



NORTHCROSS
INTERMEDIATE

Deputy Principal Application Pack 2025



INTRODUCTION TO THE APPLICATION PACK



Thank you for expressing interest in the position of Deputy Principal at Northcross Intermediate School. The following documents and information are included for your application:

Application Pack

- Introduction to the Application Pack
- School Profile
- Criteria for the Appointment
- Information for Applicants
- Recruitment Process Timeline
- Job Description
- Application Form (a separate document)
- Referee Report (a separate document)

Further information about Northcross Intermediate School can be found on the school website:

<https://www.northcross.school.nz>

The application for appointment is to be returned with your Curriculum vitae (CV) and covering letter by **1:00 pm Friday 7th November 2025.**

Email to: admin@educationgroup.co.nz (subject line: Northcross Intermediate School Deputy Principal position);

OR Deliver to: Tanya Prentice, Office Manager, The Education Group Ltd, Level 2, 24 Manukau Road, Epsom

Referee report forms are to be given to your **three** referees for them to return directly to The Education Group Ltd by **1:00 pm Friday 7th November 2025.**

For any further queries please contact Tanya Prentice at The Education Group office (Ph: 09 953 0523) email admin@educationgroup.co.nz; or Sarah Hynds, the Appointment Advisor (Ph: 021 240 2941) email sarahhynds@educationgroup.co.nz

Once again, thank you for your interest in applying for this position.

Ngā mihi

Sarah Hynds

Director

The Education Group

Appointment Advisor to the Northcross Intermediate School Appointments Committee



SCHOOL PROFILE



Lighting the Path to Success.

Northcross Intermediate is a large, dynamic school of approximately 1500 students, situated in the heart of Browns Bay, Auckland.

At Northcross Intermediate, our focus extends well beyond traditional academics – we are dedicated to nurturing every aspect of each student's developmental journey. We take great pride in fostering an environment that values personal growth, wellbeing, and a love of learning. Our comprehensive education programmes prepare students for the next stage of their schooling and for life beyond the classroom.

We provide a two-year programme designed specifically for learners aged 11–13, enabling us to direct all resources toward meeting the needs of emerging adolescents. Northcross staff recognise that this is a time of rapid physical and emotional growth and are committed to providing an environment where individual differences are recognised, respected, and celebrated.

Our core curriculum in reading, writing and mathematics underpins an integrated learning approach that promotes inquiry, independence, and creativity. Students engage in a project-based learning programme that encourages curiosity and connection across learning areas. A rich and varied specialist programme complements this, offering opportunities in Bio-Tech, Food, Hard Materials, Robotics, Engineering, and Graphics, as well as The Arts – including Music, Visual Art, Drama, and Photography – and Sport and Health Science.

Beyond the classroom, students can access an extensive range of extra-curricular and sporting opportunities, contributing to their holistic development and sense of belonging. Leadership and responsibility are integral to school life; students are actively involved in decision-making and the running of the school.

Community lies at the heart of who we are. Through our inclusive curriculum and culture of care, we nurture and develop the unique strengths and talents of every learner.

The successful applicant will join a forward-thinking, collaborative leadership team committed to innovation, inclusion, and continuous improvement. They will benefit from being part of a dynamic, future-focused school that values professional learning, encourages creativity, and supports staff to lead with purpose and impact. This is an opportunity to make a lasting difference in the lives of young people and to contribute to a school community that truly lights the path to success.

CRITERIA FOR THE APPOINTMENT



The Northcross Intermediate Appointments Committee, in consultation with their staff and students have set the following appointment criteria for the Deputy Principal.

Our next Deputy Principal will be an experienced educational leader who demonstrates the capability, judgement and relational skill to contribute to the strategic and operational leadership of a large and complex school. The successful applicant will be a values-driven leader who upholds our culture of trust, collaboration and continuous improvement. They will also have an understanding of the ethos of middle schooling, recognising its unique focus on supporting young adolescents.

Personal and Professional Qualities

- Acts with integrity, able to make principled decisions under pressure.
- Maintains a strong and visible presence around the school and within the community.
- Keeps student wellbeing, learning and growth at the centre of all decisions.
- Demonstrates resilience, adaptability and a positive, solutions-focused mindset.

