

READVERTISED

Acting Deputy Principal St Dominic's College, Kingswood

REVISED DATES: TERM 2 - TERM 4

ABOUT THE COLLEGE

St Dominic's College, Kingswood is a Catholic School in the Edmund Rice tradition which has a commitment to creating a caring environment where excellence in Education is evident within the Catholic Tradition and the Spirit of Edmund Rice.

St Dominic's College meets the educational needs of students by providing state of the art facilities and constantly improving teaching and learning through research and practice-based initiatives. The College has established and maintained a strong reputation in the wider Penrith community, and we will continue to uphold and nurture this into the future.

The College was originally established in 1959 and currently accommodates over 1000 students from Years 7 to 12.

For further information about the College, please visit [St Dominic's College](https://www.stdominicscollege.nsw.edu.au)

ABOUT THE POSITION

We are seeking to appoint an Acting Deputy Principal, for the duration of Terms 2 to 4. As Acting Deputy Principal, you will be a key member of the College Leadership Team and have responsibility for a diverse portfolio, including the strategic direction, operations, staffing and administration.

Applications are invited from experienced educational leaders with proven success in leading innovative teaching and learning outcomes and faith formation, as well as possessing the relevant leadership experience to satisfy the selection criteria for this key senior position.

Please view the Position Description for further details about the role and the selection criteria.

HOW TO APPLY

Please address your application to Maura Manning, Director of NSW Colleges & CEO and email to ereansw@erea.edu.au.

Your application should include:

1. **Current CV**
2. **Cover Letter**, outlining reasons for your interest in and suitability for the position (2 pages max)
3. **Written Statement**, addressing the six domains of leadership listed in the Position Description (3 pages max)

Shortlisted candidates will be required to provide three nominated Referees.

For any enquiries about the role or submitting your application, please contact ereansw@erea.edu.au.

Applications close Thursday 19 March 2026 at 9am

All applicants will be subject to EREA and legislative screening procedures. These checks are consistent with EREA's commitment to child protection policies and procedures.

The successful applicant must possess (or be eligible to obtain) and maintain a current Working with Children Check.

The successful applicant must be a registered teacher in NSW or be able to gain registration prior to the commencement of the position.

Edmund Rice Education Australia is committed to ensuring the safety, wellbeing and dignity of all children and young people.

Aboriginal and Torres Strait Islander people are encouraged to apply.



POSITION DESCRIPTION

ACTING DEPUTY PRINCIPAL – ST DOMINIC’S COLLEGE

POSITION DETAILS	
Position title:	Acting Deputy Principal
Reports to (position title):	Principal
School:	St Dominic’s College, Kingswood
Contract tenure:	Term 2 – Term 4
FTE:	1.0 (Full-time)
Expected level of contact with Children: <i>(In accordance with Child Safeguarding Standards Framework)</i>	Casual Contact
Location:	Kingswood, Penrith, NSW
Direct Reports:	3+
Budget Responsibilities:	Yes
Approved:	August 2023

1.0 VISION

Founded in values espoused in the Gospel, Edmund Rice Education Australia (EREA) seeks to transform the hearts and minds of young Australians through education to build a more just and inclusive local and global community through presence, compassion, and liberation. According to *The Charter for Catholic Schools in the Edmund Rice Tradition*, EREA offers a *Liberating Education*, based on a *Gospel Spirituality*, within an *Inclusive Community* committed to *Justice and Solidarity*.

2.0 CONTEXT

St Dominic’s College Kingswood is a Catholic day school in the Edmund Rice tradition for boys in Years 7 to 12. Founded in 1959, the College is a dynamic, contemporary learning community where boys develop their talents in a range of spiritual, academic, cultural and sporting pursuits.

3.0 POSITION PURPOSE

The Deputy Principal is a key member of the College Leadership Team and works closely with the College Principal who is responsible for the day-to-day management of the Deputy Principal.

The overall responsibility of the Deputy Principal is to assist the Principal in the management of the school.

