Hinds School
Read Street
Ashburton 7775

Dear Applicant,

Thank you for your interest in our advertised permanent teaching position which commences Term 1 2027.

Hinds School has a wonderful staff who work collaboratively to ensure they provide the best possible education and holistic development for our tamariki.

Applicants need to have a sound pedagogical knowledge and have a passion for making a difference. We are committed to Māori Immersion across all classrooms at level 3 which equates to working towards at least 7.7-12.5 hours per week of te reo and tikanga immersion. Applicants will be supported to gain competency in Te Reo, Tikanga and culturally responsive practice. Successful applicants will be expected to undertake a commitment to working towards Level 3 Maori Immersion through professional growth and PLD.

Hinds school has implemented the Better Start Literacy Approach throughout the school. Successful applicants will be expected to implement BSLA and if needed participate in the BSLA PLD.

We want to welcome to our team a teacher who:

- *Has a sound knowledge of the 2025 English and Mathematics New Zealand Curriculum*
- Is excited about pedagogy grounded in the Science of Learning
- Preferably experienced with BSLA/ structured literacy approaches
- Demonstrates effective teaching and learning strategies across the curriculum
- Practices culturally responsive approaches to teaching, learning and home-school partnerships
- Will engage in our school commitment to Te Reo and Tikanga Maori
- Demonstrates a belief in our vision and values and commits to our strategic direction
- Demonstrates effective teaching and learning strategies across the curriculum
- Practices culturally responsive approaches to teaching, learning and home-school partnerships
- Supports students to be agents of their own learning
- Is committed to their professional growth as an educator
- Is a reflective practitioner
- Values the holistic development of students, staff and self. Shows commitment to the wellbeing of self, the team and high performance.

There will be an opportunity to express interest in fixed term responsibility units, attached to specific responsibilities, reflective of our strategic plan.

We are very interested in what strengths you can bring to Hinds School to further complement our team and our learning community. Please outline your passions and experience within your application.

Please find attached to this letter the following documents:

1. Appointment Timeline
2. Hinds School Vision and Strategic Plan Goals
3. Hinds School Ways of working
4. Important Notes for Applicants
5. An Application Form
6. Information about Hinds School

You may wish to note the following:

1. Hinds School is located 15 minutes south of Ashburton, off the main highway.
2. Hinds School is a Year 1-8 rural primary school with most students living rural and traveling by bus to Hinds School.
3. The school has a roll of 183 children with 8 classrooms.
4. We also run the Mid Canterbury Technology Centre for the Mid Canterbury area, encompassing 9 schools.
5. For more information about the Hinds School you are welcome to pop in and join us, or contact Amanda Ferguson – Principal, phone:03 303 7208, mobile: 027 6358187

6. Please email application to principal@hinds.school.nz OR post your application to:
   Hinds School, Attention: Teaching Position, Reed Street, HINDS 7775

We welcome your application and look forward to hearing from you.

Ngā mihi nui,,

Amanda Ferguson
Tumuaki

Appointment Timetable

Position Advertised	**29 October 2026 Education Gazette Online**
Applications Close	**12 November 2026**
Interviews	**23 November 2026 - 25th November 2026**
Appointment made and applicant informed	**30 November 2026**
Position commences	**28 January 2027**

Application for Appointment

IMPORTANT NOTES FOR APPLICANTS

Thank you for applying for a position with our 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. Read it through first then answer all questions and make sure 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 will contact the writers of these references. Please note that we reserve the right to contact previous employers listed, but not acting as referees.

3. Copies only of qualification certificates should be attached.

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. This application form will be destroyed following the appointment process and supporting documents will be returned to the applicant.

If you have any queries, please contact the person cited in the advertisement.

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

APPLICATION FORM
Scale A Position

Personal Details

Surname:	Forename/s:	
Address:		
Home Phone:	Business:	Mobile:
Email:		

Please tick the appropriate boxes:		
Are you a New Zealand citizen?	Yes ☐	No ☐
If not, do you have resident status, or	Yes ☐	No ☐
A current work permit?	Yes ☐	No ☐
Please supply a copy of evidence of your current teacher registration, category and expiry date.	Registration Number: Status: Expiry date:	

1. Current Employment

Name, address and contact details of school or place of employment:	
Name:	
Address and Contact details:	
Period of Employment	From: To:
Position/s held	

2. Educational Qualifications

Please state your tertiary level qualification/s and date attained: Please state any other qualifications that relate to the position:

3. Employment History

Period Worked	Employer's Name	Position(s) held	Class Level

4. Medical questionnaire

Have you had any injury or medical condition where the Board of Trustees can offer equal employment opportunity support?

No

If "yes" please provide details:

5. Convictions against the law

Are you awaiting sentencing/ currently have charges pending? Yes / No

If you have answered "yes," please state the nature of the conviction/ case pending:

Have you ever been convicted of any offence against the law (apart from minor traffic convictions)?
Yes /No

If you have answered "yes," please enclose a certified copy of the entry in the Criminal Record Book relating to the conviction(s), obtained from the Registrar of the Court concerned. The copy should be accompanied by any comments regarding the offence. Give full details.

