Rotorua Boys' High School

Job Description

Whakaaturanga Mahi

Position / Tūranga:	**Pedagogical Lead at the Rotorua Alternative Education Programme (Kokiri)**
Responsible to / E here nei ki tēnei hunga:	**Principal and School Board via the Deputy Principal Student Support**
Functional relationships with / He hanonga tāu me tēnei hunga:	**Teaching staff Support Staff Deputy Principals Principal Students Parents and Caregivers**
Dated / Marama:	**October 2026**
Position Term / Roanga:	**Fixed Term**

School background:
Ngā hitoria a te kura :

Rotorua Boys' High School is a State boys' secondary school of approximately 1200 students. It is one of five Rotorua high schools and caters for students from Year 9 to Year 14. The school opened in 1914 as the Rotorua District High School before becoming Rotorua High and Grammar School in 1927. Rotorua Boys' High School evolved from these beginnings in 1959.

The school includes an off-site attached unit based in Homedale Street known as the Rotorua Activity Centre, or more commonly known as Āwhina School. The School also has a 140 bed Hostel known as Tai Mitchell House.

Rotorua Boys' High School is known to many in the community as 'Raukura'. Don Stafford explains the historical background to this name.

> *"It has always been my understanding that 'Raukura', though literally referring to a feather or special plume, in fact conveyed a much more significant shade of meaning. In some measure those described as possessors of the 'Raukura' were of particularly significant stature. They were considered to have justified such a privilege by reason of illustrious lineage, extremely noteworthy leadership or some remarkable achievement in another field – perhaps warfare, diplomacy or unparalleled knowledge. Being considered worthy of the 'Raukura' would undoubtedly have been an accolade sought by aspiring tribal members in the past. When ultimately bestowed (by general consensus) on a deserving individual, it clearly indicated a level*

of excellence of the greatest merit. Academic achievement has, particularly during the 20th century, been recognised as the single most vital element in the advancement and well being of us all. I can only presume that this was clearly apparent to those of the 1920's whose efforts resulted in the establishment of Rotorua High and Grammar School in 1927. The remarkable and farsighted education endowment made by the Ngāti Whakaue people some 40 years even before that, is evidence enough of their support of and belief in education. I have no doubt that the use of 'Raukura' was a subtle message of encouragement for all to take advantage of education, to seek excellence and thus justify the 'Raukura'."

Ngā Taonga a Raukura

- The concept of 'Raukura'
- The administration block
- The school's relationships with Ngāti Whakaue
- The foyer and Memorial Hall carvings
- The Trevor Nathan Sculptures "Raukura" and "Te Hokinga"
- The Roi Toia Sculpture "Tāne Raukura"
- The school magazine that carries the title '*Raukura'*
- The trees that adorn the school's grounds
- The prefect system
- The house competition
- The house group system
- Tai Mitchell Hostel
- The Former Students of the school
- The 'Hall of Fame'
- The 'Pro Patria' Rolls of Honour
- The Annual Prizegiving Ceremony
- The Harwood Library
- The Ryder Gates
- The Millennium Centre

Our motto:
Tā mātou whakapepeha:

"AD ASTRA PER ASPERA"
"To the stars through hard work"

This motto is, so far as I have been able to determine, not a quotation from ancient literature. It may well have been composed by the school's foundation Principal. If so, he almost certainly had in mind the famous motto of the Royal Air Force (and the Royal New Zealand Air Force) PER ARDUA AD ASTRA, which means "Through steep ways to the stars" and makes the same suggestion as the school motto. The RAF motto was created for the Royal Flying Corps (forerunner of the RAF) in 1913; the reference to the stars was, of course, particularly appropriate for that body, but the motto as a whole was certainly intended to have the wider implication indicated above. *(Dr W.F. Richardson, Senior Lecturer in Classics, University of Auckland)*.

Our motto caters for our students who come from all walks of life, and who bring with them their own special talents and needs. Our motto helps us to work with each of our students and to assist them to succeed, whilst at the same time providing them with the tools to make that success possible.

Our original Latin motto and the equivalents in both Māori and English combine together to give us as a school not only a special identity, but also a common purpose.

"WHĀIA TE ITI KAHURANGI"
"Aim high despite all difficulties"

Our vision is:
Tā mātou whakakitenga:

To become the outstanding Boys' High School in New Zealand

To achieve the vision, we will focus on:

- The academic achievements of our students.
- The sporting achievements of our students.
- The achievement of our students in cultural activities.
- The development of leadership qualities of our students.
- The development of citizenship qualities in our students.

Purpose of the role

Lead and deliver high quality teaching that helps rangatahi re-engage with education, strengthen literacy and numeracy, and build purposeful pathways. Combine clear learning expectations with a relational, culturally responsive approach that upholds mana and supports wellbeing. Success includes academic progress, participation, identity, independence and readiness for the next step.

Position and working relationships

- Proposed staffing: three Pedagogical Lead appointments, working collaboratively with three Teacher Support staff.
- Reports to: the designated Deputy Principal. Supported by John Kendal, Tumuaki / Principal, and that Deputy Principal.
- Works with: rangatahi, whānau, the other Pedagogical Leads, Teacher Support staff, referring schools, learning support specialists and approved community or pathway partners.
- Scope: leads teaching and coordinates day-to-day support for an allocated learner group or curriculum responsibility, as agreed with the Deputy Principal. Formal staff management is delegated separately.

Frameworks guiding practice

The Mana Model informs how staff recognise each learner's inherent mana and create conditions for success. The five connected conditions guide practice across the programme.

- Mana Whānau — Build trusting relationships and involve rangatahi and whānau in learning goals and decisions.
- Mana Ūkaipō — Connect learning with identity, language, local histories and places, drawing on Te Arawa knowledge through appropriate relationships.
- Mana Motuhake — Maintain high expectations, recognise strengths and make progress visible so learners develop confidence in their capabilities.
- Mana Tū — Teach and practise reflection, persistence, emotional regulation and constructive responses to challenges.
- Mana Tangatarua — Develop knowledge and skills for participation across cultural, social, education and employment settings.

Te Whare o Oro provides a mātauranga Māori framework for understanding development and responding to individual needs. Apply it through predictable routines, calm relationships, movement, appropriate sensory supports and attention to physical, emotional, spiritual and whānau wellbeing.

Use these frameworks with cultural guidance and ongoing professional learning. Adapt approaches to the individual and review their impact; educational support remains within staff expertise and agreed plans.

Key responsibilities

Understand learners and plan with whānau

Lead a welcoming intake process. Gather learner and whānau aspirations, prior learning, strengths, attendance information and identified support needs. Establish an initial learning baseline without creating unnecessary assessment pressure. Develop an individual learning plan with clear goals, teaching approaches, support responsibilities and a review date. Coordinate specialist input through the Deputy Principal.

Teach a coherent and purposeful programme

Plan and teach a structured, flexible curriculum that integrates literacy, numeracy, practical learning, life skills and cultural learning [3]. Explain learning goals, model new skills, provide guided practice and check understanding. Adjust task complexity, pacing and resources so learners can experience success while being challenged. Link practical and offsite activities to explicit learning outcomes.

Assess progress and respond to evidence

Use learner work, brief assessments, observations and learner feedback to identify next steps. Keep accurate planning and progress records, review learning plans with rangatahi and whānau, and adapt teaching when progress stalls. Coordinate any qualification assessment with the appropriate school staff and approved arrangements.

Create safe conditions for learning

Teach routines and expectations explicitly. Use calm communication, co-regulation and agreed de-escalation approaches. Work with Teacher Support staff to identify barriers and implement individual support and safety plans. Respond to concerns through programme procedures and seek timely senior or specialist support. Maintain access to learning alongside wellbeing support.

Guide the teaching and support team

Agree daily roles, learning goals and supervision arrangements with Teacher Support staff. Model effective practice, provide usable feedback and include their observations in planning. Collaborate with the other Pedagogical Leads so learners experience consistent expectations. Participate in brief daily check-ins and a weekly planning and learner review hui.

Strengthen engagement and future pathways

Work with whānau and the team to respond promptly to absence, understand barriers and plan re-engagement. Coordinate learning with approved partners and referring schools. Develop transition plans with agreed responsibilities, learner goals, a receiving contact and follow-up for return to school, further education, training or employment as appropriate.

Maintain professional and safe practice

Protect confidential information and keep factual records. Follow school procedures for safeguarding, incidents, offsite activities and transport. Check that approved supervision and safety arrangements are in place. Raise concerns promptly with the Deputy Principal and contribute to reflective debriefs and programme improvement.

General Responsibilities

- Manage on a day to day basis the Kokiri Site and all allocated resources.
- Provide instruction as required by the school's timetable in subjects in which qualifications and skills are held.
- Implement the RBHS Charter and ensure compliance with all Policies and Procedure Documents.
- Meet all requirements of Board policies.
- Maintain and develop own professional development skills, and establish professional development programme.
- Take part in the RBHS Professional Growth Cycle.
- Be responsible for own safety, notifying the Deputy Principal Student Support and Principal of any possible work hazards or incidents.
- Meet annual objectives as agreed by the Deputy Principal Student Support, Principal and School Board.
- Assist the Principal and/or Deputy Principal Student Support in special assignments as requested from time to time.

Person specifications
Ngā Tautuhitanga

Essential requirements:

- A recognised teaching qualification and current New Zealand teacher registration and practising certification appropriate to the appointment.
- Effective teaching of learners with diverse achievement levels, including sound literacy and numeracy practice and the ability to adapt curriculum and assessment.
- Experience building constructive relationships with rangatahi who have experienced disengagement or barriers to learning. Alternative education or comparable experience is desirable.
- Culturally responsive practice, respect for tikanga and te reo Māori, and a commitment to learning with whānau and local cultural expertise.
- Calm judgement, consistent professional boundaries and practical skill in supporting regulation and responding to challenging situations.
- The ability to guide colleagues, organise learning, use evidence and communicate clearly with whānau, schools and partners.

Signed by	**Date**
Signed by John Kendal on behalf of the School Board	**Date**