



Kingslea School

Te Puna Wai o Tuhinapo
Youth Justice Residence

Homeroom Teacher
INFORMATION PACK

September 2019



Kingslea School

Dear Applicant

Thank you for your interest in the teacher role at Te Puna Wai o Tuhinapo Youth Justice Residence. We are looking for a dynamic, culturally responsive, resilient and dedicated teacher to work with young people aged 13 to 18 years in a unique education environment.

This position requires someone with excellent communication and inter-personal skills. This must be accompanied by a passion for making a difference with young people who have multiple and diverse needs.

You will find enclosed in this information pack:

1. Description of Kingslea School
2. Scale A job description and person specification
3. Timeline for position
4. Application requirements

Following short-listing, interviews will be held on Monday 21st October 2019 and you are welcome to bring a support person(s) to your interview.

Should you require additional information to assist you in the preparation and presentation of your application please do not hesitate to request it. Successful applicants will be advised by telephone. Confirmation of acceptance in writing will be expected within two days of verbal acceptance or the offer may lapse.

We look forward to receiving your application before **3pm** on Friday **11th October 2019** when the position closes.

Yours sincerely

Tina Lomax

Principal of Kingslea School

1. Description of Kingslea School






In joining the teaching team at Te Puna Wai o Tuhinapo you will become a part of an innovative and unique school that is a centre of excellence for providing education to children and young people in the care of Oranga Tamariki.

Kingslea School is a special, composite, decile one, state school. Our teachers and students belong, and are connected within, a multi-campus, nationwide school. Kingslea School operates from the following sites:


Name of Site	Location	Number of Students
Te Maioha Parekarangi Youth Justice Residence	Rotorua	30
Te Puna Wai o Tuhinapo Youth Justice Residence	Rolleston	40
Korowai Manaaki Youth Justice Residence	Wiri South Auckland	46
Community Residential Services Auckland	South Auckland	20
Te Oranga Care and Protection Residence	Burwood Christchurch	10
Puketai Care and Protection Residence	Dunedin	8
Arahina ki Ōtautahi non-residential community- based service	Richmond Christchurch	20

Kingslea School Values

Our curriculum is valued based. The **key competencies** are integrated throughout our values. Our values stated below are promoted, modelled, and explored on a daily basis by all students, staff and Board of Trustees.

	<p>Tū Pono</p> <ul style="list-style-type: none"> • Knowing one's identity, abilities and talents • Strong self-efficacy • Responsible • Resilient • Mana motuhake • Key Competency: Managing Self
	<p>Manaaki & Awahi</p> <ul style="list-style-type: none"> • Respectful of self, others and the environment • Strong relationships • Tolerant and accepting of others • Skilled Communicators • Key Competency: Relating to Others
	<p>Porihanga</p> <ul style="list-style-type: none"> • A sense of belonging and connection to their community • Participating and engaging in learning • Building caring and inclusive learning communities • Tangata whenua • Key Competency: Participating and Contributing
	<p>Wairua Auaha, Wairua Uiui</p> <ul style="list-style-type: none"> • Learning through innovation, inquiry and curiosity • Critical, creative and reflective thinkers • Entrepreneurs • Challenging ourselves and others auahatanga • Key Competency: Thinking
	<p>Ako</p> <ul style="list-style-type: none"> • Learning through reciprocity • Self-actualisation • Successful • A valued student voice • Key Competency: Understanding Language, Symbols & Text

2. Homeroom Teacher Job Description

 Job Description	
Position	Homeroom Teacher, Te Puna Wai o Tuhinapo Youth Justice Residence, Kingslea School
Responsible to	Te Puna Wai o Tuhinapo Assistant Principal, Kingslea School Principal
Position Statement	<p>The key purpose of this position is to provide high quality programmes of learning that align with purpose, goals and values of Kingslea School.</p> <p>We expect all our staff to model our core values (Tū Pono, Manaaki and Awhi, Porihanga, Wairua Auaha, Wairua Uiui, Ako) in all their actions. Our teachers are also required to work collaboratively.</p> <p>Our teachers must be able to satisfy the criteria of the relevant Professional Standards, as detailed in the current NZ Teaching Council's 'Practicing Teacher Criteria'.</p> <p>Teachers are responsible for curriculum delivery, curriculum content, assessment of student progress, and participation in multi-agency plans. As members of the Kingslea School Team, teachers will deliver a holistic and culturally responsive curriculum to re-engage students in education.</p>
Working Relationships	<ul style="list-style-type: none"> Ministry of Education Oranga Tamariki (OT) Health and NGO service providers Schools and training providers Teachers' professional bodies Te Taumutu Rūnanga (mana whenua)

Dimension One: Curriculum Delivery	
<i>Key Task Areas</i>	<i>Key Performance Indicators</i>