In addition are they any other factors that we should know to assess your suitability for appointment and the ability to do the position?
Yes / No

If yes please elaborate:

Note: The Hinds School Board of Trustees may seek a police clearance from all short-listed applicants or preferred applicants, prior to confirmation of appointment

6. Referee Information

Please provide referee information. At least two of your referees must be known to you in a work related capacity.	
NAME:	Phone:
Position held:	Organization:
Relationship to applicant:	

NAME:	Phone:
Position held:	Organization:
Relationship to applicant:	

NAME:	Phone:
Position held:	Organization:
Relationship to applicant:	

The position you have applied for requires specific knowledge, skills, attributes and personal characteristics. Please elaborate on your experience for our position advertised under the following headings:

Professional Strengths:

Leadership Experience: (please provide details if relevant)

Personal Strengths:

Class/ School Management Strengths:

Relationship with Pupils/ Staff/ Community:

7. Declaration and Authorisation

1. I declare that the information supplied by me is given voluntarily and is true, accurate and complete in all respects. I acknowledge that I will not hold Hinds School or the Board of Trustees responsible for any omission or miss-statements that I have made in the information provided.

2. I understand that all information provided about me to you, including my application form, resume, references and any assessments will be held by the Hinds School Board of Trustees to be used for the purposes of evaluating my qualifications, experience and suitability for employment with Hinds School.

3. I understand that if I withhold relevant information or supply false or misleading information about myself, my application may not be further considered. I also understand that my employment may be terminated if, after investigation, my employer discovers that any information which I have provided is false or misleading.

4. I understand that I am entitled to have access to relevant information retained by the Hinds School Board of Trustees (except for any exemption provided under the Privacy Act 1993 such as evaluative material) and to request correction of the information and/or request that there be attached to the information a statement relating to the fact that I have requested a correction.

5. I consent to the Chairperson and/or Appointments Committee personnel making enquiries with such organisations including but not limited to inquiries with all former employers, Teacher Registration Board, and other bodies or organisations which might hold information relevant to my employment, my suitability to manage and any other information that my prospective employer deems necessary to obtain.

Signature:

Date:

Note ***If completing this electronically a signed hard copy must be provided.***

Hinds School - Ways of working (Code of Conduct)

Integrity:

Non-Negotiables

Teachers are expected to be at school from **8am to 4pm daily** - unless communicated with Amanda or Caro (if Amanda is unavailable)
Be present in classrooms from 8:30pm to greet kids
Find replacement cover for your duty if you are unable to do it eg on PLD

Planning -

- All planning and links fully accessible in Teachers Drive
- Daily planning completed at least 24hrs in advance as per curriculum area planning expectations (updating 2027)
- Classroom teacher plans for relievers and CRT teachers. Responsibility for planning can be shared with regular CRT teacher.
- Explicit expectations for relief teachers available

Professional growth -

- Teaching inquiry - teachers are expected to have an active inquiry, linked to their Professional Growth Cycle goals, as part of meeting the professional standards
- Teachers engage in critical reflection and professional learning
- Teachers engage in critical conversations - actively listening

Self management -

Daily:

- Weekly notes - read; add class and school events and activities, meetings eg IEP's
- Reading and responding to emails

- Asking for help and support as needed
- Modelling - what you expect to see / hear
- Not walking past something you know is not the Hinds Way - staff and students
- Taking responsibility to meet required actions eg curriculum requirements, deadlines, reporting, etc
- Returning things where you found them and leave a note if you borrow something from a classroom and you have not asked to borrow it
- Communal area- return things as soon as you have finished with them

Be present and present yourself tidily

Confidentiality

- Select private location for staff, student, and whānau wellbeing discussions
- Actively shut down conversations regarding staff, students or parents that are in public areas eg staffroom.

Hinds School - Ways of working

Manaakitanga:

Non - Negotiables

Greeting each other when we enter a space

Making time to check in:

- Deliberate and informal chats
- Taking the time to engage with all staff
- Noticing when someone is not themselves (off) - check in using their preferred way of communication

How I like to be approached - staff doc 2025:

Supporting each other when needed by:

- Doing a duty - Making a hot drink - Giving them a break from a child / behaviour
Having fun together inclusive of all staff

Hinds School - Ways of working

Ngākau pai - Good heart

Non - Negotiables:

Solution focussed

-above the line thinking

- Hunting the good - identify and reflect on the positive things each day

Bishop's central claim: teacher beliefs — not student capacity — drive the gap. Listen for these scripts in your faculty room.

DEFICIT · Sounds like	AGENCY · Sounds like
"They don't have good home support."	"What am I changing in my practice this week?"
"They just don't value education."	"What does the student say is working?"
"We have to be realistic about what these kids can achieve."	"Where is the evidence of shift?"
"The problem starts at home."	"How will I know my interactions made a difference?"

Flexibility and understanding

- being willing to adapt and compromise
- awareness of workload and external pressures

Respectful of our physical environment

- Tidy up after yourself
- Follow staffroom roster
- Keep communal areas in order
- Doing things that you see need to be done
- Involved in end of term and year clean ups

Contribute to the life of the school in and beyond the classroom

Hinds School - Ways of working

Collaboration

Non - Negotiables:

Working in teams

- Everyone getting an opportunity to contribute
- Active listening - listen, **pause,** paraphrase, inquire
- Use our strengths
- Clarity of purpose and outcomes for the initiative

Meeting protocol:

- One voice at a time
- Opportunity for everyone to contribute E.g. written sharing, buddy speaker
- Having shared expectations in meetings that everyone is heard, equal contribution in different ways.

Hinds School - Te Kura o Hekeao and MCTC

Strategic Plan 2026- 2027

Vision: **To Be The Best We Can Be**

Whakatauki: **Mā Te Huruhuru Ka Rere Te Manu**

Strategic Goals [2025 ERO Report]	**How will we achieve or make progress towards our strategic goal? (Target)**	**How will you measure success?**
Curriculum **Implement the NZ Curriculum**	**Implement the 2025 English Curriculum** ● Implement staff PLD and classroom programmes to ensure effective teaching practices in English with particular focus on: - *Writing* - *Structured Literacy year 4-8 (informed by 2025 end of year Reading and Writing data and 2025 School ERO report)* ● Update school curriculum framework for English **Embed the 2025 Mathematics and Statistics Curriculum** ● Embed effective teaching practice in mathematics ● Update school curriculum framework for mathematics **Assessment and reporting:** ● Update assessment practises ● Implement new assessment tools ● Align new reporting systems: Ministry, Bot, Whānau	**Mid term - End of 2026** **Writing target:** 69% of students **proficient** or **exceeding** in writing by the end of 2026 ● A 10% increase from 2025 - move 15 students Improvement in spelling data from baseline 2026 data. An average rating of 3-4 in all questions in student feedback across students surveyed in Writing from RF work - target students **Maths target:** 73% of students **proficient** or **exceeding** in maths by the end of 2026 ● A 10% increase from 2025 - move 15 students. SMART tool trialled and implemented. End of year achievement and reporting based on updated assessment tools and updated teacher judgement practices. **Long term - End of 2027:** To have 80% students years 0-6 proficient or exceeding in Maths and English by end of 2027 Updated curriculum framework documents for English and Mathematics (2027) Teachers making progress towards meeting the requirements of the Maths and English Curriculum Frameworks SMART tool reviewed and implemented HERO aligned to Assessment Plan and student achievement reporting to parents and BOT

Achievement - **Improve Outcomes for all learners**	**Implementing Relationships first:** ● Develop Guiding Coalition purpose and plan ● Implement Guiding Coalition plan	**Mid term - End of 2026** All full-time teachers across Hinds School and MCTC will have had two impact coaching observations and coaching conversations. Teachers showing improvement on the North East teaching graph Improved student understanding of their learning (evidenced by student feedback questions) Achieved goals of the 2026 Guided Coalition Plan **Long term - End of 2027:** Improved student understanding of their learning (evidenced by student feedback questions) Achieved goals of the 2027 Guided Coalition Plan
	Review the provision and outcomes of the Mid Canterbury Technology Centre - MCTC	**Mid term - End of 2026** System created for annual review into the provision and outcomes of MCTC Staff and learners voice collected Key findings and improvement priorities identified. **Long term - End of 2027:** Completed review into the provision and outcomes of MCTC
Whānau - **Increase engagement and connection**	**Implement and monitor annual attendance plan (ERO)** **Increasing whānau engagement with student learning** ● School systems to ensure regular opportunities for engagement around learning and assessment.	**Mid term - End of 2026** 80% of students having regular school attendance (more than 90%, an average of 9 days a fortnight) The school has identified common areas that whānau require further support in, to understand their child's learning. **Long term - End of 2027:** 80% students attend school 90% of the time - Government target Reduction in chronic absence from mid 2025 Every day counts data Increased engagement at Whānau learning opportunities three way conferences and curriculum evenings. Parents are able to articulate where their child is currently learning, and key areas for growth, in the learning areas of Mathematics and English.
Te Ao Māori - **Increase use of Te Reo and school sense of identity**	**Increase teacher capability in speaking te reo** ● Participate in PLD ● Establish individual Te Reo Māori goals for teachers **Develop a shared understanding of "Ko wai au?"** ● Develop waiata and haka that represent our school voice, identity and place. ● Support students and the	**Mid term - End of 2026:** Some teachers completed Te reo courses Start of 2026 - Establish individual Te Reo Māori goals for teachers Children can articulate aspects of the school logo **Long term - End of 2027:** Students receiving 7.5 hours per week of in class interactions inTe reo Increased use of Te Reo around the school School haka and waiata being used

	community to develop an understanding of how our school logo represents our place and identity.	