



APPLICATION PACK CONTENTS

Deputy Principal Pastoral Care

Portfolio detail to be determined

– focus on pastoral care and co-curricular programme

Full time, Permanent

1. Timeline for the Applicant
2. Person Specification
3. Position description
4. Application Form
 - Self-Assessment Form
 - Special Catholic Character Statement
5. Special Character Form Schedule 6, Clause 47





TIMELINE FOR APPLICANT

Deputy Principal Pastoral Care

Portfolio detail to be determined

– focus on pastoral care and co-curricular programme

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	Friday 28 August 2026
Closing date for Applications	5pm Wednesday 16 September 2026
Visit SMC	By invitation
Interviews	Week of 21 September 2026
Appointment commences	Term 1 2027

The Board reserves the right to conduct a second interview if necessary.

Checklist – We need to receive completed:

- Application Form
- Self-Assessment Form
- Introductory Letter – please state teaching subject
- Curriculum Vitae – with copies of qualification certificates attached
- Details for three (3) referees
- Completed Special Character Form

Email all required documents to employment@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 Pastoral Care

Portfolio detail to be determined

– focus on pastoral care and co-curricular programme

- 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.
- Values and promotes co-curricular participation.
- Is focused on achieving positive outcomes for all 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 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 learning.



Job Description for Deputy Principal Pastoral Care 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 portfolios will be determined based on the skills and experience of the successful candidate in negotiation with the principal, however, experience in delivering pastoral care, and student discipline, management, and wellbeing will be an asset. Experience in leading the delivery of school wide co-curricular programmes, particularly sport, will also be an advantage.

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.
- 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 bi-cultural commitments.

School Management

- To have individual or joint oversight of key areas of school management. The areas of management may change over time.
- Overseeing management and professional growth of HoDs.
- Overseeing management and professional growth of Pastoral Deans and House Leaders.
- 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.

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:

- Special Character
- Using data to support raising student achievement
- Professional Development for staff
- Teaching and Learning
- Curriculum change and delivery
- Pastoral care, discipline, student management, wellbeing.
- Co-curricular programme
- EOTC; camps, trips
- Timetable
- Staffing
- Assessment and Reporting
- Monitoring attendance
- Māori student engagement – hui
- Pacific student engagement – Talanoa/ fono
- Human resourcing
- Digital learning / Information technology

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

Educational Leadership

- 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.

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

Pastoral Leadership

- Responsibility for the school-wide delivery of pastoral care, discipline, wellbeing and student management.
- Leading, and collaborating with, Deans and House Leaders

- Collaborating with the Special Character team in school-wide faith-based initiatives.
- 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.
- Collaborating with SENCO on Individual Learning Plans.

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

Co-curricular Leadership

- Delivery of a quality school-wide co-curricular programme: sport, music, performing arts, service, cultural activities.
- Monitoring co-curricular participation.
- Collaborating with the Sports Department to deliver a range of quality sporting experiences from social grade to Premier; including staffing, coaching and player development.
- Overseeing the organisation and delivery of House-based activities.
- Liaising with EOTC co-ordinator to ensure safety on trips and excursions.
- Sports and performance uniforms.

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

General Operations

- Relief Co-ordination (shared)
- EOTC
- Day to day operations and calendar
- Co-ordination of key events



Application

Full Name:	
Email:	
Address:	
Mobile:	Landline:
Nationality / Citizenship:	

Which applies to your situation (tick one)

A New Zealand Citizen Permanent Residence Current Work Permit Other

Are you legally entitled to work in New Zealand and in possession of a valid work visa?

YES NO Expiry Date _____

Where appropriate please attach evidence of eligibility to work in NZ /Additional Comments:
--

Do you have a full and current New Zealand driver licence? YES NO

Current employer		
Position held		
Address		
Email	Work phone	Other phone

For the purpose of compliance with the Privacy Act 1993, do you consent to Sancta Maria College contacting your present employer for the purpose of reference checking?

YES NO

REFEREE 1

Name	Email
School/Institution/Address	Position
	Mobile
Relationship to Candidate / Length of time known	Work phone
	Other phone

REFEREE 2

Name	Email
School/Institution/Address	Position
	Mobile
Relationship to Candidate / Length of time known	Work phone
	Other phone

REFEREE 3

Name	Email
School/Institution/Address	Position
	Mobile
Relationship to Candidate / Length of time known	Work phone
	Other phone

TERTIARY EDUCATION QUALIFICATIONS (list below)

Institution attended	Years attended	Qualifications attained	Date awarded

EMPLOYMENT HISTORY (list all school / institutions and positions for last 10 years only)

[illegible]

Professional Memberships (give details)

DECLARATIONS

Have you ever been terminated from a previous school? *If yes, please provide the details below.* YES NO

Have you ever resigned from a school during an investigation? *If yes, please provide the details below.* YES NO

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.*

YES NO
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?

