Tēnā koe and welcome to Opihi College.

Thank you for your interest in joining our kura as a Junior Science and Mathematics Teacher.

At Opihi College, everything we do is anchored in Mahi Tahi—cultivating unity through shared focus, collective responsibility, and strong relationships. We believe that true learning happens when we stand in the arena together, combining genuine care with high expectations so that every student can thrive both academically and personally.

Our approach is guided by Kānohi Kitea (being a visible, present face), Manaakitanga (unconditional care and respect), and Whakawhanaungatanga (building deep, meaningful connections).

As a Science and Mathematics teacher, you will play a vital role in setting the tone for our younger students as they transition into college life. Through a broad, engaging curriculum, you will help embed our core C.A.R.E. values—Community, Acceptance, Respect, and Excellence—laying a strong foundation in foundational learning and character.

We are looking for a teacher who shares this vision, brings relational warmth, and is ready to collaborate, take ownership, and empower our rangatahi. In return, you will join a dedicated, supportive team where leadership backs you, invests in your growth, and walks alongside you.

Enclosed in this pack you will find general information for applicants, the job description, and the application form.

Please submit your completed application, including a cover letter and CV, to our Business Manager, Cindy Coskerie, at coskeriec@opihicollege.school.nz.

We look forward to receiving your application and exploring how we can move forward together.

Ngā mihi,

KStevens

Kirsten Stevens
Tumuaki/Principal
Opihi College

APPLICATION FOR EMPLOYMENT

Important Notes for Applicants

Position: Part-time Permanent Junior Science and Mathematics Teacher

Employment Conditions:

As per the **Secondary Teachers' Collective Agreement (STCA) 2025–2027**

Appointment Timeline:

- **Closing Date for Applications:** 5.00pm Monday 16th November
- **Appointment Begins:** Term 1, 2027

Requirements:

Applicants must currently hold a New Zealand Teaching Practising Certificate

Opihi College Contacts:

Address: 83/97 Richard Pearse Drive, Temuka, 7920
Phone: 03 615 7442
Email: office@opihicollege.school.nz
Website: https://www.opihicollege.school.nz/
Facebook: https://www.facebook.com/groups/204316219590745/

Thank you for applying for a teaching position with our school. Please ensure you have a copy of the position (job) description before completing this application and read the following notes:

1. You need to fill out this form yourself.
2. First, read it through, then answer all questions and make sure you sign and date where indicated on the last page.
3. Attach a current curriculum vitae (CV) containing any additional information, if necessary.
4. Copies only of qualification certificates should be attached. If successful in your application you will be required to provide the originals as proof of qualifications.
5. If you are selected for an interview you may bring whānau/support people at your own expense. Please advise if this is your intention.
6. 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.
7. All applicants are required to give consent to a Police vet:
   a) You cannot be employed as a children's worker if you have been convicted of a specified offence listed in Schedule 2 of the Children's Act 2014 (unless you have obtained an exemption). The Criminal Records (Clean Slate) Act 2004 will not apply to these specified offences and these offences will be included in your Police vetting results.
   b) The Clean Slate Act provides certain convictions do not have to be disclosed providing:
      - you have not committed any further offence within 7 consecutive years of being sentenced
      - you did not serve a custodial sentence[1] at any time
      - the offence was neither a specified offence under the Clean Slate Act 2004 nor a specified offence under the Children's Act 2014
      - you have paid any fines or costs

      Please note that you are not obliged to disclose convictions if you meet the above conditions but can do so if you wish. If you are uncertain as to whether you are eligible contact the Ministry of Justice.
8. Shortlisted applicants being interviewed will need to provide originals of both a primary identity document (e.g., passport) and a secondary identity document (e.g., New Zealand driver license). A list of acceptable primary and secondary documents is available in the last sections of the Children's (Requirements for Safety Checks of Children's Workers) Regulations 2015.
9. For the successful candidate, this document will be held on their personal file, otherwise the information provided will be securely destroyed after 30 days. You may access it in accordance with the provisions of the Privacy Act 2020.

Custodial sentence means a sentence of imprisonment and includes corrective training, preventive detention, a sentence of imprisonment served by home detention, borstal training, detention centre training and any other sentence that requires the full-time detention of an individual. **Non-custodial sentence** includes, but is not limited to, a community-based sentence, a sentence of home detention, a sentence of a fine or reparation, a suspended sentence of imprisonment, and a specified order.

Position Applied for:	**Part-time Junior Science and Mathematics Teacher**
Permanent / Fixed Term:	**Permanent**

PERSONAL DETAILS

Name in full:	
Preferred name:	
Email:	
Phone Number:	
Address:	
Postcode	

NZ Citizen: YES / NO

If not, do you have a NZ Work Permit: YES / NO

If yes, what type of permit do you have

Criminal Conviction: YES / NO

Discharge without Conviction: YES / NO

Details:

Are there any health-related conditions which could impact on your ability to perform the position applied for:

Details of the health-related conditions, including what, if any, reasonable steps can be taken to accommodate these conditions:

EMPLOYMENT INFORMATION

Teacher Registration Number:	
Teacher Registration Expiry Date:	

Are you subject to any conditions imposed by the Aotearoa New Zealand Teachers Council: YES / NO

Details:

CURRENT AND PREVIOUS TEACHING POSITIONS (PREFERABLY UP TO FIVE YEARS)

