EST. 1872

Napier Boys' High School



Headmaster
Application Pack

Brad Gay
Consultant to the
NBHS Board

JUSTUM PERFICITO NIHIL TIMETO "DO RIGHT AND FEAR NOTHING" ME TIKA TE MAHI, KIA MATAARA

Your Next Chapter Starts Here



Dear Applicant,

Thank you for your interest in the position of Headmaster at Napier Boys' High School. This is a significant leadership opportunity to guide our school into a new era, building on our foundations and our deep commitment to student success.
This appointment pack provides information about our school's character, strategic direction, community, the Headmaster role and the application process.

The School
A welcome from the Board, our school profile, ERO report summary, school identity, boarding community and future priorities.

The Appointment
Application dates, leadership person specification, candidate profile, referee report instructions and contact details.

An Open And Equitable Appointment
We are committed to a fair, transparent and equitable process. Napier Boys' High School welcomes applications from all suitably qualified candidates.

We look forward to learning more about you and how your leadership can contribute to the vibrant future of our school.

Ngā mihi nui

Your Pathway to Appointment

This appointment pack is designed to provide comprehensive information to assist you in understanding the headmaster role, our school environment, and the detailed application process.

What to submit

- **Curriculum Vitae** Include your relevant qualifications, leadership and professional experience.
- **Cover Letter** Explain how NBHS will benefit from your educational leadership and how you meet the person specification.
- **Personal Profile** Complete the linked Headmaster's Personal Profile provided later in this pack.
- **Three Referee Reports** Give the Referee Report Form to your three referees. Each Referee Form should be delivered separately from your application and be sent to Brad Gay at **Vacancy@bged.co.nz** by no later than **4 pm, Friday, 5th February 2027**. Nominated referees may also be contacted by the Appointment Committee (or their agents) for further/more detailed information.

Your Application

Please note that applications must be received via email by **4 pm, Friday, 5th February 2027.** Late applications may be considered at the discretion of the appointment committee. Please email the Application information to: **Vacancy@bged.co.nz**

Interview

Interviews are planned for Saturday 20 February 2027, at the School or another suitable Napier venue. If unavailable on that date, explain this in your cover letter. The appointment will be confirmed as soon as practical following interviews, and it is expected that the applicant offered the position would be available to take up the position for the start of Term 2 2027.

School Visits or Further Information

School visits and confidential enquiries are welcome. Shortlisted applicants will be given contact details to arrange a tour or seek additional information from Brad Gay.

Key Dates

05 FEB Applications close Referee checks in	**10 FEB** Shortlisting Meeting	**20 FEB** Candidate Interviews	**TERM 2** Proposed Start

Napier Boys' High School
EST. 1872

Brad Tatere
31 Chambers Street
Napier 4110
New Zealand
https://www.nbhs.school.nz/

20th November 2026

Tēnā koe

Thank you for your interest in the Headmastership of Napier Boys' High School.

Appointing a Headmaster is one of the most important decisions a Board makes. We take that responsibility seriously, recognising what this school means to generations of young men, their families, our staff and the wider Hawke's Bay community. Napier Boys has a proud history, strong traditions and a clear sense of identity. We are proud of where we have come from, but equally focused on where we are going. We are a school of traditions, not a traditional school.

What makes Napier Boys special is evident when the school comes together at assembly, when our young men perform a haka, when they represent the Sky Blue jersey, and in the friendships and brotherhood that extend well beyond their school years. It is also evident in our classrooms, the relationships between boys and staff, and the sense of belonging that extends throughout the school, including Scinde House, our boarding hostel. These experiences help shape the character of our young men and the values they carry into life beyond school.

We are looking for a Headmaster who understands boys and what it takes to bring out the best in them. Someone who genuinely enjoys working with young men, takes an interest in their lives, celebrates their successes and supports them through their challenges. Equally important is a leader who understands teaching and learning, recognises the different ways boys develop and achieve, and can inspire staff to deliver the best possible educational outcomes. We want every boy, regardless of his background or circumstances, to feel that he belongs, to be challenged to reach his potential and to leave Napier Boys' with the confidence, character, and qualifications to pursue his chosen pathway.

The next Headmaster will join us at an important time. The Board is refreshing the school's strategic direction, providing an opportunity for you to help shape its future and lead its implementation. We have high expectations for the achievement of every boy, while recognising that improving outcomes for Māori students is an area where we need to do better. We are looking for someone who can build on the strengths of the school, develop and support our staff, set clear expectations and make sound decisions, including when those decisions are difficult. We want a leader who respects our traditions but has the confidence and judgement to challenge established thinking where change is needed.

In return, you can expect a Board that understands the distinction between governance and management. We believe in a strong working relationship built on trust and confidence, open communication, mutual respect and accountability. Leading the school is your responsibility and supporting you to do that well is ours. We will work alongside you, be open and direct in our conversations, and expect the same in return.

If you can see yourself leading Napier Boys' High School, I encourage you to look closely at the opportunity, ask questions and consider the difference you could make to the lives of our young men. Confidential enquiries can be directed to Brad Gay of BGed, who is managing the appointment on the Board's behalf, on 027 4887 351 or Brad@BGed.co.nz. Applications close at 4pm on Friday 5 February 2027.

We ask our boys to Do Right and Fear Nothing. It is a standard we expect of those entrusted with leading them.
I look forward to receiving your application.

Ngā mihi nui,

Brad Tatere
Presiding Member
Napier Boys' High School

Our School Profile

NAPIER BOYS' HIGH SCHOOL | SCHOOL PROFILE | 2026

Napier Boys' High School

School snapshot for the Headmaster appointment

AT A GLANCE

SCHOOL NAME	Napier Boys' High School
ADDRESS	31 Chambers Street, Napier
SCHOOL TYPE	Secondary Boys' School
YEARS	Y9 – Y13
CURRENT ROLL	**1,271**
ACTING HEADMASTER	Michael Taylor
WEBSITE	www.nbhs.school.nz

STUDENT ROLL

YEAR 9	302
YEAR 10	263
YEAR 11	293
YEAR 12	255
YEAR 13	174

INTERNATIONAL STUDENTS **42**

MĀORI PERCENTAGE **33.4%**

OUR PEOPLE

80 TEACHERS

32 SUPPORT STAFF

8 ITINERANT TUTORS

LEADERSHIP STRUCTURE

- NBHS Board
- Headmaster
- 1 Deputy Headmaster
- 4 Assistant Principals plus 1 Head of Boarding
- 7 House Deans
- LOLAs (Leaders of Learning Areas)
- Heads of Department
- Assistant Heads of Department
- Teachers
- Support Staff

BOARDING

SCINDE HOUSE

Licensed to 200, currently 198

NAPIER BOYS' HIGH SCHOOL | **OUR CAMPUS & CONNECTIONS**

Our Place. Our Opportunities.

A historic school with outstanding facilities, diverse opportunities and a strong lifelong connection.

30 HECTARES

Expansive coastal campus, playing fields and adjacent school farm.

SPORT & RECREATION

- 4 rugby pitches
- 2 football pitches
- 8 grass cricket wickets
- Swimming complex
- Gymnasium
- All-weather tennis and hockey

HOLT PLANETARIUM

- On-site Zeiss projector acquired in 1961.
- New Zealand's oldest planetarium projector.

MODERN LEARNING SPACES

- 19 teaching spaces in new Science and English buildings.
- Ongoing campus refurbishment.

CREATIVE & PRACTICAL LEARNING

- Music suite
- Visual arts
- Technology
- Commercial kitchen
- Cultural activities

OLD BOYS NETWORK

NBHS

- Established alumni association, reunions and Old Boys register.
- Connections across sport, business, culture and public service.



NAPIER BOYS' HIGH SCHOOL | **THE CHARITABLE TRUST**

Napier Boys' High School Charitable Trust

A long-standing trust that invests in our boys, our facilities and our future.

THE PURPOSE

To support and advance education at NBHS, promote student wellbeing and enhance the school experience.

KEY AREAS OF SUPPORT

- Scholarships and bursaries
- Student wellbeing and development
- Buildings, facilities and equipment
- Resources, including books and learning tools
- Grants for school-related opportunities

A STRONG FOUNDATION

1991

- Established in 1991.
- Registered charity (CC28868) in 2008.
- Independent charitable trust supporting NBHS.

OUR IMPACT

Has supported a range of school developments, including the library and archives redevelopment for the school's 150th jubilee.

FINANCIAL POSITION (2025)

NET ASSETS	ANNUAL REVENUE	ANNUAL EXPENDITURE
$2.5m	$133.5k	$120.1k

WIDER CONNECTIONS

Holds a one-third interest in the Napier High Schools Land Endowment Trust, which owns investment properties for the long-term benefit of the school.

ERO: The Priorities Ahead

In its November 2025 report, the Education Review Office described a respectful, settled learning environment and a broad academic and vocational curriculum. The large majority of boys progress well and achieve NCEA qualifications, most at Level 2.

ERO noted increased monitoring of student progress by deans, compulsory tikanga for Year 9 and the continued embedding of the Culturally Responsive Teaching Framework.

Five Identified Priorities

Shared vision & values Developing a clear school vision, values and strategic direction, informed by evaluation of current practice and consultation with the school community, including Māori whānau.

Equitable Māori achievement Improving equity in Māori student achievement at NCEA Levels 1 and 3 and at University Entrance.

Better insight through data Strengthening systems for gathering and analysing achievement and wellbeing data, including progress data in Years 9 and 10.

Learning support Reviewing and strengthening schoolwide learning support.

Regular attendance Developing an attendance plan to lift regular attendance towards the Government's 80% target.

From Priorities to Delivery Work is already underway in all five areas: refreshing the strategic plan and school vision, engaging whānau and community, strengthening evidence and support systems, and developing attendance approaches.

The 2026 Annual Implementation Plan includes targets of 85% achieving NCEA Level 2, 75% achieving Level 3, an achievement gap under 10% for Māori and Pasifika students, and tikanga for all Year 9 students.

THE OPPORTUNITY FOR THE NEXT HEADMASTER

Build on our school environment and strategic direction alongside our amazing and diverse community. Lead the delivery.





Click here for
The full ERO

Proud History. Future Focus.

1872	35+	60+
School established	Sporting codes	NZ representatives in four years



History

Founded in 1872 and now past its 150th year, Napier Boys' High School has educated the young men of Hawke's Bay for successive generations. Its traditions, its Old Boys and its standing in the city run deep. The Skyblue brotherhood is far more than the school's sporting colours: it connects the boys of today with every boy who has worn the uniform before them.



The boys

Napier Boys' draws its young men from across the city and the wider Bay, from town and country, and from families of every kind of background and circumstance. It is a genuine cross-section of Hawke's Bay, held together by traditions that welcome every boy and give each of them a deep sense of belonging.



The staff

The staff are as varied as the boys they teach. They come from many cultures and backgrounds, and each brings a distinctive flavour to the school, so every boy can find someone he relates to. For all their differences, they stand behind the school and its direction. They are a real community, united in championing the growth of the boys into young men.



On the field and the water

The record speaks for itself. The school offers more than thirty-five sporting codes and has produced over sixty New Zealand representatives in the past four years, including world champions. It holds a proud place in the Super Eight and the International Boys' Schools Coalition.



In the classroom

Boys have access to a broad academic and vocational curriculum, including an accelerated pathway that sees them sitting university papers in Year 13. The school has set itself firm targets to lift achievement at every NCEA level.

Scinde House

Leadership of Scinde House and the Boarding Community

The Headmaster will demonstrate a genuine commitment to the traditions, character and future development of Scinde House as an integral part of Napier Boys' High School. They provide visible, values-driven leadership that ensures a safe, supportive and aspirational residential environment, where young men develop independence, character, personal responsibility and a strong sense of belonging. The Headmaster builds trusted relationships with boarding families, staff and the wider rural communities served by the school, while maintaining the highest standards of pastoral care, safeguarding and operational accountability.

Governance structure -
NBHS BOT / NBHS Headmaster / ERO as the new Hostel regulator from September 2026
Staffing -
Total staff number 28 full time
Licensed to 200 -
Currently 198

Useful sources

- Scinde House – official boarding information
- Official boarding fees 2026–2028
- ERO – November 2025 school and hostel reports

The Headmaster's House

Due to the dual leadership role associated with Scinde House and the Headmastership, the Headmaster resides in the Headmaster's House, adjacent to Scinde House. It is a beautiful 4 bedroom, 3 bathroom, heritage homestead situated on large fully fenced and landscaped grounds. More than simply a residence, the home offers an opportunity to fully embrace the distinctive character, traditions and lifestyle of Napier Boys' High School.







Person Specification

The Leader We Are Seeking

We are looking for an exceptional, values-driven Headmaster who will honour the School's proud traditions, strengthen its distinctive culture and confidently lead its future development. The successful candidate will be a visible, relational and strategic leader who understands young men's education, inspires confidence and is committed to developing young men of character, achievement and purpose.
Personal integrity and leadership character are fundamental, alongside demonstrated educational leadership and the capability to lead a large, complex school.

CHARACTER • CONNECTION • ACHIEVEMENT

The Board seeks a leader who combines integrity and authentic relationships with confident direction, sound educational judgment and sustained improvement.

1. Relational Leadership

- Builds authentic, enduring relationships with boys, staff, whānau, the Board, Old Boys and the wider school community, earning trust through integrity, openness and genuine care.
- Listens to staff and involves them meaningfully in decisions affecting their work, recognising their expertise and developing shared responsibility for school improvement.
- Recognises the strengths of others and develops leadership capability throughout the school.
- Values and recognises the contribution of teaching, support and boarding staff, supporting their wellbeing and ensuring workloads and professional expectations are fair and manageable.
- Communicates with clarity, confidence and empathy, particularly when addressing challenging situations or leading important decisions.

2. Visible Leadership

- Maintains a strong, approachable and highly visible presence throughout the school, including classrooms, assemblies, sporting events, cultural activities and Scinde House.
- Takes a genuine interest in the lives, achievements and aspirations of boys, ensuring they feel known, valued and supported.
- Actively participates in the wider life of the school, strengthening relationships, school spirit and the sense of belonging that defines Napier Boys' High School.



3. Consistent Accountability

- Demonstrates sound judgement, emotional intelligence and personal integrity, leading with fairness, consistency and professionalism.
- Establishes and maintains high expectations for behaviour, performance and professional conduct, applying standards consistently and without favour.
- Has the courage and composure to address difficult issues, challenge underperformance and make principled decisions in the best interests of the school.
- Ensures staff have the guidance, support and shared routines needed to maintain a respectful and productive learning environment.

4. School Identity

- Demonstrates a deep appreciation of the school's proud history, traditions, tikanga and longstanding place within the Hawke's Bay community.
- Protects and strengthens the distinctive identity, values and Skyblue brotherhood that give the school its character.
- Builds pride, belonging and aspiration, ensuring every boy understands and values what it means to be part of Napier Boys' High School.
- Demonstrates a commitment to Te Tiriti o Waitangi and strengthens the place of te reo Māori and tikanga Māori in the everyday life of the school.
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5. Boarding Champion

- Recognises Scinde House as an integral and distinctive part of Napier Boys' High School and actively champions its contribution to the wider school community.
- Demonstrates a strong commitment to the safety, wellbeing, personal development and success of boarding students.
- Builds positive partnerships with boarding whānau and supports effective leadership, pastoral care and operational practices within the boarding environment.

6. Character Development

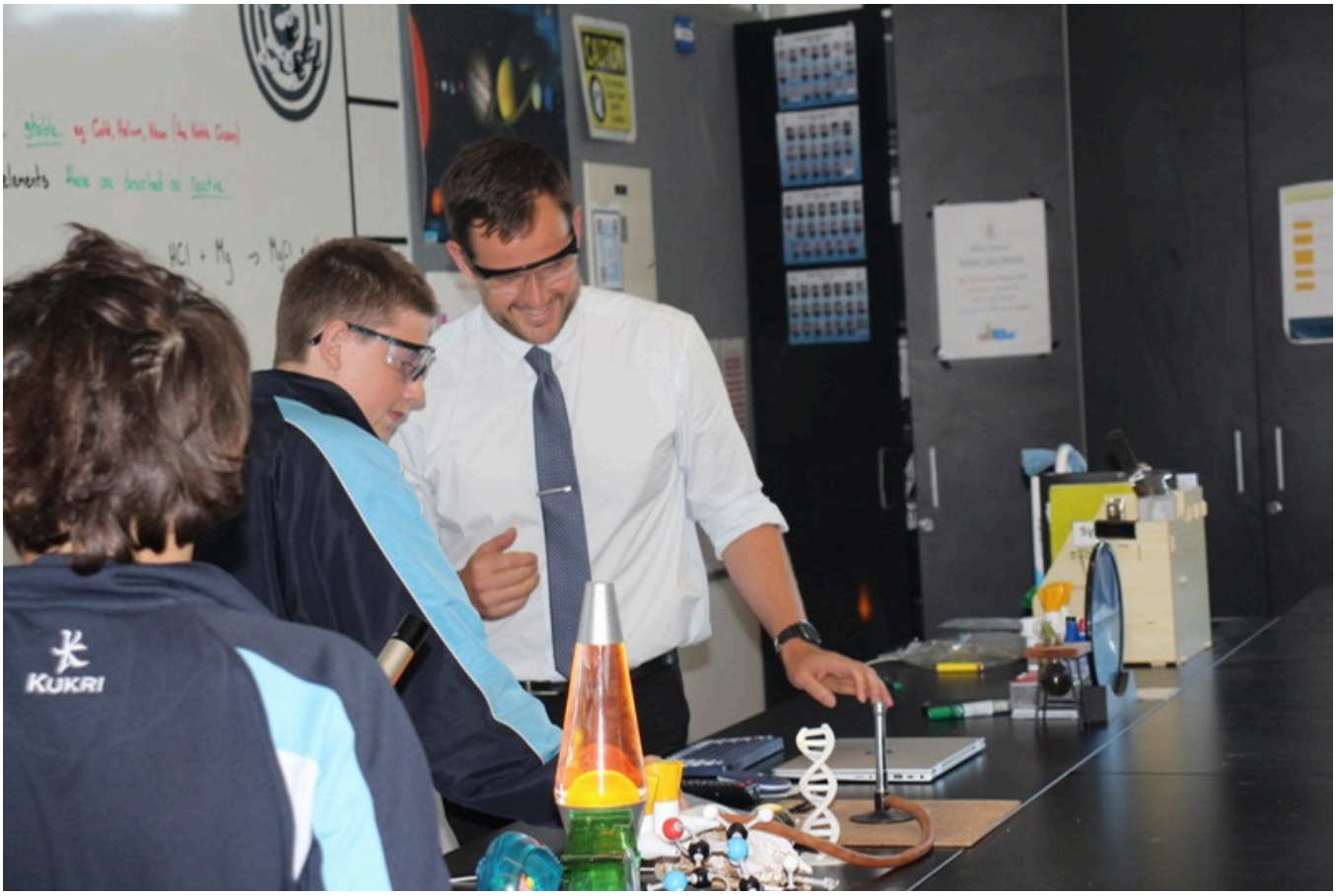
- Demonstrates a strong moral purpose and a genuine commitment to developing young men of integrity, resilience, respect and personal responsibility.
- Builds a safe, inclusive and supportive school environment where boys develop confidence, character and the values needed to contribute positively to society.
- Champions effective pastoral care, student wellbeing and positive relationships, ensuring the development of the whole boy remains central to school life.

7. Strategic Leadership

- Provides clear, purposeful and future-focused leadership, translating the school's strategic direction into meaningful and sustainable improvement.
- Balances respect for the school's established strengths and traditions with the vision, ambition and judgement required to respond to emerging opportunities and challenges.
- Brings people together around a shared direction, leading change thoughtfully, collaboratively and with a clear understanding of the school's culture.
- Builds a cohesive senior leadership team with clear responsibilities, consistent communication and shared accountability for supporting staff and improving outcomes.
- Shows a genuine commitment to the school's long-term success, providing stability, continuity and leadership that delivers lasting benefits.

