



St Mary's College

Catholic School for Girls - Year 7 to Year 13

11 New Street, Ponsonby, AUCKLAND 1011
PO Box 47003, Ponsonby, AUCKLAND 1144
Telephone [09] 376 6568

TO PROSPECTIVE APPLICANTS FOR THE POSITION OF PRINCIPAL OF ST MARY'S COLLEGE

Thank you for your interest in the position of Principal of St Mary's College.

St Mary's College is one of New Zealand's longest established secondary schools. The College occupies the beautiful central city site given to the Irish Mercy sisters by Bishop Pompallier in 1850. For 163 years, the College has offered a supportive and challenging education inspired by Mercy values. St Mary's is committed to offering young women a high quality Catholic education, a strong sense of self-worth, and a lifelong commitment to Mercy values first espoused by Catherine McAuley. We believe strongly in our Charter philosophy of creating "21st century women of Mercy".

St Mary's has always held a special place among Auckland schools. Its rich musical heritage is well known throughout New Zealand. The school's reputation for excellence has attracted students from not only the neighbouring areas of Ponsonby and Herne Bay but from all over Auckland. Around 50% of our students travel more than 5km to be educated at our school and this contributes to our rich diversity of cultures.

St Mary's has continued to flourish in recent years because of its committed, high quality teaching staff and supportive parent community. The school roll is at its current maximum allowable number of 1,000 students plus around 30 international students.

The school has been extremely well served by its current Principal of 6 years and the Board is now seeking to appoint a Principal who is able to continue to lead St Mary's forward with confidence in an ever change educational environment whilst embracing of our Mercy values.

We look forward to receiving your application.

Craig Brownie
Chairperson, St Mary's College, Board of Trustees

All applications must be received by 5pm on Thursday 16 May 2019



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ST MARY'S COLLEGE AND THE SISTERS OF MERCY

St Mary's College is one of the oldest schools in New Zealand, with a history going back to 1850.

The College was one of the first of the Mercy schools established in New Zealand. It has direct links to Catherine McAuley, who founded the Mercy order in Ireland in 1831, and to Bishop Pompallier and the earliest days of Roman Catholicism in New Zealand.

Bishop Pompallier, New Zealand's first Catholic bishop, had a great commitment to both secular and religious education, particularly among Māori in the new colony. In 1849, the Bishop travelled to Europe to seek help in evangelising Māori and caring for members of the church in Auckland, many of whom were Irish. He visited St Leo's Convent in Carlow, which had been established in 1839 by Catherine McAuley - an extraordinary woman with a deep trust and faith in God. In the harsh socio-economic climate of nineteenth century Ireland, she challenged the structures of oppression and the injustice of that society. She made Mercy visible by her actions and in the ensuing one hundred and eighty years, she inspired many thousands of women to follow her example.

Bishop Pompallier persuaded Mother Cecilia Maher, the Superior of St Leo's at the time, to bring a group of eight Sisters to New Zealand in 1850, to help in the work of pastoral care and education in the new colony. Initially the School was near St Patrick's Cathedral and later relocated to St Mary's Bay. This was when St Mary's College was established on the site in New Street, where it remains today.

Since their arrival in New Zealand, the Sisters of Mercy have worked to fulfil their mission based on the founding principles of their order. They established and staffed primary and secondary schools throughout New Zealand. Throughout that time they have had a similar commitment to meeting social and medical needs, which continues to this day.

The values of social justice, compassion for others, and the empowerment of young women have always inspired the work of the Sisters of Mercy. In addition, Mercy schools, particularly St Mary's College, have been characterised by a love of music and that rich musical heritage.

These Mercy values are at the core of the education offered to the young women who pass through the gates of St Mary's College. The school is proud of its Mercy roots. The College aims to keep Catherine McAuley's vision relevant and alive in the 21st century by providing an education for young women who want to achieve their highest academic potential in an environment that never loses sight of that Mercy commitment to social justice and compassion for others.

Further information about the Sisters of Mercy in New Zealand is available on the website:
www.sistersofmercy.org.nz

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Appointment Timeline

The St Mary's College Board of Trustees has set the following timeline for the appointment of the Principal. Every effort will be made to keep to the following schedule in determining the successful candidate.

Timeline for the appointment of the Principal of St Mary's College	
Gazette Advertisement	Friday 12 April
Closing date for applications	Thursday 16 May, 5pm
Referees contacted for shortlisted applicants	By Monday 20 May
Short listed candidates notified	Monday 20 May
Shortlist Subcommittee Interviews	Saturday 25 May
Second interview if selected with full Board	Saturday 8 June
Appointment confirmed	Monday 10 June

We need to receive completed:

- Application form
- S464 form
- Curriculum Vitae
- Self assessment
- Arrange referees reports from **three** referees

Completed applications to be received by 5pm, Thursday 16 May 2019 and should be mailed or emailed to:

Janne Pender
Ahead Associates Limited
PO Box 109210
Newmarket
Auckland 1149
Emailed to: Jannepender@aheadassociates.co.nz

If you have any queries, please contact Janne Pender by phone: 09 524 5450 or 021 343 504

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Information for Applicants

Thank you for applying for the position of Principal of St Mary's College .

1. Please complete this form personally. Read it through first and then answer all questions. Make sure you sign and date where indicated.
2. Attach *curriculum vitae (CV)* containing any additional information relevant to the position. If you include written references, please note that we may 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.
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. In terms of a Criminal Conviction, the Criminal Records (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 (this would exclude serious offences such as murder, manslaughter, rape and causing serious bodily harm) **and**
 - The offence was not a specified offence (specified offences are in the main sexual in nature) **and**
 - You have paid any fine or costs

Please note that you are not obliged to disclose convictions if you are an eligible individual 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 it 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 then be destroyed or deleted.
8. You are required to request referees reports from three referees. The report template is included in this pack. It is your responsibility to contact referees and provide them with a copy of the report and the information they need to complete it and return it to *Ahead Associates Limited*. These remain confidential to the Ahead Associates Limited and the Board of Trustees.

All information collected from referees will be destroyed at the end of the selection process.

9. All information received will be confidential to the Board of Trustees and Ahead Associates Limited.

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10. Visits to the school will be welcomed for shortlisted candidates.
11. If you are selected for an interview, you may bring whanau and/or a support person at your own expense. Please inform the Ahead Associates Limited secretary if this is your intention.

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Person Specification

The St Mary's College Board of Trustees is seeking a Principal with outstanding personal qualities, highly developed professional skills, a passion for the position, able to recognise and build on the current strengths of the College while also capable of initiating change, where necessary, to lead the College forward.

Special Character

As a leader of the College, the Principal will:

- be a practising Catholic;
- have a good understanding of, and a strong commitment to, the Catholic education of young women;
- be committed to the Mercy charism, upholding the Mercy values of:
 - Respect for human dignity;
 - Compassion,
 - Excellence,
 - Service,
 - Justice,
 - Care of the poor and vulnerable.

Leadership

As leader of the College, the Principal will:

- have proven senior leadership capability;
- be enthusiastic and inspiring;
- have knowledge of the latest developments in learning, develop leading edge learning, including e-learning and the learning attributes students will need for future types of work;
- have excellent relationship-building skills;
- be visible, accessible, and willing to engage with the whole St Mary's community, including the Board of Trustees and the Board of Directors;
- be supportive of staff professional development and model being a learner;
- share the College's clear vision for academic excellence, high expectations, and a culture where young women believe they can excel;

- be able to identify and build upon the strengths and capabilities of current staff, empower staff, and further develop our strong senior and middle management/ leadership teams to support this vision;
- be able to attract, appoint and support outstanding staff.
- acknowledge the place and significance of the Treaty of Waitangi and Tikanga Māori;

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- value diversity, recognising and supporting the needs of individuals.

Management

The Principal will be responsible for leading the College's management team. In this role, the Principal is expected to have:

- financial and resource management skills, including the ability to manage staff, IT, compliance, property and other resources to meet current needs and future developments;
- the ability to develop systems to enhance student learning, including the use of student achievement data to inform best practice and to develop learning programmes to meet the needs of individual students;
- the ability to plan strategically with realistic time frames and strategies to implement and achieve goals;
- the ability to set goals, delegate effectively, and manage staff performance.

Personal Qualities

The Principal will lead by example and demonstrate the Mercy values in daily life. The Principal will be:

- passionate regarding the education of young Catholic women;
- an excellent written and oral communicator;
- an effective public speaker, able to communicate with a variety of audiences.
- student-focused in all decision-making;
- a firm believer that positive and respectful relationships are the key to a thriving school community;
- a good listener with an 'open door' policy;
- energetic and resilient;
- positive in attitude with a sense of humour.

Job Description

JOB TITLE:	Principal
RESPONSIBLE TO:	Board of Trustees, St Mary's College
DIRECTLY RESPONSIBLE FOR:	The students, school staff (senior leaders, teachers, support, ancillary, property staff)
PRIMARY OBJECTIVES:	<p>Special Character: Maintain and develop our Special Catholic Character and Mercy values</p> <p>Culture: Provide professional leadership that focuses the school culture on enhancing learning and teaching</p> <p>Pedagogy: Create a learning environment in which there is an expectation that all students will experience success in learning</p> <p>Systems: Develop and use management systems to support and enhance student learning</p> <p>Partnerships and Networks: Strengthen communication and relationships to enhance student learning</p>
RESPONSIBLE FOR:	The effective operation of the school, as per the job description, MOE compliance and legal requirements
COMMITTED TO:	<p>The Catholic education of young women;</p> <p>The Mercy charism, upholding the Mercy values</p> <ul style="list-style-type: none">- Respect for human dignity- Compassion- Excellence- Service- Justice- Care of the poor and vulnerable
EFFECTIVE RELATIONSHIPS WITH:	The Board of Trustees, Proprietors Board, Catholic stakeholders, Mercy educational networks, students, staff, contractors, parents, community, education agencies, local schools

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1. Culture: Provide professional leadership that focuses the school culture on enhancing teaching and learning

Professional Standards	Indicators
Establish in collaboration with staff, students and other stakeholders, a commitment to purpose and vision which is embedded in the Gospel and energises their work.	<ul style="list-style-type: none">• Fully engage in opportunities to increase understanding and practical applications of the Gospels• Demonstrate through actions a personal commitment to bringing the Gospels into the Leadership of the College.
Develop culture amongst Senior Leadership Team as being leaders of learning	<ul style="list-style-type: none">• Have professional discussions with the leadership team that highlight areas for leadership growth• Provide opportunities for Leadership Team to demonstrate leadership
Promoting Mercy culture within curricular programmes	<ul style="list-style-type: none">• Embed Mercy values through Annual Faculty goals and discussion at Annual Faculty Reviews.
Ensure that a Catholic vision is clearly understood and acted upon	<ul style="list-style-type: none">• Embed Mercy Values Catholic elaborations in the Appraisal process.• Require a commitment to Catholic values in the application and appointment process.

<p>In conjunction with the Board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students</p>	<ul style="list-style-type: none"> • Takes the time to understand and value what makes St Mary's College unique as a school and seeks opportunities to celebrate this uniqueness • Conceives and articulates a long term vision, has the ability to distil what needs to happen next, and leads the team on a journey that focuses on student engagement and raising student achievement • Works with the Board in developing the strategic plan ensuring the goals reflect the identified needs and changing circumstances of the school and its students • Strategically leads the school's on-going growth and development • Drives ideas from inception to completion
<p>Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning</p>	<ul style="list-style-type: none"> • Promotes collegiality and a team approach to decisions that affect teaching and learning • Values and enables students to contribute and lead in our school and within the wider community • Shows an openness and willingness to engage with new and different ideas in balance with the unique culture of the school • Ensures there are strong partnerships between students, teachers and families/whanau in improving student engagement and raising achievement
<p>Model respect for others in interactions with adults and students</p>	<ul style="list-style-type: none"> • Acts as a role model and sets clear expectations for everyone in the school community • Is fair and professional with an ability to bring out the best in people • Ensures all adults associated with the school model constructive relationships with students and with each other
<p>Promote the bicultural nature of New Zealand by ensuring that it is evident the school culture</p>	<ul style="list-style-type: none"> • Embraces the bi-cultural heritage of Aotearoa, New Zealand • Incorporates Tikanga Māori and Te Reo Māori into the day to day life of the school and into classroom programmes • Supporting and engaging with the Whanau committee

Professional Standards	Indicators
Maintain a safe, learning-focused environment	<ul style="list-style-type: none"> • Ensures a safe physical environment • Ensures class environments support and enhance teaching and learning • Maintains an awareness of staff workloads, challenges and stresses
Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected	<ul style="list-style-type: none"> • Shows a passion for all students as learners including students with special education needs, the gifted and talented, and students with different cultural backgrounds • Proactively builds positive, friendly and professional relationships with students • Provides opportunities for individual success and excellence
Manage conflict and other challenging situations effectively and actively work to achieve solutions	<ul style="list-style-type: none"> • Issues are identified in a timely manner and appropriate actions are undertaken • Negotiates and facilitates in order to achieve a solution and/or a mutually acceptable resolution wherever possible • Encourages staff and the community to share concerns before they become big issues • Is open to differing views and perspectives
Demonstrate leadership through participating in professional learning	<ul style="list-style-type: none"> • Actively seeks professional development that supports personal leadership growth • Actively participates in staff professional development

2. Pedagogy: Create a learning environment in which there is an expectation that all students will experience success in learning.

Professional Standards	Indicators
Promote and support the gaining of worthwhile qualifications and successful transitions to tertiary education or employment for all students.	<ul style="list-style-type: none">• High academic goals are set for all students• Careers education is resourced and pathway are included in delivery of curriculum.
Ensure the use of best practices for assessment, and analyse and act upon evidence on student learning to maximise learning for all students.	<ul style="list-style-type: none">• Promote Assessment for Learning• Build capacity within teachers to analyse and act up data
Focus in particular on success in learning for Māori and Pasifika students, students with special education needs, and students at risk of not succeeding at school.	<ul style="list-style-type: none">• Build relationships with whanau of students to enhance learning• Promote differentiation of learning to meet the needs of all students• Report to various interest groups regularly on the progress of
Promote, participate in and support on- going professional learning linked to student progress	<ul style="list-style-type: none">• Keeps abreast of current thinking and research through professional reading, professional learning groups and personal learning

Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents	<ul style="list-style-type: none"> • Demonstrates the ability to lead learning, with a clear focus on student engagement and raising student achievement, through up to date and evidence-based teaching and learning principles and pedagogy • Takes a pragmatic approach to new initiatives i.e. to ask the question – ‘How can we adapt this to achieve best learning outcomes for our students?’ • Engages all staff in professional development to increase pedagogical content knowledge and improve the quality of teaching and learning
Ensure staff members engage in professional learning to establish and sustain effective teacher/learner relationships with all students, with a particular focus on Māori students	<ul style="list-style-type: none"> • Provides professional development that supports constructive relationships between teachers and their students • Uses professional learning conversations to effectively guide and coach staff to have constructive relationships with all students
Ensure that the review and design of school programmes is informed by school-based and other evidence.	<ul style="list-style-type: none"> • Ensures decisions are data and evidence driven • Links professional development to student achievement • Ensures ‘teaching as inquiry’ is practised by all teachers
Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice.	<ul style="list-style-type: none"> • Uses professional learning conversations to effectively guide and coach staff, individually and collectively, to improve their practice • Supports and oversees other staff as they observe and coach each other in effective teaching and learning practices
Analyse and act upon school-wide evidence on student learning to maximise learning for all students with a particular focus on Māori and Pasifika students	<ul style="list-style-type: none"> • Shows a passion for education, and demonstrates a thorough understanding of teaching and learning for diverse students • Works with teachers to set clear, evidence-based, achievable, yet challenging individual/team/school-wide student achievement targets, with a view to raising student achievement

3. Systems: Develop and use management systems to support and enhance student learning

Professional Standards	Indicators
Exhibit leadership that results in the effective day-to-day operation of the school	<ul style="list-style-type: none"> • Is a confident and committed leader with an honest and clear communication style • Demonstrates professionalism at all times. • Quality management systems are in place to ensure the school operates effectively on a day to day basis
Operate within board policy and in accordance with legislative requirements	<ul style="list-style-type: none"> • Adheres to current legislation and meets deadlines • Understands and operates within Board policy
Provide the Board with timely and accurate information and advice on student learning and school operation	<ul style="list-style-type: none"> • Keeps the Board informed of all key aspects of the schools operation and student learning and achievement
Effectively manage and administer finance, property and health and safety systems	<ul style="list-style-type: none"> • Maintains highly effective management systems for finance, property, health and safety • Ensures school buildings, grounds and facilities comply with health & safety regulations
Effectively manage personnel with a focus on maximizing the effectiveness of all staff members	<ul style="list-style-type: none"> • Establishes and sustains performance management systems that support staff to be highly effective, motivated and committed to on-going learning
Use school/external evidence to inform planning for future action monitor progress and manage change	<ul style="list-style-type: none"> • Is proactive in identifying, monitoring and informing Board and staff of future changes, then instigates and coordinates required actions
Prioritise resource allocation on the basis of the school's annual and strategic objectives	<ul style="list-style-type: none"> • Links the school budget to the achievement of the school's vision and its strategic and annual goals

4. Partnerships and Networks: Strengthen communication and relationships to enhance student learning

Professional Standards	Indicators
Work with the Board to facilitate strategic decision making	<ul style="list-style-type: none"> • Builds positive and professional relationships with the Board • Plays a proactive role on the Board as the educational leader • Supports the Board to focus on future thinking and strategic planning • Keeps the Board well-informed
Interact regularly with parents and the school community on student progress and other school-related matters	<ul style="list-style-type: none"> • Builds positive, friendly and professional relationships with students and parents • Builds positive partnerships with parents and families and keeps them well informed about student progress, achievement and school related matters
Actively foster relationships with the school's community and local iwi	<ul style="list-style-type: none"> • Represents the school with passion and confidence in the school community and with prospective parents
Actively foster professional relationships, with, and between colleagues, and with government agencies and others with expertise in the wider education community	<ul style="list-style-type: none"> • Represents the school with passion and confidence with other educators • Maintains sound, constructive relationships with government and other agencies
Actively foster relationships with other schools and participate in appropriate school networks	<ul style="list-style-type: none"> • Builds a collaborative working relationship with schools in the local area • Maximises opportunities to network with other principals, schools and key community groups