YES NO
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)?

YES NO

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 Expiry Date _____

MoE No. _____

Have you ever had your Teacher Registration cancelled, been deregistered or had conditions imposed or been refused Teacher Registration in NZ or Overseas. YES NO

Current Teacher Classification: Full Provisional Subject to confirmation LAT

Signature _____

Date _____

CHILD SAFETY (VCA)

Have you ever been convicted of a Safeguarding offence?

YES NO

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?

YES NO

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)?

YES NO

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?

YES NO

If yes, please provide the details below:

Have you ever received a police diversion for an offence?

YES NO

If yes, please provide the details below:

Have you ever been discharged without conviction for an offense?

YES

NO

If yes, please provide the details below

In addition to other information provided are there any other factors that we should now to assess your suitability for appointment and your ability to do the job?

YES

NO

If yes, please provide the details below

TAGGED POSITION (Teaching Positions Only)

This is a tagged position. A willingness and ability to take part in religious instruction appropriate to the special character of the school is a condition of appointment.

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 advertised position 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

– focus on pastoral care and co-curricular programme

As a way of getting to know you 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.





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 Christ¹ 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 faith². 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 charism³; 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.⁴
- 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 embraced⁵. 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

¹ 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.

² Congregation for Catholic Education, *The Catholic School*

³ An extraordinary spiritual gift from God, to serve God and others

⁴ Ibid

⁵ 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:

SPECIAL CHARACTER POSITION FORM

Schedule 6, Clause 47, Education and Training Act 2020

(Previously – Education Act 1989, Section 464)

APPLICATION FOR A POSITION RELATED TO SPECIAL CHARACTER IN A CATHOLIC SCHOOL

A. POSITION BEING APPLIED FOR

Position: <i>(please circle position applying for)</i>		
CI 47 (a): Principal	CI 47 (b): Director of Religious Studies	CI 47 (c): Other teaching position
School:		
Address:		

B. PERSONAL

First Names:	
Surname:	
Address:	
Religion:	
Telephone Number Day:	Evening:
e-mail:	

C. PARISH

1.0 Are you a member of a Catholic parish community? Yes ☐ No ☐

If yes, name and address of parish:

.....

2.0 Are you involved in parish ministry? (eg. Youth Ministry, Ministry of Word, Eucharist, Hospitality, Service, Liturgy) Yes ☐ No ☐

If yes, name of Ministry or Service

.....

D. QUALIFICATIONS OR COURSES IN RELIGIOUS EDUCATION AND/OR THEOLOGY

(See [Notes](#))

Qualification/Course Attended (Include your Certification for Teachers in Catholic Schools if applicable)	Institution and Year

Duplicate and attach relevant CV material or certificates etc as appropriate.

3.0 If you are a beginning teacher, were you associated with a Catholic school as part of your practice teaching professional training? Yes ☐ No ☐

If yes, name and address of school(s):

.....

E. PREVIOUS TEACHING EXPERIENCE RELATED TO THE SPECIAL CHARACTER OF A CATHOLIC SCHOOL

Position	School	Year Level	From	To

F. OTHER QUALIFICATIONS & EXPERIENCE RELEVANT TO THE SPECIAL CHARACTER OF A CATHOLIC SCHOOL (See Notes)

G. CATHOLIC CHARACTER REFEREES Please provide three referees. At least one referee must be a priest, ethnic chaplain or lay pastoral leader who is familiar with your religious practice. (See [note](#) on referees.)

1	Name		Phone: Day	
	Address		Night	
			Mobile	
	Email			
2	Name		Phone: Day	
	Address		Night	
			Mobile	
	Email			

3	Name		Phone: Day	
	Address		Night	
			Mobile	
	Email			

I acknowledge and accept that the information I have supplied will be used by the Proprietor (Board of Trustees in secondary schools) in terms of Education and Training Act 2020, Schedule 6, Cl 47 to assess my **acceptability** for the position as defined in the Act, and also by the Board of Trustees to determine my **suitability** for the position as defined in the Act. I have read the information in this document that explains acceptability.

Signed: Date: