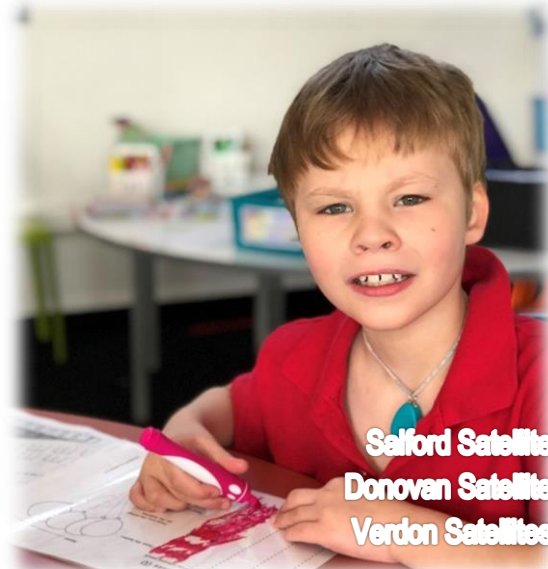




Incorporating

SIT Tertiary Education Centre
Waikiwi Vocational Programme
Te Matatini Juniors



PRINCIPAL-ERIN CAIRNS

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Salford Satellite | Donovan Satellite | Verdon Satellites | Te Matatini | Waikiwi Vocational Programme | SIT Tertiary Education Centre

BRIEF DESCRIPTION OF RURU SPECIALIST SCHOOL

Ruru Specialist School is a State, Family/Whānau focused Specialist School for Students who require learning support, governed by a supportive Board of Trustees.

The Base School has six classrooms, a recreation room, food technology and music suites, gym, therapy room, swimming pool, multi sensory room, library, garden, 2 playgrounds and an off site flat.

Our School is composed of

- SIT Tertiary Education Centre – situated at our local Southern Institute of Technology for students who require learning support aged 16 – 21 years, in transition to work or tertiary education.
- Waikiwi Vocational Programme– situated at our Base School –Three classes of Students with High and Complex Needs aged 12 – 20 years.
- Te Matatini– situated at our Base School – Three classes of Junior students with High and Very High needs.
- Verdon Secondary Satellite - Two Classes for students Year 7-10

Two Primary Satellite Classes – 1 at Salford School and 1 at Donovan Primary School.

Our current roll is 95 students aged from 5 – 21 years.

Our present staffing includes:

- Principal
- 2 Deputy Principals
- Teachers
- Therapists
- Support Staff
- Outreach Teachers supporting Students under the ORS scheme in Southland Schools

All our teachers receive Special Duties Allowance (SDA).

Ruru Specialist School services the Southland region. Students are transported to school and satellite classes by Go Bus or by families/whānau.

We maintain a close working liaison with families/whānau of the school, our local community, and other professional bodies.

The School is well resourced with a heated Swimming Pool, 7 School vehicles, up to date technology including iPads for every student.

JOB DESCRIPTION

POSITION

Scale A Teacher + S.D.A

PURPOSE

The Teacher is responsible to the Principal for curriculum delivery, curriculum content, assessment of student progress, reporting to families/whānau and whole school responsibilities and specific delegations.

This job description sets out teacher duties and responsibilities, and forms the reference point for performance appraisal.

Appraisal of teacher performance is the responsibility of the Principal.

ACCOUNTABILITY

The Teacher is accountable to the Principal.

EXTENT OF AUTHORITY

The Teacher will operate within legal requirements, the school's charter, policies, procedures, processes and plans.

The Teacher is responsible for the welfare and education of the students and classes assigned by the Principal.

The Teacher will effectively carry out agreed areas of responsibility.

WORKING RELATIONSHIP

The Teacher:

Gives priority to ensuring the well being/hauora and educational achievements of students.

Works as a member of a staff team.

Has positive relationships with families/whanau and colleagues.

Helps to positively promote the interests and image of the school.

QUALIFICATION

1. Registered Teacher with current Practising Certificate.
2. Specialist Teaching Qualifications an advantage.
3. Successful study in teaching diverse students desirable.

EXPERIENCE

1. Experience teaching in Primary, Early Childhood or Secondary School an advantage
2. Previous successful experience/interest in Specialist Education or Teaching students with special educational needs.
3. Ability to develop and implement effective individual support programmes.

SPECIAL ABILITIES

1. Show the personal attributes to work co-operatively and effectively with a diverse range of Colleagues, service users and agencies.
2. Demonstrate the ability to develop sound interpersonal relationships with students, staff, parents, caregivers and professionals.
3. Ability to effectively develop, implement and evaluate I.E.P./I.C.P.'s based on students' interests and needs in any educational setting.
4. Have empathy towards students' social, educational, physical and emotional needs and well being
5. Have a sound understanding of key competencies and application to teaching and learning.
6. Must be a capable classroom teacher displaying effective organizational and classroom Management/positive behavior support.
7. Be prepared to work effectively within the corporate life of all schools where our students are educated.
8. Possess qualities of respect, self motivation, vision, initiative, enthusiasm, reliability and integrity.
9. Ability to practise effective communication in both oral and written form with individuals and agencies.
10. Hold a current driver's licence.
11. Develop and implement effective student support programmes as necessary.

QUALITY TEACHING EXPECTATIONS

At our School we have identified and decided on the following professional characteristics of our staff including therapy & support staff:

Positive attitude

Culturally Responsive

Responsibility

Encouragement

Confidentiality

Acknowledge Success

Honest

Accept Constructive Advice

Approachable

Sensitivity

Respect

Mana

Manaakitanga

Courage

Loyalty

Acceptance

Ethics

Competence

Empathy

Capable

Humour

Values Strengths

Reflective

Active Listener

Decision-Maker

High Standards

Meets Deadlines

Trust/Trusted

Punctuality

Adheres to Code of Conduct

Team Player

Accountable

Supportive