Relational and Cultural Capability

- Builds strong, trusting relationships with staff, students and whānau.
- Demonstrates empathy, approachability and emotional intelligence.
- Communicates clearly and transparently, ensuring fairness and consistency.
- Shows cultural competence and genuine respect for Te Ao Māori, Tikanga Māori and diverse cultural perspectives.
- Champions inclusion, equity and wellbeing for all learners and staff.

Professional Leadership and Pedagogy

- Demonstrates a deep understanding of effective pedagogy and evidence-based teaching practice.
- Leads and supports staff to raise student achievement through coaching, mentoring and professional learning.
- Models high professional standards and uses current research to inform improvement.
- Coordinates and leads professional learning and development aligned to school priorities.



Strategic and Organisational Leadership

- Demonstrates successful leadership experience in a senior or middle leadership role.
- Analyses and interprets data to inform decision-making and drive strategic improvement.
- Contributes to the development, implementation and monitoring of strategic and annual plans.
- Understands school governance and policy development processes.

Operational and Staff Management

- Highly organised and capable of managing complex systems such as timetabling, event coordination, and staff deployment.
- Supports effective performance management processes and professional growth cycles.
- Demonstrates financial and resource management awareness, including event and PD budgeting.

Our students would like their new deputy principal to be:

- A good listener
- Fair
- Honest
- Inclusive



INFORMATION FOR APPLICANTS



Thank you for applying for the position of Deputy Principal of Northcross Intermediate School.

Please ensure you have a copy of the job description, the appointment criteria and have read all material provided, before completing the separate application form.

1. Please fully 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. Please ensure your CV addresses the Criteria for Appointment. 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 the originals as proof of qualifications. These will be needed to verify the copies which will be retained for the school's records.
4. If you are selected for interview, you may bring whānau/support people at your own expense. Please let Sarah Hynds know when she finalises the interviews with you, if this is your intention.
5. 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.
6. All applicants will be required to give consent to a Police Vet (if required).
7.
 - a) Applicants may not be employed as a children's worker if they have been convicted of a specified offence listed in [Schedule 2 of the Children's Act 2014](#), unless they obtain an exemption. The Criminal Records (Clean Slate) Act 2004 will not apply to these specified offences, and these offences will be included in your Police vetting results.
 - b) The Clean Slate Act provides certain convictions do not have to be disclosed providing:
 - you have not committed any offence within seven consecutive years of being sentenced for the offence;
 - you did not serve a custodial sentence at any time;
 - the offence was neither a [specified offence under the Clean Slate Act 2004](#) nor a [specified offence under the Children's Act 2014](#);
 - 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.

8. Application forms and CVs of unsuccessful applicants will be held until the appointment process is completed and will then be securely destroyed after 90 days. For the successful candidate these documents will be held in their personnel file. The successful candidate may access it in accordance with the provisions of the Privacy Act 2020.
9. You are required to request reports from **three referees**. The report template is included in this pack as a separate attachment. It is your responsibility to contact referees and provide them with a copy of the report template and the information that they need to complete and return it. These remain confidential to The Education Group Ltd and the Board. All information collected from referees will be destroyed at the end of the selection process.
10. All information received will be confidential to the Board and The Education Group Ltd.
11. We encourage you to visit the school. To arrange a suitable time, please contact Jonathon Tredray (Principal) email: principal@northcross.school.nz

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:
 - If possible, this should be photo ID e.g. passport and a NZ Driver Licence
 - If you do not have one or other of the above documents, please supply a birth certificate, bank statement or IRD number



RECRUITMENT PROCESS TIMELINE



Education Gazette advertisement	Monday 20 October 2025
Candidates visiting Northcross Intermediate School	From date of advertisement (20 October) to closing date (7 November)
Closing date for referee reports	1.00 pm Friday 7 November 2025
Closing date for applications	1.00 pm Friday 7 November 2025
Shortlisting – candidates notified by	Monday 10 November 2025
Visits to shortlisted candidates' schools	Week beginning 17 November 2025
Interviews with applicant's presentation <i>The Appointments Committee reserves the right for second interviews to be conducted if needed</i>	Saturday 22 November 2025
Appointment commences	Day One Term 1 2026 or by negotiation

We need to receive:

- Letter of introduction
- Completed Application Form
- Your Curriculum Vitae that addresses the criteria for appointment
- Reports from **three** referees (applicant to organise)

Completed applications to be received by
1:00 pm Friday 7th November 2025

Email to: Tanya Prentice admin@educationgroup.co.nz

Subject line: Northcross Intermediate School Deputy Principal Appointment

Or deliver to: The Education Group Ltd, Level 2, 24 Manukau Road, Epsom, Auckland

If you have any queries, please contact: Tanya Prentice, the Office Manager for The Education Group at admin@educationgroup.co.nz or 09 953 0523 or Sarah Hynds, the Appointment Advisor at sarahhynds@educationgroup.co.nz or 021 240 2941

We welcome applicants to visit our school and to connect with our staff and students.

To arrange a suitable time, please contact Jonathon Tredray (Principal) email: principal@northcross.school.nz

DEPUTY PRINCIPAL'S JOB DESCRIPTION



ROLE TITLE: Deputy Principal

RESPONSIBLE TO: The Principal of Northcross Intermediate School

Section 1: School Goals (Our Code)

Section 2: Teacher Responsibilities (Our Standards)

Section 3: Specific Responsibilities

Section 1: School Goals

Code of Professional Responsibility:

Professional Responsibility	
Commitment to the Teaching Profession I will maintain public trust and confidence in the teaching profession by:	• Demonstrating a commitment to providing high-quality and effective teaching • Engaging in professional, respectful and collaborative relationships with colleagues • Demonstrating a high standard of professional behaviour and integrity • Demonstrating a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in the learning environment • Contributing to a professional culture that supports and upholds this Code.
Commitment to Learners I will work in the best interests of learners by:	• Promoting the wellbeing of learners and protecting them from harm • Engaging in ethical and professional relationships with learners that respect professional boundaries • Respecting the diversity of the heritage, language, identity and culture of all learners • Affirming Māori learners as tangata whenua and supporting their educational aspirations • Promoting inclusive practices to support the needs and abilities of all learners • Being fair and effectively managing my assumptions and personal beliefs.
Commitment to Families and Whanau I will respect the vital role my learners' families and whānau play in supporting their children's learning by:	• Engaging in relationships with families and whānau that are professional and respectful • Engaging families and whānau in their children's learning • Respecting the diversity of the heritage, language, identity and culture of families and whanau
Commitment to Society I will respect my trusted role in society and the influence I have in shaping futures by:	• Promoting and protecting the principles of human rights, sustainability and social justice • Demonstrating a commitment to a Tiriti o Waitangi based Aotearoa New Zealand • Fostering learners to be active participants in community life and engaged in issues important to the wellbeing of society.



Section 2: Teacher Responsibilities

Standards of the Teaching Profession:

Standard:	Elaboration of the Standard:
Te Tiriti o Waitangi Partnership Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.	- Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand. - Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. - Practise and develop the use of te reo and tikanga Māori.
Professional Learning Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.	- Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources. - Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures. - Engage in professional learning and adaptively apply this learning in practice. - Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners including learners with disabilities and learning support needs; and wider education matters. - Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem-solving and learning-focused collegial discussions.
Professional Relationships Establish and maintain professional relationships and behaviours focused on the learning and well-being of each learner.	- Engage in reciprocal, collaborative learning-focused relationships with: - learners', family and whānau - teaching colleagues, support staff and other professionals - agencies, groups and individuals in the community. - Communicate effectively with others. - Actively contribute, and work collegially, in the pursuit of improving my own and organizational practice, showing leadership, particularly in areas of responsibility. - Communicate clear and accurate assessment for learning and achievement information.
Learning-Focused Culture Develop a culture which is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.	- Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. - Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks. - Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. - Manage the learning setting to ensure access to learning for all and to maximize learners' physical, social, cultural and emotional safety. - Create an environment where learners can be confident in their identities, languages, cultures and abilities. - Develop an environment where the diversity and uniqueness of all learners is accepted and valued. - Meet relevant regulatory, statutory and professional requirements.
Design for Learning Design learning based on curriculum and pedagogical knowledge, assessment information and an	- Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. - Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required. - Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New

Standard:	Elaboration of the Standard:
understanding of each learner's strengths, interests, needs, identities, languages and cultures.	Zealand. • Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. • Informed by national policies and priorities.
Teaching Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.	• Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all. • Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. • Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners. • Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning. • Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning. • Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.





Section 3: Specific Responsibilities

Task	Expected Outcomes
Professional Leadership	• Leads & assists staff to improve their skills in pedagogy and raising student achievement. • Works with the Principal to analyse/interpret data/trends & to disperse information in order to bring about change. • From interpretation of data, identify needs and in conjunction with Principal, co-ordinate Staff Professional Development. • Assists Principal with Charter, Strategic Plan and Analysis of Variance. • In conjunction with the Senior Leadership team co-ordinates school wide timetabling. • Together with Principal, oversee pedagogical practices. • Acts as a coach/role model for staff on pedagogy. • Co-ordinates weekly staff meetings. • Assists with the induction and orientation of new staff. • Assists with timetabling of part-time staff. • Brings ideas from literature and practice to staff for discussion. • Acknowledges and deals with others directly on issues of professional standards. • Work closely with Associate Principals, providing support in all areas including moderation with reporting systems and reading/signing of reports. • Keeps up to date with current management and professional pedagogical practice processes through reading and training. This also involves visiting other schools regarding curriculum development. • Contributes to professional debates both within and beyond the school. • Encourages and provides opportunities for staff to reflect on and discuss with each other effective teaching and learning practice. • Participates as an effective member of the senior leader team. • Deputises for the Principal, as required. • Actively supports decisions made by the Principal and BOT. • Assists the Principal with interviewing and appointment of new staff.
Policy and Programme Management	• Works with the principal and BOT to develop school and implement policy & programmes. • With other D.P oversees summative school wide assessment. • Works closely with HOD's to ensure all essential learning areas are covered and that overviews and curriculum knowledge is relayed to staff. • In collaboration with the Senior Leadership Team, Collates Northcross curriculum map. • Facilitates staff involvement in developing school programmes. • Ensures policies and programmes reflect the special character of the school, in conjunction with the Principal and BOT. • Recommends changes to policies and programmes to take account of changing circumstances. • Considers and recommends ways the school's programmes need to be modified in response to cultural, social, demographic and economic changes. • Assists Principal with School Review. • Recommends appropriate policy and programmes which meet the needs and aspirations of Priority Learners, including Maori and Pasifika. • Responsible for timetabling specific school events eg: Immunisations/photolife/ interviews/enrolments.
Staff Management	• Assists Principal to ensure a current Professional Growth Cycle plan is in place for all staff. • Works closely with the Principal in allocation of r. and m. units. • Supports Associate Principals with their Professional Growth Cycle and identified professional development. • Works with SENCO with respect to student behaviour.

Task	Expected Outcomes
	• Works with Senior Management to coordinate a school-wide Pastoral Care program. • Works as part of a team to place students at the end of the year into their following-year classes – both year levels. • Actively seeks the views of others.
Relationship Management	• Helps ensure families have opportunities to be involved in their children's learning. • When needed works closely with the school counsellor in providing a support system for students. • Promotes the school in the community. • Provides opportunities for community involvement in the life of the school. • Keeps people informed, maintains a positive relationship with staff and school community. • Coordinates with SLT specific events for staff e.g. end of year function, farewells etc. • Co-ordinates organisation of final prize giving. • Articulate communication both written and verbally. • Maintains composure, objectivity in difficult and emotionally charged situations. • Proactively manages potential conflict situations so that they do not escalate into major issues. • Responsible for dealing with incidents of reported inappropriate behaviour: staff/staff, staff/student as School Harassment Officers. • Works together with Senior Management with organisation and execution of final prize-giving's.
Financial and Asset Management	• In conjunction with the Executive Officer decides on funding requirements for job specific requirements, e.g. Camp, EOTC events, Professional Development.

1. As Deputy Principal and as a member of the teaching staff of Northcross Intermediate School, I am committed to maintaining the professional standards agreed to in the current Primary Teachers' Collective Employment Contract
2. As a part of the Professional Growth Cycle process operating in this school, I will use this job description to assist in writing/setting my personal goals
3. Recognising the special character to Northcross Intermediate School, I am committed to supporting the culture of the school

I agree with this job Description

Signed:

(Deputy Principal)

Date

(Principal)

Date