Learning environment	<ul style="list-style-type: none"> ● Establishes positive rapport and engagement with students ● Establishes an effective, positive and challenging learning environment ● Explores, recognises and celebrates cultural identity
Assessment	<ul style="list-style-type: none"> ● Regularly monitors student progress and achievement against personal learning goals based on the NZ Curriculum and the school's curriculum plan, responding actively to identify next steps ● Uses a range of assessment methods to report holistically on student needs and strengths and measure progress ● Accurate and detailed records are kept for each student
Planning and Teaching	<ul style="list-style-type: none"> ● Plans and teaches collaboratively in a shared space with the other Kingslea School Staff Team members ● Each student has an Individual Learning Profile (ILP) which is well informed by specialist assessment and information. ● Utilises current, student-centred pedagogies, including inquiry approaches and e-tools ● Committed to developing cultural competence and demonstrates understanding of the unique needs of Maori and Pasifika learners.
Dimension Two: Professional Development	
<i>Key Task Areas</i>	<i>Key Performance Indicators</i>
Professional Development	<ul style="list-style-type: none"> ● Demonstrates a commitment to ongoing professional learning e.g. through identifying own learning needs and goals, participating in the school appraisal process (using Appraisal Connector) ● Participates fully in all school professional learning ● Shares curriculum expertise with others
Dimension Three: Student Well-being	
<i>Key Task Areas</i>	<i>Key Performance Indicators</i>
Behaviour Management	<ul style="list-style-type: none"> ● Uses evidence-based interventions with systems, practices and data implemented with fidelity to achieve behaviour outcomes. ● Follows Kingslea School behaviour management approach and systems
Student Welfare	<ul style="list-style-type: none"> ● Demonstrates a high level of skills in handling situations of crisis management ● Follows set school and site procedures in managing emergencies
Dimension Four: School and Community Relationships	
<i>Key Task Areas</i>	<i>Key Performance Indicators</i>

School Activities	<ul style="list-style-type: none"> ● Participates in all major aspects of school life and attends as required major school functions ● Actively and positively promotes the school ● Provides a positive, professional role model in all respects while carrying out duties on behalf of the school
Internal relationships	<ul style="list-style-type: none"> ● Works co-operatively and collaboratively with the Kingslea School Team and Oranga Tamariki Residence Staff where appropriate. ● Works co-operatively with the wider Kingslea School, supporting a whole school model and establishing and maintaining effective collegial working relationships ● Participates in Kingslea School's Communities of Practice as required
External relationships	<ul style="list-style-type: none"> ● Promotes a positive relationship with parents and carers that supports a climate of participation, trust and co-operation when appropriate ● Fosters positive relationships with Kingslea School partner agencies, external agencies and providers ● Fully co-operates with all set requirements concerning such agencies and providers ● Provides as required any reports or information in a timely and accurate fashion ● Develops and maintains strong working relationships with schools and training providers to where students are transitioning

Person specification

The Kingslea School Board of Trustees requires teachers to be culturally responsive, passionate and forward-thinking professionals. The following areas of expertise are being sought:

- Teachers with experience teaching literacy, numeracy and Te Reo Māori

Qualifications

- Applicants with a Primary or Secondary Teaching Qualification will be considered
- Full Registered Teacher status
- At least two years teaching experience in a mainstream school (primary or secondary)
- Evidence of relevant professional development
- Full Driver's License

Personal Qualities

- Enthusiasm, motivation and a passionate commitment to seeing young people achieve
- Excellent interpersonal and communication skills and the ability to inspire confidence, trust and respect
- Resilience and the ability to manage in high pressured environments
- Integrity
- Ability to develop positive relationships with students and genuine empathy for children and young people who face a range of challenges outside of their school life
- A sense of humour

Professional Qualities

- Experience with supporting children and young people who have found their educational experience a challenge
- Motivated to provide a uniquely motivating programme for a range of students to engage them back into a learning environment
- Able to draw direct real world connections between the classroom programme and the student's interests and future focus
- Is professionally open minded to challenging experiences and alternative means of curriculum delivery, including EOTC and e Learning experiences
- Models and supports the values of the school
- A team player with experience in planning and teaching collaboratively

- Experience and understanding of effectively managing behaviours of concern
- Experience and understanding of a holistic, multi-agency and collaborative approach to working with young people in a residential environment
- Efficient and effective administrative, organisational and personal management
- Sound knowledge of the New Zealand curriculum and/or experience with NCEA
- Knowledge of relevant Māori research in support of Māori learning, engagement and learning outcomes
- Ability to work with Māori, Pasifika and students from other cultures in a responsive and culturally affirming way
- Knowledge and/or experience of PB4L School-Wide and/or Restorative Practices and /or trauma informed practice.

3. Timeline for Recruitment

11 th October	Applications Close
21 st October	Interviews

4. Application Requirements

Please include the following information:

1. **Covering letter** (max one page)
2. **Completed application form**
3. **Curriculum vitae**
4. **Three referees:** please supply the names and addresses of three people willing to act as referees on your behalf. At least two of these should be able to comment on your work as a teacher - preferably your current or a past senior manager. The third should be someone with whom you do not have a professional relationship with. By submitting an application, you are agreeing to allow the committee to contact your referees.

Please note:

- If you require the return of your CV please enclose a self-addressed, stamped envelope.
- If you are selected for an interview you may bring whānau/support people at your own expense. Please advise if this is your intention.

- If you are selected for an interview you will need to bring two forms of ID (one must be a driver's licence and the other must be a 'Primary Identification Document' which is one of the following – birth certificate, passport, citizenship certificate, a New Zealand certificate of identification or a New Zealand firearms licence. If you have officially changed your name and it does not match the name on your 'Primary Identification Document' you will need to provide evidence of a link between the two.
- Please email your application, to be received by **3pm on 11th October 2019** to

Denise Keno
Confidential Application: Homeroom Teacher
Te Puna Wai o Tuhinapo
Kingslea School
PO Box 68
Rolleston 7643

Thank you for your time and interest in this position. For all enquiries, please contact: **Denise Keno** (denise@kingslea.school.nz)