that any false information given in relation to my medical history may result in the loss of entitlement for any compensation from ACC or the King's College Trustee's workplace accident insurer.

Do you have any injury, illness or any other known condition that may affect your ability to carry out the duties (including driving a vehicle)?

Yes	No
-----	----

If Yes, please detail:


**Relevant Qualifications / Certificates:**

Institution Attended	Year/s	Qualifications / Certificate Attained	Date Awarded

**Professional Memberships:**


**Employment History:**

Please list your work experience for the last five years beginning with your most recent position. Please include months as well as years worked and explain any gaps in employment. If you were self-employed, give details.

Period worked			Employer’s name  (or reason for the gap in employment)	Position held	Reason for leaving
Start date	End date				
<u>Please ensure: MM/YYYY</u>					
	to				
	to				
	to				
	to				
	to				
	to				



**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 (family members are not acceptable referees).

Name	Organisation	Position/ Relationship	Landline (preferred)	Mobile

**Privacy Act 1993:**

This application is submitted with the understanding that any further information given is for the use of the employer and their authorised representatives who may at any time have access to this information.

Furthermore, consent is given for members of the King's College Trustees or nominated representative to make enquiries of my present or past employers or colleagues or any other person who may assist in establishing my suitability for appointment to the position.

**Declaration**

I confirm that:

the information provided is correct and no relevant material/information has been omitted.

I know of no reason why I would not be suitable to work with children/young people.

I understand that this information will be used for the purposes of processing this application and any review that may result from an appointment. Please note that if you give any incorrect or misleading information or have omitted any important information during the appointment process, you may be disqualified from consideration or, if appointed, be liable for dismissal.

I solemnly and sincerely declare that to the best of my knowledge and belief the information given in this application and in my CV is correct.

Name:

Signature: