



## **APPLICATION PACK CONTENTS**

**Deputy Principal**

*Portfolio detail to be determined*

**Full time, Permanent**

1. Letter to the Applicant
2. Timeline for the Applicant
3. Person Specification
4. Position description
5. Information for the Applicant
6. Application Form
  - Self-Assessment Form
  - Referee's Information
  - Special Catholic Character Statement





**4 March 2026**

Dear Applicant

**Deputy Principal** - *Portfolio detail to be determined*

Thank you for your interest in our College, and the opportunity to be a valued member of the Senior Leadership Team.

Sancta Maria College is an Integrated Catholic College with years 7-13 and a roll of 1000 and enjoys an inclusive environment that focuses on developing well rounded students. We want students who participate and thrive in the faith, academic, co-curricular and pastoral opportunities that we offer here at Sancta Maria College.

The Special Catholic Character is at the core of everything we do and permeates every aspect of college life. Staff and students are expected to uphold the values associated with the Sancta Maria vision.

The successful applicant will demonstrate commitment as a staff member of an Aotearoa New Zealand Catholic School as set out in *The Special Catholic Character Statement* found in this pack.

The successful applicant will have strong interpersonal skills, initiative and vision to underpin the school's overall focus on improving its high standard of academic achievement and successful outcomes for students. The person we are seeking will have the passion, energy and commitment to contribute to the strategic direction and annual planning process.

The successful candidate will have a sense of humour, be able to work in a collaborative environment, be visible in the school community and be an integral member of the Senior Leadership Team.

We are a school with a reputation for academic excellence, and we understand the importance of curriculum, pedagogy, wellbeing and participation in this achievement.

There will be an opportunity for selected candidates to visit our College.

Ngā mihi

Andrew Mackenzie  
Tumuaki/Principal



## TIMELINE FOR APPLICANT

**Deputy Principal**

*Portfolio detail to be determined*

The Sancta Maria College Board of Trustees has set the following timeline for the appointment of the Deputy Principal. Every effort will be made to keep the following schedule in determining the successful candidate.

### TIMELINE

Advertisement	Thursday 5 March 2026
Closing date for Applications	Friday 20 March 2026
Visit SMC	By invitation
Interviews	Week of 23 March 2026
Appointment commences	Term 2: by negotiation

The Board reserves the right to conduct a second interview if necessary and may request that the shortlisted applicants complete an online HR process.

**Checklist** – We need to receive completed:

- Application Form
- Self-Assessment Form
- Curriculum Vitae – with copies of verified qualification certificates attached
- Details for three (3) referees

Email all required documents to [principal@sanctamaria.school.nz](mailto:principal@sanctamaria.school.nz) or deliver/post to

Carmen Lewis  
Principal's PA  
Sancta Maria College  
319 Te Irirangi Drive  
Flat Bush, Auckland 2016



## PERSON SPECIFICATION

**Deputy Principal**

*Portfolio detail to be determined*

- Demonstrates and supports the Special Catholic Character of the school.
- Is compassionate, and cares deeply about student and staff wellbeing.
- Actively supports the school's strategic vision and contributes positively to its on-going development.
- Builds supportive, collegial relationships with all stakeholders including the senior leadership team, our network of schools, and school community.
- Is an inspirational leader who is able to motivate, engage and empower staff to work effectively.
- Values teaching and learning, and curriculum design.
- Values and promotes co-curricular participation.
- Is focused on achieving positive outcomes for every learner, including priority learners.
- Understands the notion of personal excellence and is committed to meeting individual student needs through high expectations of self, colleagues and students.
- Is culturally responsive and understands what this means and looks like in our diverse educational context.
- Is visible in classrooms, around the school and at school events.
- Can present and speak to a range of audiences effectively.
- Is energetic, passionate and resilient.
- Is calm under pressure, can work with others (students, staff, parents, wider community) to resolve issues satisfactorily.
- Is willing to commit for a meaningful length of time in the role.
- Is committed to ongoing professional and academic learning.



# Job Description for Deputy Principal 2026



The position of Deputy Principal carries a 7MU plus 1 SMA allowance, has five hours of teaching contact time per week, and operates under the provisions of the current Secondary Teachers Collective Agreement.

***The specific portfolio will be determined based on the skills and experience of the successful candidate in negotiation with the Principal.***

The Senior Leadership Team works collaboratively to support the Principal in:

## Leadership of the School

- Articulating and modelling the school's vision, values and virtues.
- Providing a role model for both staff and students.
- Translating the vision and values into clear expectations of excellence for the school community. This includes promoting and using positive relational practices.
- Creating a safe and stimulating learning environment in which students and staff can reach their potential.
- Developing and promoting a culture that fosters personal success, a sense of purpose, and a commitment to learning.
- Supporting the school to meet its commitment to honour *Te Tiriti o Waitangi*.

## School Management

- To have individual or joint oversight of a key area of school management. This area of management may change over time.
- Overseeing management and professional growth of a number of HoDs.
- Present to the Board of Trustees as required.
- Prepare and present reports, as needed, on areas of strategic responsibility.
- Use data meaningfully to inform decision making and progress.

## Communication and Relationship Management

- Developing and maintaining effective relationships with the Board, staff, students, parents/caregivers/whānau, the wider school community and other stakeholders.
- Building and using clear communication channels with parents, caregivers and whānau to ensure they have high quality information about the school and feel confident about the learning environment.
- Encouraging and guiding staff to communicate effectively with students, parents, caregivers and whānau.
- Developing a culture of honest communication and respect.
- Fostering a sense of pride and school spirit.
- Having difficult conversations to address accountability issues, using a solution-focused approach.
- Providing opportunities for, and supporting leadership development of, teachers and students.

## **Educational Leadership**

*The portfolio of the new Deputy Principal may involve aspects of:*

- Ensuring effective development and delivery of curriculum; particularly delivering incoming curriculum changes.
- Ensuring a quality teaching and learning program backed by evidence based pedagogy is delivered and embedded.
- Reporting and monitoring student progress and achievement.
- Contributing to building and sustaining a strong senior leadership team.
- Fostering a collaborative environment where staff can develop and excel.
- Staying current with relevant educational issues and research.

## **Pastoral Leadership**

*The portfolio of the new Deputy Principal may involve aspects of:*

- Responsibility for the delivery of discipline, wellbeing and pastoral care.
- Participating in and leading student and whanau pastoral meetings and where appropriate Restorative meetings.
- Monitoring and responding to attendance issues.
- Analysing pastoral data to observe trends and to plan any necessary interventions.
- Monitoring academic progress, targeting academic mentoring and evaluating results.

## **Strategic Tasks**

The appointee will accept specific tasks according to their strengths, negotiated with the Principal. These tasks may change over time, and could include:

- Using data to support raising student achievement
- Professional Development for staff
- Discipline & Pastoral care
- Co-curricular programme
- Timetable
- Assessment and Reporting
- Monitoring attendance
- Māori student engagement – hui
- Pacific student engagement – Talanoa/ fono
- Human resourcing
- Digital learning / Information technology

## **General Operations**

*The portfolio of the new Deputy Principal may involve aspects of:*

- Relief Co-ordination (shared)
- Co-ordination of key events



## INFORMATION FOR APPLICANTS

### Deputy Principal

*Portfolio detail to be determined*

Thank you for applying for the position of **Deputy Principal of Sancta Maria College**. Please ensure you have a copy of the **job description** before completing this application.

1. Please complete the application form personally. Read it through first and then answer all questions. Make sure you sign and date where indicated.
  2. Attach a *curriculum vitae* (CV) containing any additional information relevant to the position. If you include written references, please note that we will contact the writer of the reference.
  3. Copies of qualification certificates should be attached. If successful in your application, you will be required to provide originals as proof of qualifications. These will be needed to verify the copies which will be retained for the school's records.
  4. Failure to complete this application and answer all questions truthfully may result in any offer of employment being withdrawn or appointment being terminated if any information is later found to be false.
  5.
    - 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 Vulnerable Children Act 2014](#), unless they obtain an exemption. The Criminal Records (Clean Slate) Act 2004 will not apply to these specified offences and these offences will be included in your Police vetting results.
    - b) The Clean Slate Act (2004) 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; and
      - You did not serve a custodial sentence at any time; and
      - The offence was neither a [specified offence under the Clean Slate Act 2004](#) nor a [specified offence under the Vulnerable Children Act 2014](#); and
      - You have paid any fine or costs
- Please note that 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.
6. This application form and supporting documents received from the successful applicant will be held by the school. That person may access these in accordance with the provisions of the Privacy Act 1993.
  7. CVs provided from non-successful applicants will not be returned, unless a stamped self-addressed envelope is provided. Application forms and CVs from non-successful applicants will be held until the appointments process is completed and will then be destroyed. All information received will be confidential to the Board.



*If shortlisted, you will be required to bring to your interview, the originals and copies of the following:*

- 1. Your current Practising Teacher Certificate*
- 2. Two types of identification*
  - a. If possible, this should be photo ID and a NZ Drivers Licence*
  - b. If you do not have one or other of the above documents, please supply a birth certificate, bank statement or IRD number.*
  - c. A completed Special Catholic Character Statement (attached)*







## DECLARATIONS

### MEDICAL / HEALTH

Do you have any injury or illness that may affect your ability to effectively carry out the duties and responsibilities outlined in the job description? *If yes, please give details below.*

**NO**

**YES**

*If yes, please give details.*

Do you have or have had any other known physical or psychological condition that may affect your ability to carry out the duties and responsibilities outlined in the job description?

**NO**

**YES**

*If yes, please give details.*

Do you suffer or have ever suffered from any illness or disability that you would like the Board of Trustees to know about (e.g. asthma, diabetes, high blood pressure)?

**NO**

**YES**

Do you agree to undertake a medical examination if required?

**YES**

**NO**

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

## NZ TEACHER REGISTRATION (Teaching Positions Only)

Registration No. \_\_\_\_\_

Registration Status \_\_\_\_\_

Registration Expiry Date \_\_\_\_\_

MOE No., if known \_\_\_\_\_

Have you ever had your Teacher Registration canceled, been deregistered or had conditions imposed or been refused Teacher Registration in NZ or Overseas.

**YES**

**NO**

Signature \_\_\_\_\_

Date \_\_\_\_\_

## **CHILD SAFETY (VCA)**

**Have you ever been convicted of a Safeguarding offence?**

**NO**

**YES**

*If yes, please provide the details below. Include details of how you responded to it.*

**Have you ever been the subject of any concern(s) or a complaint(s) involving child safety during your employment history?**

**NO**

**YES**

*If yes, please provide the details below. Include details of how you responded to it.*

*The Board may not employ or engage a children's worker who has been convicted of an offence specified in Schedule 2 of the Vulnerable Children Act 2014. The Clean Slate Act does not apply to schedule 2 offences.*

## **CONVICTIONS**

**Have you ever been convicted of any criminal offence (other than a minor traffic offence)?**

**NO**

**YES**

*If yes, please provide\* the date and details of the offence(s), the penalty, or reason, together with any comments you may wish to make below (or on a separate sheet):*

*\*Please note that you may be asked to provide a copy of the relevant court records available from the registrar of the court concerned. Failure to provide correct and true details of any conviction(s) or other reason(s) for possible unsuitability, will make you liable to dismissal from the employment of Sancta Maria College Board of Trustees should you be the successful applicant.*

**Are you currently awaiting sentencing or the hearing of any charges?**

**NO**

**YES**

*If yes, please provide the details below.*

**Have you ever received a police diversion for an offence?**

**NO**

**YES**

*If yes, please provide the details below.*

**Have you ever been discharged without conviction for an offense? If yes, please provide the details below.**

**NO**

**YES**

*If yes, please provide the details below*

## **PRIVACY ACT 1993 / AUTHORITY TO APPROACH OTHER REFEREES**

**(To be ticked and signed by the Applicant)**

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

I authorise the members of the Sancta Maria College School Appointments Committee or its advisor(s)/representative(s), permission to make enquiries of my present or past employers or colleagues or any other person who may assist in establishing my suitability for the position of \_\_\_\_\_ at this school.

**Applicant's signature**

**Date**

## **DECLARATION**

**(To be signed by the applicant)**

I certify that

I confirm, in terms of the Privacy Act 1993, that I have authorised access to referees.

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

To the best of my knowledge and belief, the information I have supplied in this application form and my CV is true, accurate and correct.

I understand that if I have supplied any false or misleading information, or any material fact or/and any important information is suppressed or deliberately omitted, I may be disqualified from appointment, or if appointed/employed, my employment will be terminated.

**Applicant's signature**

**Date**



## SELF ASSESSMENT

**Deputy Principal**

*Portfolio detail to be determined*

*Please complete the following self-assessment. Please limit your responses to the space provided. Bullet points are acceptable.*

**Personal statement** Summarise your reasons for being a strong candidate for the position of Deputy Principal at Sancta Maria College

**Leading Change** Give an example of a time when you have led change. Outline the process used, describe how you measured the effectiveness of the change and what you would do differently next time.

**Leadership** Explain how you would influence and lead in a particular area of Sancta Maria College to positively impact student outcomes.





**REFEREES LIST**  
**Deputy Principal**  
*Portfolio detail to be determined*

**Confidential to Sancta Maria College**

**REFEREE 1**

<b>Name</b>	<b>Email</b>
<b>School/Institution</b>	<b>Position</b>
	<b>Mobile</b>
<b>Address</b>	<b>Work phone</b>
	<b>Other phone</b>
<b>Applicant / Referee relationship.</b>	
<b>How long have you known the referee?</b>	

**REFEREE 2**

<b>Name</b>	<b>Email</b>
<b>School/Institution</b>	<b>Position</b>
	<b>Mobile</b>
<b>Address</b>	<b>Work phone</b>
	<b>Other phone</b>
<b>Applicant / Referee relationship.</b>	
<b>How long have you known the referee?</b>	



**REFEREE 3**

<b>Name</b>	<b>Email</b>
<b>School/Institution</b>	<b>Position</b>
	<b>Mobile</b>
<b>Address</b>	<b>Work phone</b>
	<b>Other phone</b>
<b>Applicant / Referee relationship.</b>	
<b>How long have you known the referee?</b>	





## Special Catholic Character Statement

### Statement of Expectations for Staff of a Catholic school

The Catholic Church has developed an international network of schools which with all their diversity of culture and language are a Catholic faith community within the wider faith community of the Catholic Church, including parish, diocese, and universal Church. Therefore, the Catholic school's mission is aligned with that of the Church:

- To share the Gospel message of Jesus Christ<sup>1</sup> and so bring about the reign of God: sharing and living the love of God shown in the words and actions of Jesus Christ to create a world of tika, pono and aroha.

Catholic schools have been established to promote the strong character formation of young people based on Gospel values and Christian virtues by providing a quality education within the context of the Catholic faith<sup>2</sup>. In doing so, they support young people's spiritual journey hīkoi wairua and pass on the faith to the next generation.

The Catholic school exists within Aotearoa New Zealand as a state integrated school with a special character. This special character is defined in the school's Integration Agreement as follows:

- The school is a Roman Catholic School in which the whole school community, through the general school programme and in its religious instructions and observances, exercises the right to live and teach the values of Jesus Christ. These values are as expressed in the Scriptures and in the practices, worship, and doctrine of the Roman Catholic Church, as determined from time to time by the Roman Catholic Bishop of the Diocese.

Each Catholic school is unique in terms of history of place; whakapapa, including its founding Religious Congregation's or patron's charism<sup>3</sup>; and mana whenua, so the expression of its Catholic special character will vary.