8. Boys' Learning

- Demonstrates a genuine passion for boys' education, with a strong understanding of how boys learn, engage and achieve across academic, cultural, sporting and co-curricular settings.
- Brings professional credibility and a sound understanding of the New Zealand Curriculum, effective teaching practice, assessment and evidence-informed approaches to improving learning.
- Provides strong educational leadership, supporting Heads of Learning and teaching staff to strengthen teaching practice, maintain high expectations and continuously improve outcomes for boys.
- Promotes a professional culture of learning, reflection and improvement, where teaching quality and student progress remain central priorities.



9. Achievement and Opportunity

- Demonstrates an unwavering commitment to raising achievement, promoting excellence and ensuring every boy has the opportunity to realise his potential.
- Promotes equitable outcomes for all learners, with a particular commitment to Māori achievement, success as Māori and meaningful partnerships with whānau and mana whenua.
- Recognises and values diverse pathways to success, ensuring boys are supported to pursue academic, vocational, sporting, cultural and personal aspirations.
- Uses evidence, achievement information and student voice to identify priorities, respond to learner needs and strengthen educational outcomes.

10. School Stewardship

- Demonstrates sound governance understanding, professional judgement and the operational capability required to lead a large, complex secondary school.
- Provides effective oversight of personnel, finance, property, health and safety, school systems and organisational performance.
- Works in genuine partnership with the Board, maintaining clear communication, professional accountability and a shared commitment to the school's strategic priorities.
- Exercises responsible stewardship of the school's people, resources, reputation and future, ensuring decisions consistently reflect the long-term interests of Napier Boys' High School.



"Where boys play for the jersey and the Skyblue brotherhood."

Candidate Application Form

Use the editable Headmaster's Personal Profile. Complete it online, download a Word copy or print and scan it. Your completed profile is submitted with your CV and cover letter.

SCAN TO OPEN
Headmaster's Personal Profile
Open editable application form

Complete the form in your preferred way

Google Docs
Choose File → Make a copy to save an editable version.

Microsoft Word
Choose File → Download → Microsoft Word (.docx).

Print & complete
Print the form, write your answers and scan or photograph the completed pages.

Submit by email
Send the CV, covering letter and completed profile to Vacancy@bged.co.nz

CLOSING TIME - 4.00 PM, FRIDAY 5 FEBRUARY 2027
Referee reports must also arrive by this time, sent separately and marked confidential.

Confidential Referee Reports

Give the form to each of your three nominated referees. Ask them to return their completed reports directly to the appointment adviser, separately from your application.

SCAN TO OPEN
Confidential Referee Report
Open editable referee report

Suggested Message to forward to your Referee

Dear _____,

I am an applicant for the position of Headmaster at Napier Boys' High School and have named you as a confidential referee.

Here is a link that will take you to a Google document:

https://docs.google.com/document/d/1iEO9s60AdP9arkuExsRWXtPkA6I7WV23/edit?usp=sharing&ouid=109369467472198038084&rtpof=true&sd=true

There are three ways you can fill this in.
1. Google Docs: You will need to make a copy by going to "File" then "Make a Copy".

2. Microsoft Word: You can also download this document as a word doc by going to "File", "Download", "Microsoft Word".

3. By hand: Simply print out the form and fill in with pen and then scan or take photos.

Please send your completed report to Vacancy@bged.co.nz with the email marked "Confidential".

DEADLINE
4.00 pm, Friday 5 February 2027. Nominated referees may be contacted for further information.

Yours sincerely,

[your name]

Contact Us

027 4887 351

Brad@BGed.co.nz

www.BGed.co.nz

Appointment Advisor – Brad Gay, BGED Consulting Ltd

The Board is supported in this appointment process by Brad Gay of BGED Consulting Ltd, an experienced educational consultant and former school leader with extensive expertise in principal recruitment, governance support, and leadership development across Aotearoa New Zealand. Brad brings a practical, relationship-focused approach, guiding Boards to make confident, well-informed decisions that align with their strategic vision. His work is grounded in deep sector knowledge, strong analytical insight, and a commitment to finding leaders who will positively shape the future of their school community.