The key responsibilities of this role include identity, community, educational and administrative leadership, student wellbeing and staff management.

4.0 KEY RESPONSIBILITIES AND ACCOUNTABILITIES

4.1 IDENTITY LEADERSHIP

- a) giving witness to the faith life of the Catholic Church;
- b) ensuring that the relevance and expression of Edmund Rice values and charism is evident to all staff in the daily operational and strategic practices of the school;
- c) supporting the Principal in the implementation of values, vision and mission of the school;
- d) assisting the Principal, integrating the Charter for Catholic Schools in the Edmund
- e) Rice Tradition and its Touchstones in the life of the school;
- f) ensuring the safety of children by establishing and implementing child protection safeguarding preventative procedures according to annually reviewed, locally developed, contextually appropriate policies that are consistent with EREA and relevant state/territory legislation;
- g) promoting a child safe culture and environment in accordance with the requirements of relevant state/territory legislation;
- h) demonstrating a strong commitment to child safety by modelling and reinforcing attitudes and behaviours that value and respect children and young people;
- i) modelling one's own commitment to spiritual life, self-care and professional improvement, expressed through engagement in formation opportunities, professional learning and leadership development.

4.2 EDUCATIONAL LEADERSHIP

- a) providing leadership in the development of a school-based curriculum which promotes the holistic development of young people;
- b) supporting the ongoing development of a safe and inclusive place of learning for all students with particular attention given to the diverse needs of learners;
- c) having knowledge of state/territory based and national curriculum and demonstrating an understanding of contemporary educational research and its application within a school setting;
- d) displaying familiarity with current educational issues;
- e) utilising the knowledge, understandings and competencies outlined in the two points above to provide leadership in the alignment of curriculum, strategies, structures and processes with the ethos and mission of the College.

4.3 RELATIONAL LEADERSHIP (YOUNG PEOPLE)

- a) adhering to the EREA Code of Conduct;
- b) providing leadership in the establishment and implementation of child safeguarding preventative procedures according to annually reviewed, locally developed, contextually appropriate policies that are consistent with EREA and relevant state/territory legislation;
- c) ensuring that all child safety matters are addressed in compliance with the EREA Child Safeguarding Standards and relevant state/territory legislation;
- d) providing leadership in the school's appropriate response to the pastoral and wellbeing needs of each young person;
- e) ensuring that the voice of young people informs the daily actions of the school;

- f) providing opportunities for students to participate in decision making processes that affect their safety and wellbeing;
- g) maintaining visibility and presence amongst students at the school;
- h) playing a key role facilitating conflict resolution strategies between staff, students and parents.

4.4 RELATIONAL LEADERSHIP (STAFF)

- a) adhering to the EREA Code of Conduct;
- b) supporting the Principal in the recruitment and induction of new staff to the school;
- c) playing a key role facilitating conflict resolution strategies between staff, students and parents;
- d) upholding standards of excellence in professional attire, demeanour and manner;
- e) maintaining the highest standards of prudence and confidentiality;
- f) communicating effectively with staff;
- g) providing clear and competent leadership of middle leaders;

4.5 COMMUNITY LEADERSHIP

- a) demonstrating a strong commitment to child safety by modelling and reinforcing attitudes and behaviours that value and respect all children and young people;
- b) ensuring the highest standards of a child safe environment in accordance with the requirements of the EREA Child Safeguarding Standards Framework and relevant state/territory legislation;
- c) nurturing a culture of collaboration, team and co-creation;
- d) supporting the co-curricular life of the school;
- e) supporting the Principal in the engagement of parents, carers and community members to participate in decision making processes that affect the safety and wellbeing of the children and young people in the school;
- f) upholding the school's duty of care of all young people;
- g) promoting and maintaining a quality learning and teaching environment underpinned by high expectations of behaviour and positive relationships in the College community;
- h) engaging parents and carers as active members of the school community.

4.6 ADMINISTRATION LEADERSHIP

- a) supporting the Principal in the induction and ongoing training and refresher training in all mandated training areas, including child safety and wellbeing in accordance with the requirements of relevant state/territory legislation, for all staff, relevant volunteers, and contractors;
- b) assisting the Principal to ensure compliance with the EREA Child Safeguarding Standards which are in compliance with the recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse and the National Catholic Safeguarding Standards;
- c) meeting regularly with the Principal to share information regarding staff, students and school matters;

- d) working cooperatively with external educational bodies and maintaining effective communication with them;
- e) supporting the implementation of school improvement processes and assisting the Principal in maintaining compliance with annual government and EREA reports.
- f) communicating competently and clearly with the school community;
- g) assisting the Principal in the implementation of the school's strategic plan;
- h) assisting the Principal in school organisation, preparation and coordination as required;
- i) Carrying out reasonable duties and tasks that may be assigned by the Chief Executive Officer or Principal from time to time.

5.0 KEY ATTRIBUTES AND EXPERIENCE

ESSENTIAL

- be an active member of the Catholic Church with a strong commitment to promoting the teachings of the Church;
- be able to demonstrate an understanding of the charism of Blessed Edmund Rice as articulated in the Charter for Catholic Schools in the Edmund Rice Tradition;
- have a minimum of five years teaching experience in a Catholic school;
- have relevant teaching registration in NSW or transferrable registration from another state;
- have (or be working towards) post graduate qualifications in Education, Leadership, Religious Education, Theology or equivalent;
- be able to demonstrate a high level of competency in the domains of leadership (as outlined in the Position Description);
- be able to demonstrate a willingness and ability to undertake the duties of the Principal (in cases of the Principal's extended absence).
- Understanding of, and commitment to the values of a Catholic educational system of schools in the Edmund Rice tradition
- A commitment to the ongoing and proactive protection and safeguarding of children, young people and adults at risk of abuse

DESIRABLE

- have successful experience in a leadership position (e.g. Head of Faculty, Dean of RE / Identity, Head of Pastoral Care) in more than one educational setting;
- have a proven ability to work in a collaborative environment as the leader of an executive team;
- be able to assist with the development of community amongst staff, students and parents;
- have experience in working with School Advisory Councils/Boards;

AGREEMENT

The requirements of this position description are intended to describe the general nature and responsibility of work in this position. These statements are not to be construed as an exhaustive list of all duties, tasks and skills required of the position. This position description should be read in conjunction with the employee's contract of Employment.

Employees will also be required to follow any other position-related instructions and EREA policies, and to perform other position-related duties required to support EREA's compliance with its legislative obligations. Through consultation with the employee, EREA may vary the responsibilities of the position temporarily as required, but within the skills and responsibility levels appropriate to the position.

EREA EXPECTATIONS

A commitment to the Catholic ethos in the Edmund Rice tradition.

Staff are required to read, understand and comply with all EREA policies, procedures and reasonable direction, while demonstrating professional workplace behaviour in accordance with the EREA Code of Conduct.

A valid Working with Children Card is an essential condition of employment.

CHILD SAFEGUARDING RESPONSIBILITIES

EREA is a child safe and child-centred organisation, committed to the protection of children, young people and enrolled adults (students). EREA has zero-tolerance of any abuse.

It is our commitment to ensure that each and every student is kept safe and free from all forms of harm and abuse.

EREA is committed to ensuring the safety, wellbeing and dignity of all students. Our physical and cultural environment promotes inclusion, participation and empowerment.

You are required, as a condition of employment at EREA, to comply with our Safeguarding Program, including our Safeguarding policies and procedures, the EREA National and local Code of Conduct, your legal obligations with respect to the reporting of child safety incidents or concerns, and in maintaining a valid and current Working With Children Card.

It is your responsibility to be aware of key indicators of child or student abuse and other harm, to be observant, and to report any and all child safety incidents or concerns.