A person applying for a position in a Catholic school needs to understand the commitment this involves as follows:

- All staff, whether Catholic or not, are part of the whole school community. Each staff member is therefore expected to use their specific strengths and skills to support the mission of the school.
- The Catholic school educates for the strong formation of young people based on Gospel values and Christian virtues by providing an education within the context of the Catholic faith.<sup>4</sup>
- The curriculum and specific subjects are taught for their own value and with their own objectives. In doing so, a Catholic school seamlessly weaves a religious dimension, particularly a Catholic worldview, across all it teaches, models and practices.
- The Religious Education programme is an integral part of the curriculum. It is specific education in a body of religious knowledge, skills and values which forms a major part of the wider school curriculum and provides a learning platform from which the living-out of faith in families and the parish community may be understood and embraced<sup>5</sup>. The students learn:
  - Te Atua God is Father, Son and Holy Spirit, in relationship with humanity and all of creation.
  - Te Rongopai Good News reveals this relationship through sacred scripture and the Tradition of the Church.
  - Ā Tātou Whakapapa Our Story connects the rich story of the Church with our own stories.
  - Kai Noho Hāhi Being Church involves developing understanding of discipleship, virtues, values, and morality.
  - Mana Tapu Grace, Aroha Pūmau Holiness, Whakaaronui Wisdom, Tika Justice, Īnoi Prayer permeate Catholic teaching and play a significant part in each person's hīkoi wairua spiritual journey.

The school subscribes to the Apostles' Creed, which is the oldest of the formulas used by Christians to express their faith. It accepts the two-fold commandment of Jesus Christ, to love God and neighbour and the other values expressed

---

<sup>1</sup> Jesus was given the title Christ or messiah, meaning anointed one, in the New Testament of the Bible, as he is chosen by the Holy Spirit to bring about God's kingdom.

<sup>2</sup> Congregation for Catholic Education, *The Catholic School*

<sup>3</sup> An extraordinary spiritual gift from God, to serve God and others

<sup>4</sup> Ibid

<sup>5</sup> National Centre for Religious Studies (2021) *Tō Tātou Whakapono Our Faith* (p. 8)



## Special Catholic Character Statement

by Jesus Christ as norms for living. The focal point of the whole school is Jesus Christ.

No staff member will be required to act against their own conscience or personal philosophy of life. Such a requirement would not be in keeping with Catholicism and is contrary to the aims of the school.

However, in accepting a position in a Catholic school it is assumed that staff members realise that:

- Staff work as a team. Therefore, all staff are expected to contribute, according to their individual strengths and within their personal convictions, to the total purpose of the school. No school can operate successfully if any staff member undermines the positive efforts of others.
- Staff are expected to recognize and respect the school’s Catholic special character and be actively involved in the total life of the school, in a manner which respects the religious instruction given and religious observances practiced within the school, irrespective of their personal beliefs.
- In schools with a defined charism staff are also expected to recognize and respect that charism.
- Staff are role models for students, colleagues, parents/caregivers in respecting and (subject to personal conscience and beliefs) living the mission and values of the school.
- Staff who do not profess Catholicism are expected to recognize and respect the Catholic special character of the school, and to refrain from doing or saying anything in connection with performing their role within the school that would undermine or inhibit the school’s ability to provide education with a Catholic special character.
- Staff are expected to read and abide by the *Principles of Commitment for Staff in Aotearoa New Zealand Catholic Schools* (NZCEO, 2023).

New staff will find others who are willing to assist them in gaining a fuller understanding of the school and its Catholic special character, and in solving any difficulties that may arise in the course of their work. In addition, the following resources will also be helpful:

- The school’s strategic plan
- *The Philosophy of Catholic Schools in New Zealand* (NZCEO, 2014)
- *The Catholic Education of School-Age Children* (NZ Catholic Bishops Conference, 2014)
- *Sharing the Gospel Today: NZ Catechetical Directory* (NZ Catholic Bishops Conference, 2012)
- *Tō Tātou Whakapono Our Faith Religious Education Curriculum for Catholic Schools in Aotearoa New Zealand* (National Centre for Religious Studies, 2022)
- *The Declaration* (New Zealand Council of Proprietors of Catholic State-Integrated Schools, 1997, revised 2007)
- *The Catholic School* (Congregation for Catholic Education, 1977)
- *Lay Catholics in Schools: Witnesses to Faith* (Congregation for Catholic Education, 1982)
- *The Religious Dimension of Education in a Catholic School* (Congregation for Catholic Education, 1988).
- *The Catholic School on the Threshold of the Third Millennium* (Congregation for Catholic Education, July 1998)

I agree to uphold the expectations outlined in this document.

Staff member:

.....

Principal:

.....

Date: .....