

NGĀTI TOA SCHOOL

Scale A Teacher (permanent)



November 2019

Dear Candidate,

Thank you for your request for information regarding the fixed-term Scale A teacher position at Ngāti Toa School.

Background Information

Ngāti Toa is a warm, friendly, collegial little school excited about, and implementing change. It has a solid reputation in the community and a supportive whānau. It is situated in a lovely coastal setting and is a great place to work. Ngāti Toa School is considered a medium-sized urban school and is nestled in Titahi Bay with bush, the harbour, streams and the beach all within walking distance. The composition of our school is around 75% Māori and we are consolidating and strengthening our relationships with Ngāti Toa iwi to benefit our learners. Pasifika, New Zealand European and Asian largely make up the numbers, currently sitting around 170.

Our school embraces and is excited about play-and place-based learning and we have the children out and about in the community regularly. These approaches align with our underlying EnviroSchool approach where we believe our children need to learn about the place they live in order to become kaitiaki as they grow up. We have high expectations of our learners and integrate e-learning so that children can continue their learning at home as well as at school.

To Summarise: The Advertised Position

The job description is detailed as part of the following Application Pack.

I look forward to your application.

Enclosed is the application package and associated forms.

Please forward the application form with your letter of application and your CV to:

**The Principal
Ngāti Toa School
44 Piko St
Titahi Bay**

PORIRUA 5022

Please email your application to: principal@ngatitoe.school.nz

Should you wish to contact me regarding this application, please phone (04) 2367785.

The Board of Trustees is committed to the ongoing development of the school and looks forward to your participation in this process.

Nga mihi nui

A handwritten signature in black ink, appearing to read 'Kaye Brunton', written in a cursive style.

Kaye Brunton
Principal

APPLICATION PACK

NGĀTI TOA SCHOOL Scale A Teacher



November 2019

PACKAGE CONTENTS

Expected Time Line

Description of Ngāti Toa School

Job Description

Application form

EXPECTED TIMELINE

This is the expected timeline.

26 November	Advertisement in NZ Education Gazette (online)
9 December	Applications close at 5 pm
11 December	Notification of interview if short-listed
12-13 December	Interview timeframe
16 December	Confirmation of appointment
18 December	Unsuccessful interviewees informed.
Term 1, 2020	Position begins (wherever possible)



[Name] - JOB DESCRIPTION 2020

Position: Teacher

Responsible to: All teachers are accountable to the principal, who is responsible to the Board of Trustees for the performance of all staff.

Responsible for: Teachers operate within legal and ethical requirements, and within guidelines of the school's Charter and policies / procedures. Teachers are responsible for carrying out the professional duties of a teacher - for the safety, welfare and education of children in the school, their syndicate, and specifically in their class; and for any other duties delegated by the Principal.

This job description sets out teachers' duties and responsibilities, and forms the reference point for performance appraisal (the 'appraisal for learning' cycle). This Job Description is in four parts, and is reviewed annually.

- Part A Practising Teacher Criteria
- Part B Specific key tasks and responsibilities for teachers
- Part C Specific key tasks and responsibilities for Unit holders
- Part D Advanced Classroom Expertise Teacher

The Practising Teacher Criteria should be read alongside the *Professional Standards, Tataiako*, and the *Code of Ethics*.

Part A Practising Teacher Criteria

Professional relationships and professional values

Fully certificated teachers engage in appropriate professional relationships and demonstrate commitment to professional values

Fully certificated teachers:	
Criteria	Key Indicators
1. establish and maintain effective professional relationships focused on the learning and well-being of ākongā	i. engage in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> • ākongā • teaching colleagues, support staff and other professionals • whānau and other carers of ākongā • agencies, groups and individuals in the community
2. demonstrate commitment to promoting the well-being of all ākongā	i. take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe

Fully certificated teachers:	
	<ul style="list-style-type: none"> ii. acknowledge and respect the languages, heritages and cultures of all ākonga iii. comply with relevant regulatory and statutory requirements
3. demonstrate commitment to bicultural partnership in Aotearoa New Zealand	i. demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi
4. demonstrate commitment to ongoing professional learning and development of personal professional practice	<ul style="list-style-type: none"> i. identify professional learning goals in consultation with colleagues ii. participate responsively in professional learning opportunities within the learning community iii. initiate learning opportunities to advance personal professional knowledge and skills
5. show leadership that contributes to effective teaching and learning	<ul style="list-style-type: none"> i. actively contribute to the professional learning community ii. undertake areas of responsibility effectively

Professional knowledge in practice

Fully certificated teachers make use of their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all ākonga.

Fully certificated teachers:	
Criteria	Key Indicators
6. conceptualise, plan and implement an appropriate learning programme	<ul style="list-style-type: none"> i. articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice ii. through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents
7. promote a collaborative, inclusive and supportive learning environment	<ul style="list-style-type: none"> i. demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate ākonga ii. foster trust, respect and cooperation with and among ākonga
8. demonstrate in practice their knowledge and understanding of how ākonga learn	<ul style="list-style-type: none"> i. enable ākonga to make connections between their prior experiences and learning and their current learning activities ii. provide opportunities and support for ākonga to engage with, practise and apply new learning to different contexts iii. encourage ākonga to take responsibility for their own learning and behaviour iv. assist ākonga to think critically about information and ideas and to reflect on their learning
9. respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga	<ul style="list-style-type: none"> i. demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural contexts of learning in Aotearoa New Zealand ii. select teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse ākonga iii. modify teaching approaches to address the needs of individuals and groups of ākonga
10. work effectively within the bicultural context of Aotearoa New Zealand	<ul style="list-style-type: none"> i. practise and develop the relevant use of te reo Māori me ngā tikanga-a-iwi in context ii. specifically and effectively address the educational aspirations of ākonga Māori, displaying high expectations for their learning
11. analyse and appropriately use assessment information, which has been gathered formally and informally	<ul style="list-style-type: none"> i. analyse assessment information to identify progress and ongoing learning needs of ākonga ii. use assessment information to give regular and ongoing feedback to guide and support further learning iii. analyse assessment information to reflect on and evaluate the effectiveness of the teaching iv. communicate assessment and achievement information to relevant members of the

Fully certificated teachers:	
	learning community v. foster involvement of whānau in the collection and use of information about the learning of ākonga
12. use critical inquiry and problem-solving effectively in their professional practice	i. systematically and critically engage with evidence and professional literature to reflect on and refine practice ii. respond professionally to feedback from members of their learning community iii. critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākonga

Part B Specific key tasks and responsibilities

KEY TASKS	DESIRED OUTCOMES

Part C Specific key tasks and responsibilities for Unit holders**Management Units (e.g. 1x Permanent)**

SPECIFIC TASKS	DESIRED OUTCOMES / PERFORMANCE INDICATORS

Part D Advanced Classroom Expertise Teacher

To be recognised as an ACET, a teacher must demonstrate that they meet each of the following professional criteria:

Advanced Classroom Expertise Teacher:	
Criteria	Key Indicators
1. Practice demonstrably higher than the Experienced Teacher professional standards. Evidence is needed of practice that demonstrates creativity and innovation with ongoing development built on an evidential base from both research and academic theory, and sound analysis of children's learning.	
2. Explicitly demonstrating positive outcomes for all learners with specific information about meeting the needs of students identified as 'priority learners' in government policy. Evidence is needed of positive student learning outcomes related to the New Zealand Curriculum or Te Marautanga or other relevant official curriculum documents through taking account of, and planning for the learning needs of all children.	
3. Together with each of the following: a. Exemplary use of evidence and research to inform practice Requires multiple sources of evidence and research referenced to inform and develop practice. A clear link between theory and its application to practice	

Advanced Classroom Expertise Teacher:

must be apparent. This should include evidence of the way it has developed the teacher's practice

b. Exemplary engagement with families/whānau in improving outcomes for their children Requires evidence of a pro-active approach and effective engagement with families/whānau that supports student learning

c. Leadership in developing practice amongst peers Requires evidence of strong professional relationships with colleagues that demonstrate leadership in teaching practice

d. Exemplary ongoing professional learning and development Requires evidence of ongoing professional learning and development as part of a regular in school appraisal process.

Job Description agreed to:

Signed

.....
[Name]

.....
Kaye Brunton

Date

IMPORTANT NOTES FOR APPLICANTS

Thank you for applying for a position at Ngāti Toa School. Please ensure you have a copy of the job description and person specifications before completing this application.

1. Please fully complete this form personally. Please ensure you sign and date where indicated on the last page.
2. Attach a *curriculum vitae* (CV) containing any additional information. If you include written references, please note that we may contact the writers of the references.
3. Certified copies only of qualification certificates should be attached. If successful in your application you may be required to provide originals as proof of qualifications.
4. If you are selected for an interview you may bring whanau/support people at your own expense. Please advise 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. Shortlisted applicants will be asked to give consent to a police vet. It is a requirement in the Education Sector for all employees to be vetted.
7. 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 fines or costs

Custodial sentences include a sentence of preventive detention and corrective training. Non-custodial sentences include fines, reparation orders, community-based sentences and suspended sentences. 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.

8. This application form and supporting documents will be held by the school. You may access it in accordance with the provisions of the Privacy Act 1993.

If you have any queries, please contact the Principal.

OFFICE USE ONLY: This page must be retained on file as part of the application; it must not be removed or destroyed.

**APPLICATION FOR THE POSITION OF TEACHER AT
NGĀTI TOA SCHOOL**

Position Applied For

Personal Details

Tick One

Mr Mrs Ms Miss Or Other Preferred Title:

Surname/Family Name

First Names (in full)

Address:

Contact Phone No. (Private) (Business)

Email.....

NZ Teacher Registration Number:.....

Please tick the appropriate boxes:

Are you a New Zealand citizen?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If not, do you have resident status, or	Yes <input type="checkbox"/>	No <input type="checkbox"/>
A current work permit?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Have you ever had a criminal conviction? Yes No

(convictions that fall under the clean slate scheme do not have to be disclosed)

If "Yes" please detail:

Have you ever received a police diversion for an offence? Yes No

If "Yes" please detail:

Have you been convicted of a driving offence which resulted in temporary or permanent loss of licence, or imprisonment?

Yes No

If "Yes" please detail:

Are you awaiting sentencing/currently have charges pending?

Yes No

If "Yes" please state the nature of the convictions/cases pending:

Have you been the subject of any concerns involving student safety?

Yes No

If "Yes" please detail:

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

Yes No

If "Yes" please elaborate:

Have you had any injury or medical condition caused by gradual process, disease or infection, such as occupational overuse syndrome, stress or repetitive strain injuries, which the tasks of this job may aggravate or contribute to?

Yes No

If "Yes" please detail:

Do you have a current New Zealand driver's licence?

Yes No

Present Appointment:

School :

Position Held: Time Position Held:

Names, addresses and phone numbers of 2 referees:

1. Name:
Address:
Phone No. (Home) (Work).....
Capacity you have known the person:
2. Name:
Address:.....
Phone No. (Home)..... (Work)
Capacity you have known the person:

Authority to approach other referees

I authorise the Board, or nominated representative, to approach persons other than the referees whose names I have supplied, to gather information related to my suitability for appointment to the position.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I authorise the Board, or nominated representative, permission to access any information held by the Teachers Council, including matters under investigation, to gather information related to my suitability for appointment to the position.	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Declaration:

Have you ever been convicted of an offence against the law apart from summary offences?
NO YES

If yes, please provide date and details of offences 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. I certify that my New Zealand Teachers' Registration Certificate is current. I certify I am a New Zealand citizen **OR** I certify I have been granted NZ residency.

I solemnly and sincerely declare that to the best of my knowledge and belief the information given in this application and in my CV is true and correct.

Applicant's signature: Date:

Note: If completing this electronically a scanned copy of this signed document must be provided

OFFICE USE ONLY: Date application received: Time: