



193 Nayland Road  
Stoke, Nelson 7011  
Phone (03) 5477131  
Email: [broadgreen@broadgreen.school.nz](mailto:broadgreen@broadgreen.school.nz)

09 March 2021

Dear Applicant

Thank you for expressing an interest in our teaching positions at Broadgreen Intermediate School. We seek experienced, enthusiastic and self-motivated teachers to join our collaborative teaching teams. The teacher will have an understanding of the social, emotional and learning needs of Year 7 and 8 students, model our school STAR values and skilfully use assessment for learning. They will have proven experience in the ability to build positive relationships across a variety of contexts and will enjoy teaching as part of a motivated enthusiastic team.

Please find the schedule of appointment and role description with this letter Please include with your application the following items:

- 1 An informative & concise letter supporting your application
- 2 Broadgreen Intermediate Application Form
- 3 Your Curriculum Vitae

Applications should be marked confidential and forwarded to the principal at: [broadgreen@broadgreen.school.nz](mailto:broadgreen@broadgreen.school.nz) or by mail to 193 Nayland Road, Stoke, Nelson, by 9am on Monday 29 March 2021. We look forward to receiving your application.

NB Interviews will take place on Wednesday 31 March.

Yours faithfully

Pete Mitchener  
Principal

## SCHEDULE OF APPOINTMENT

- Position advertised online 9 March 2021
- Application close 29 March 2021 9am
- Interviews held in the clinic 31 March 2021
- Unsuccessful applicants notified by letter following interviews. Posted after appointment confirmed
- Details / travel / accommodation, etc to be provided to Short List Candidates at time of notification.
- Digital application destroyed

THE RECEIPT OF ALL WRITTEN AND ORAL INFORMATION PERTAINING TO APPLICANTS IN RELATION TO THIS POSITION WILL BE TREATED IN THE STRICTEST OF CONFIDENCE.

# TEACHER JOB DESCRIPTION 2021

**Name:**

**Reg Status:**

**Expiry Date:**

**Job Title:** Teacher

**Section 1:** School Goals (Our Code)

**Section 2:** Teacher Responsibilities (Our Standards)

**Section 3:** Specific Responsibilities

## SECTION 1

### School Goals

Professional	Baseline
<b>CONDUCT</b>	<p><b>Uphold and promote the beliefs within our school:</b> Our mission of Educating for the future and our values at being Safe, Together, Achieving and Respectful</p> <p><b>Punctuality</b> is valued at Broadgreen and considered a courtesy that we afford each other and model to our students. This baseline supports a culture of availability and presence and is expected of all teaching staff including Specialist and Part time teachers.</p> <ul style="list-style-type: none"> <li>• <b>8.00am to 4pm</b> (3.30pm Fridays) on site</li> <li>• Teachers present in their rooms by 8.35 am</li> <li>• <b>Meeting deadlines</b> i.e. planning, testing, reports, RAMS, attendance, meetings, school events, duty</li> </ul>
<b>KNOWLEDGE</b>	<p><b>Has professional knowledge of key documents; School Charter, (Strategic Plan &amp; Annual Plan), NELP, Ka Hikitia, Tātaiako, Te Takanga O Te Wā, Teaching for Positive Behaviour and Teaching to the North East.</b></p> <p><b>Teaching competency in all Curriculum subject areas using the School (NZ) Curriculum.</b></p>
<b>RELATIONSHIPS</b>	<p><b>Positive and constructive relationships with staff and students</b></p> <p>We role model what it is to be a good adult by;</p> <ul style="list-style-type: none"> <li>• Managing self responsibly and reliably</li> <li>• Relating to others with respect and friendliness</li> <li>• Thinking with integrity and being proactive &amp; self-reflective</li> <li>• Participating and contributing appropriately</li> <li>• Using professional and appropriate language</li> </ul>

## SECTION 2

### TEACHER RESPONSIBILITIES

<p><b>#1 Te Tiriti o Waitangi partnership</b> Demonstrate commitment to tangata whenuatanga and Te Tiriti of Waitangi partnership in Aotearoa New Zealand.</p> <p><b>Tangata Whenuatanga:</b> Affirms Maori learners as Maori - provides contexts for learning where the identity, language and culture of Maori learners and their whanau is affirmed.</p>	<ul style="list-style-type: none"> <li>• Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.</li> <li>• Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.</li> <li>• Practice and develop the use of te reo and tikanga Maori.</li> </ul>
<p><b>#2 Professional Learning</b> Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p> <p><b>Ako:</b> Takes responsibility for their own learning and that of Maori learners.</p>	<ul style="list-style-type: none"> <li>• Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.</li> <li>• 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.</li> <li>• Engage in professional learning and adaptively apply this learning in practice.</li> <li>• 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.</li> <li>• Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning-focused collegial discussions.</li> </ul>
<p><b>#3 Professional Relationships</b> Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p> <p><b>Whanaungatanga:</b> Actively engages in respectful working relationships with Maori learners, parents and whanau, hapu, iwi, and the Maori community.</p>	<ul style="list-style-type: none"> <li>• Engage in reciprocal, collaborative learning focused relationships with:             <ul style="list-style-type: none"> <li>• learners, families and whanau</li> <li>• teaching colleagues, support staff and other professionals</li> <li>• agencies, groups and individuals in the community</li> </ul> </li> <li>• Communicate effectively with others.</li> <li>• Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.</li> <li>• Communicate clear and accurate assessment for learning and achievement information.</li> </ul>
<p><b>#4 Learning-focused Culture</b> Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p> <p><b>Manaakitanga:</b> Demonstrates integrity, sincerity, and respect towards Maori beliefs, language and culture.</p>	<ul style="list-style-type: none"> <li>• Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.</li> <li>• Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.</li> <li>• Demonstrate high expectations for the learning outcomes of all learners, including</li> </ul>

	<p>those learners with disabilities or learning support needs.</p> <ul style="list-style-type: none"> <li>• Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety</li> <li>• Create an environment where learners can be confident in their identities, languages, cultures and abilities.</li> <li>• Develop an environment where the diversity and uniqueness of all learners are accepted and valued.</li> <li>• Meet relevant regulatory, statutory and professional requirements.</li> </ul>
<p><b>#5 Design for Learning</b> Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.</p> <p><b>Wananga:</b> Participates with learners and communities in robust dialogue for the benefit of Maori learners.</p>	<ul style="list-style-type: none"> <li>• Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.</li> <li>• 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.</li> <li>• Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.</li> <li>• Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.</li> <li>• Design learning that is informed by national policies and priorities.</li> </ul>
<p><b>#6 Teaching</b> Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p> <p><b>Ako:</b> Takes responsibility for their own learning and that of Maori learners.</p>	<ul style="list-style-type: none"> <li>• Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all.</li> <li>• Specifically support the educational aspirations for Maori learners, taking shared responsibility for these learners to achieve educational success as Maori.</li> <li>• 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.</li> <li>• Provide opportunities and support for learners to engage with, practice and apply learning to different contexts and make connections with prior learning.</li> <li>• Teach in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning.</li> <li>• Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning</li> </ul>