From	To	Employer	Position
Leaving Reason			

From	To	Employer	Position
Leaving Reason			

From	To	Employer	Position
Leaving Reason			

QUALIFICATIONS

Degree	University	Year

Other Qualifications	University	Year

Relevant Experience:

REFEREES (note - no contact will be made without first obtaining the consent of the applicant):

Name:	
Phone:	Email:
Capacity in which you have known this person:	

Name:	
Phone:	Email:
Capacity in which you have known this person:	

Name:	
Phone:	Email:
Capacity in which you have known this person:	

Any other additional information you consider relevant:

DECLARATION:

I declare that to the best of my knowledge the information provided in this application form and the information provided in the Curriculum Vitae and any accompanying documentation is correct. I understand that if any false or misleading information is given, or any material information suppressed, I will not be employed, or if I am employed, my employment will be terminated:

Applicant's Full Name:	
Applicants Signature:	
Date:	

OPIHI COLLEGE
Te Kāreti o Opihi

JOB DESCRIPTION – CLASSROOM TEACHER

Position Title	Classroom Teacher
Reports to	Head of Learning Area
Working Relationships	External: Parents/Whānau, MoE, NZQA, ERO, Community groups, iwi, businesses, Tertiary providers, industry training, External agencies (RTLB, social services) Internal: Students, Colleagues (teachers, HoDs, SLT), Pastoral care team (deans, counsellors) and Support staff (teacher aides, admin, IT)

Purpose of the position

The role of a teacher at Opihi College is to design and deliver engaging, inclusive learning programmes that align with the New Zealand Curriculum and NCEA requirements while fostering a positive and supportive learning environment. Teachers are responsible for student well-being, behaviour management using restorative practices, professional communication with stakeholders, and contributing to both their own professional growth and the wider school community.

Key Responsibilities	Appraisal Indicators
Plan and implement appropriate learning and assessment programmes.	Teachers at Opihi College are expected to design and deliver learning programmes that align with the New Zealand Curriculum and NCEA requirements. Lessons should be well-structured, engaging, and inclusive, ensuring that diverse learning needs are met through differentiated teaching strategies. Assessment practices should be valid, consistent, and in line with school and national standards. Regular monitoring of student progress and timely, meaningful reporting to students and whānau are essential components of effective teaching.
Motivate learners to participate to the best of their ability.	Teachers must foster an inclusive and engaging learning environment where all students feel valued and encouraged to succeed. A variety of teaching strategies should be used to inspire curiosity and maintain student interest. Constructive feedback should be provided to support student growth, and effort and achievement should be regularly acknowledged and celebrated to boost confidence and motivation.
Implement effective student management procedures.	Effective classroom management is key to maintaining a positive learning environment. Teachers must consistently apply Opihi College's behaviour management strategies, ensuring that expectations are clear, and consequences are fair and constructive. A culture of mutual respect should be upheld, and restorative practices should be implemented to support relationship-building and conflict resolution. Teachers should work closely with pastoral staff and whānau to address any behavioural concerns, using restorative approaches to repair harm and support student well-being.
Maintain an accurate record of student attendance, in a timely manner.	Teachers must take attendance promptly and accurately using the school's designated system. Attendance concerns should be reported and followed up according to school procedures. Engaging with deans, pastoral staff, and whānau to address attendance issues is an important part of supporting student engagement and success.
Manage resources that support teaching and learning.	Teachers are responsible for the effective use and management of classroom resources to enhance learning. This includes integrating digital tools where appropriate, maintaining resources in good condition, and contributing to the development of department-wide teaching materials. Resource allocation should be managed responsibly and in alignment with school policies and budget constraints.
Establish and maintain professional relationships focused on the learning and well-being of learners.	Teachers should build and maintain professional, respectful relationships with students, colleagues, and whānau. A collaborative and positive school culture should be fostered, ensuring that interactions are centred on supporting student learning and well-being. Working effectively with learning support staff, external agencies, and embracing culturally responsive practices, including the principles of Te Tiriti o Waitangi, is essential.
Communicate clearly with all relevant stakeholders to improve learning.	Clear and professional communication is essential for student success. Teachers must provide timely and constructive feedback to students, maintain open and respectful communication with parents and whānau, and contribute to school-wide discussions through meetings and reporting processes. The use of digital platforms should support effective communication and enhance learning opportunities.

Demonstrate commitment to ongoing personal and team professional learning and improvement of professional practice.	Teachers are expected to engage actively in professional learning and development opportunities. Reflection on teaching practice and seeking feedback for continuous improvement is essential. Sharing knowledge and best practices with colleagues, as well as contributing to department and whole-school initiatives, ensures ongoing professional growth and improved student outcomes.
Carry out whanau teacher responsibilities.	Whānau teachers play a key role in supporting students' academic progress, well-being, and personal development. Teachers must build positive relationships with their whānau class students, monitor their engagement and well-being, and communicate regularly with whānau and pastoral teams. Supporting school initiatives related to student well-being and leadership is an integral part of this role.
Carry out wider school responsibilities.	Teachers are expected to contribute to the wider life of Opihi College by participating in school events, committees, and extracurricular activities. They should support school policies and initiatives, actively promote a positive school culture, and uphold professional standards. Their involvement should reflect the values and ethos of Opihi College, ensuring a supportive and engaged school community.