TE OHANUI
PALMERSTON NORTH SPECIALIST SCHOOL

Kia tupu, kia hua | To grow, to flourish

2nd November 2026

P O Box 5125, Terrace End, Palmerston North 4441
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www.pnss.school.nz

Dear Applicant,

Thank you for your interest in the advertised Teacher vacancy at Te Ohanui - Palmerston North Specialist School, which is due to open at the start of Term 3, 2027 with a roll of around 30 students, all verified under the Ongoing Resourcing Scheme (ORS) as having High or Very High Needs.

The advertised vacancy is for:

- Teacher (5 positions)

Start Date: Term 2, 2027

Timeline:

- Application Close – 3pm, Wednesday 25th November
- Shortlisting – Thursday 26th November

Interviews from 2pm to 6pm, during the week 30th November - 4th December

Applicants must be able to work successfully as part of a large multi-disciplinary team to ensure positive learning outcomes for students.

Your application package includes the following:

1. Job Application form
2. Equal Employment Opportunity (EEO) form
3. Palmerston North Specialist Code of Conduct
4. Referee Nomination Form and Consent for Release of Information
5. Job Description

Please forward completed and signed forms, a cover letter and your CV to vacancy@pnss.school.nz as soon as possible.

Ngā mihi
Chris Mitchell
Tumuaki ~ Principal

Initials: _____

Job Description: Teacher - Te Ohanui

Employee Name:	
Position Title:	Teacher
Reports to:	Team Leader, Assistant Principal, Deputy Principal, Principal
Working Relationships:	All school staff, students, whānau, external agencies
Remuneration:	Remuneration for this position will be paid in accordance with the relevant New Zealand teacher collective agreement.

School Vision – Kia tupu, kia hua | To grow, to flourish

At Te Ohanui, every learner is supported to grow, flourish, belong, and succeed. We value strong relationships, inclusive practice, and meaningful learning experiences. We work in partnership with whānau and specialist teams to support each learner's needs. We celebrate progress, wellbeing, independence, and achievement.

Purpose of the Role

To provide high-quality, inclusive teaching for students with diverse and complex needs. The teacher creates a safe, joyful, and engaging learning environment that supports student growth and wellbeing. Working alongside whānau, colleagues, and specialist teams, they develop personalised learning. The teacher meets the Standards for the Teaching Profession and the Te Ohanui, Palmerston North Special School Code of Conduct.

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Teaching Standards and Their Application in Te Ohanui

1. Te Tiriti o Waitangi Partnership	**Teachers will:** • Demonstrate commitment to culturally responsive practice. • Value and affirm Māori learners' identity, language, and culture. • Build respectful partnerships with whānau and iwi. • Integrate te reo Māori and tikanga Māori into teaching and learning.
	Te Ohanui Application: • Develop individualised learning plans that recognise the cultural identities and strengths of learners. • Collaborate with whānau to ensure educational goals reflect family aspirations and whakapapa.
2. Professional Learning	**Teachers will:** • Engage in ongoing professional inquiry and development. • Reflect on practice and use evidence to improve outcomes.
	Te Ohanui Application: • Maintain current knowledge of NZC, science of learning, inclusive education, communication systems, sensory regulation, assistive technologies, neurodiversity, and specialised interventions with a focus on service led agreements. • Work collaboratively with therapists, specialists, and multidisciplinary teams.
3. Professional Relationships	**Teachers will:** • Build positive, respectful relationships with learners, whānau, colleagues, and external agencies. • Communicate effectively and collaboratively.
	Te Ohanui Application: • Establish strong partnerships with families, caregivers, therapists, social agencies, medical, and community providers. • Contribute positively to Individual Education Plan (IEP) processes and transition planning.

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4. Learning-Focused Culture	**Teachers will:** • Create safe, inclusive, and supportive learning environments. • Promote learner wellbeing, engagement, and belonging.
	Te Ohanui Application: • Create a joyful, inclusive, and relationship-centred environment where students and adults experience a strong sense of belonging, enjoy learning and being together, and where laughter comes easily as part of everyday school life. • Support emotional regulation, communication, social development, and self-advocacy. • Implement relational / positive behaviour support practices.
5. Design for Learning	**Teachers will:** • Use a variety of assessment information/observations to design meaningful learning. • Plan responsive learning plans that meet individual learner strengths and needs.
	Te Ohanui Application: • Develop personalised learning aligned with IEP goals, communication needs, functional life skills, curriculum and transition pathways. • Use a range of assessment approaches to monitor progress and achievement, making adaptions as needed to support positive outcomes.
6. Teaching	**Teachers will:** • Use evidence-based strategies to support learning. • Adapt teaching to meet learner needs.
	Te Ohanui Application: • Implement differentiated and specialised teaching approaches responsive to individual learner needs. • Use formative assessment, Hero data, and learning stories to inform teaching, planning, and next steps. • Utilise AAC, assistive technology, sensory supports, and adaptive resources where appropriate. • Work collaboratively with whānau, support staff, and specialists to support learner success.

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Leadership and Supervision of Support Staff	**Te Ohanui** teachers are the educational leaders of the classroom team. **Teachers will:** • Build positive and respectful working relationships with teacher aides and support staff. • Provide clear direction regarding learning goals, learning plans, routines, communication systems, and relational/positive behaviour support plans. • Delegate responsibilities appropriately while maintaining professional accountability for teaching, learning, assessment, and learning design. • Monitor and coordinate the work of support staff to ensure consistency and effectiveness in learning implementation. • Using coaching and a strength-based approach to provide guidance and model best practice to support staff. • Facilitate collaborative planning and communication within the classroom team. • Foster a culture of shared responsibility, mutual respect, and continuous improvement. • Support staff to understand individual learner needs and implement agreed strategies effectively. • Empower and equip support staff to utilise their strengths to best meet the needs of the students.

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Key Expectations for a Te Ohanui Teacher	**At Te Ohanui,** we believe that growth occurs through positive relationships, belonging, trust, and purposeful learning experiences. We are committed to creating environments where learning is co-constructed, strengths are recognised, diversity is celebrated, and every learner is supported to realise their potential. Together with whānau, support staff, specialists, and the wider community, we empower learners to develop confidence, capability, independence, and a strong sense of belonging.
	A teacher at Te Ohanui will: • Will demonstrate high care and high standards for their students. Assuming competence. • Work collaboratively within multidisciplinary teams. • Use relational practice to place student wellbeing and learning at the center of decision-making. • Build strong partnerships with whānau and community agencies. • Uses evidence-informed and inclusive practices. • Actively contributes to the school's strategic priorities and culture of continuous improvement.

Signatures

Professional Accountability: Teachers will maintain a current practicing certificate, meet the Standards for the Teaching Profession, and uphold the Te Ohanui Code of Conduct.	
Employee's name:	
Employee's signature:	
Principal:	**Chris Mitchell**
Principal's signature:	
Date:	

Initials: _____