# KAIKORAI VALLEY COLLEGE

## APPLICATION FOR YEAR 7 OR 8 HOMEROOM TEACHER

| Position applied for | Location |
|---|---|
| Fixed-term, full-time for 2027 | Kaikorai Valley College, Dunedin, Years 7 – 13 |

Preferred title: Mr ☐ Mrs ☐ Ms ☐ Miss ☐ Other ☐ _____

| Surname/Family Name | First Names (in full) |
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| | |

| Full Postal Address |
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| Contact Telephone Number | | |
|---|---|---|
| Cellphone: | Business: | Private: |

| Date of Birth | Email Address |
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| Current Position | School |
|---|---|
| | |

| Teacher Registration (type) | Number | Expiry Date |
|---|---|---|
| | | |

*Please note: Only applications with a New Zealand Teacher Registration number will be considered.*

Please tick the appropriate response:

| | | |
|---|---|---|
| Are you a New Zealand citizen? | Yes ☐ | No ☐ |
| If not, do you have resident status, or | Yes ☐ | No ☐ |
| A current work permit? | Yes ☐ | No ☐ |
| Have you ever had a criminal conviction? | Yes ☐ | No ☐ |

If "Yes" please detail: .

| | | |
|---|---|---|
| Have you ever received a police diversion for an offence?<br>If "Yes"' please detail: . | Yes ☐ | No ☐ |
| Have you been convicted of a driving offence which resulted in temporary or permanent loss of license, or imprisonment?<br>If "Yes"' please detail: . | Yes ☐ | No ☐ |
| Are you awaiting sentencing/currently have charges pending?<br>If "Yes"' please state the nature of the conviction/cases pending: . | Yes ☐ | No ☐ |
| In addition to other information provided, are there any other factors that we should know in order to assess your suitability for appointment and your ability to do the job?<br>If "Yes", please elaborate: . | Yes ☐ | No ☐ |
| Have you had any injury or medical condition caused by gradual process, disease or infection, such as occupational overuse syndrome, stress or repetitive strain injuries, which the tasks of this job may aggravate or contribute to?<br>If "Yes", please detail: . | Yes ☐ | No ☐ |
| Do you have a current full driver's license?<br>Driver's Licence # Expiry Date: | Yes ☐ | No ☐ |

Please Note:

- You may be asked to provide a copy of the relevant Court record(s) obtainable from the Registrar of the Court concerned.
- Failure to provide true and correct details of any conviction or reason for possible unsuitability will make you liable for dismissal from the employment of the Board, should you be the successful applicant.

## Privacy Act Statement

I agree that the Board of the School or its agents may make written or oral inquiries regarding my suitability for this position from my nominated referees, and/or previous employers, and/or other persons, and/or institutions deemed necessary to satisfy the Board as to my suitability for the position as stated at Kaikorai Valley College.

Signature of Applicant: ..... Date: .....

# KAIKORAI VALLEY COLLEGE

## APPLICATION FOR YEAR 7 OR 8 HOMEROOM TEACHER

Instructions for Applicants:

1. Applications for this position close at 4:00 p.m. on Friday, November 20, 2026. The official starting date is Monday, January 26, 2027. The position is full-time, fixed-term.
2. All inquiries are to be directed to the Principal, 03 453 6035 or via email: principal@kvc.school.nz.

3. Applications should be directed to the Principal at principal@kvc.school.nz. Applications that are not submitted on this form will not be considered.

4. Your application should consist of the following items:
   - The attached application form, clearly signed and dated, with a current teacher registration number
   - A covering letter of application
   - A curriculum vitae containing at least the following information:
     - Biographical details
     - Details of training and practicing certificate number
     - Details of teaching experience and any other employment history covering at least the last five years
     - One primary form of identity, e.g. current passport or birth certificate
     - One secondary form of identity, e.g. driver's license
     - Other relevant experience and/or expertise
     - Any other information you feel may assist the Senior Leadership and Board to make its decision.
   - Names and contact addresses/phone numbers of up to three people who have agreed to act as referees on your behalf. These should preferably be people able to comment on your teaching ability. Contact details MUST include phone numbers.
   - Please ensure that referees know they have been nominated and that you authorise them to disclose information about you to the Board or its agents for the purpose of determining your suitability for the advertised position should we choose to contact them.

All appointment procedures shall adhere to the Kaikorai Valley College Equal Employment Opportunities policy, which is designed to ensure that no irrelevant factors are considered during the appointment processes, and the Kaikorai Valley College Appointments Policy. The Board or its agent may make inquiries to previous employers, or other persons, or institutions deemed necessary to satisfy the Board/Principal as to the suitability of the applicant for the advertised position.

# Job Description: Classroom Teacher

**Name:** _____

**Position:** Teaching – Year 7/8 Homeroom Teacher (fixed term)

**Responsible to:** HODs of relevant teaching areas and Principal

**Subjects:** Yr 7 or 8 Homeroom

**Teacher Level:** Classroom

## General Statement of Responsibilities

1. To plan programmes to ensure that the Charter, National Education Guidelines, National Administration Guidelines, NZ Curriculum goals, Curriculum statements relevant to the subject and Kaikorai Valley College Accreditation Policies and Procedures are met.
2. To produce long-term and day-to-day curriculum planning and delivery.
3. To provide the administrative framework within which students can function effectively.
4. To ensure the relevant goals of the school's strategic plan are implemented and evaluated effectively.
5. To ensure that there is a suitable subject assessment programme for all levels or areas.
6. To maintain effective communication with the Head of Junior College and families regarding student progress.
7. To maintain effective and appropriate relationships both within the school and with the school's community.

**Signed** _____ (Teacher)

**Print Name** _____

**Signed** _____ (Principal)

**Print Name** _____

| Key Tasks | Desired Outcomes |
|---|---|
| 1. Curriculum Delivery | |
| • Provides appropriate learning programmes | • Programmes are carefully planned to meet individual needs, based upon guidelines set out in the school scheme or curriculum plan and appropriate to the general level of students. |
| • Includes elements of Treaty of Waitangi | • Through planned programmes and delivery attention is paid to Treaty obligations and incorporates where appropriate aspects of Te Reo Māori and tikanga Māori.<br>• Uses a range of assessment methods as an overall strategy |
| • Monitors and records | • Regular monitoring and recording of student progress against the national achievement objectives<br>• Use is made of student assessment to identify levels of achievement for analysis of possible barriers to learning. Strategies are to be developed and implemented which address identified learning needs to overcome these barriers<br>• Appropriate in-class support is to be provided to those having special needs to ensure success in learning |
| • Participates in the school's performance management programme | • All teaching staff will participate fully in the school's performance management programme in line with mandatory requirements<br>• High levels of teacher performance will be maintained through participation in the professional development programme |
| • Uses a wide range of educational resources | • Effective use of educational resources, available from within the school, will be expected to help enhance meaningful learning<br>• Where appropriate specialist resource personnel will be available to support and develop special programmes |
| • Appropriately uses a range of teaching techniques | • It is expected that there will be a range of techniques and approaches utilised to address appropriately student needs |
| • Ensures a conducive classroom environment through sound management techniques | • Teachers will be expected to use appropriate role models to lead students towards achievable success<br>• Classrooms should be conducive to learning by being as attractive, positive and supportive of children's learning as possible<br>• Routines should be appropriate, well established and understood by all students<br>• Role models appropriate interactions associated with developing respect and understanding<br>• Maintenance of maximum use of learning time<br>• Develop positive, good relationships with students which demonstrates a respect for their individual needs and cultural backgrounds<br>• Ensure that as far as possible the classroom is physically safe<br>• Provision is to be made of a purposeful working atmosphere |

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| | • All discipline procedures are to be in line with school policies and with sound practise which is mindful of the rights of all students |
| **Key Tasks** | **Desired Outcomes** |
| 2. Curriculum Content<br>• Follows the requirements of the National Curriculum Framework<br>• Addresses the learning needs of Māori<br>• Takes account of cultural diversity<br>• Ensures programmes encourages development of essential skills and reflects attitudes and values of NZ society | • Programmes must provide a balanced coverage of the essential learning areas of language, mathematics, science, technology, social science, health and physical education and the arts<br>• These programmes must be in line with the National Curriculum Statements and take account of all strands within each learning area<br>• Teachers will demonstrate a sound knowledge of curriculum content and assessment at the appropriate levels to which they are teaching<br>• It is expected that teachers will maintain a high level of commitment to own learning which takes into account curriculum development and learning theory<br>• Opportunities should be provided, where appropriate to integrate programmes that advance Māori Education Initiatives including, where possible, education in te reo Māori<br>• Programmes should reflect the multi-cultural nature of New Zealand society. They should demonstrate an understanding of diverse cultural backgrounds and which also show a valuing of those backgrounds<br>• Teaching programmes must reflect values that include honesty, reliability, respect for others, respect for the law, tolerance, caring, non-sexism and non-racism<br>• Programmes should also encourage and develop the essential skills of communication, information, problem solving, self-management social and co-operative, physical and work and study |
| **Key Tasks** | **Desired Outcomes** |
| 3. Assessment of Achievement<br>• Works towards motivation and engagement of students in learning<br>• Uses a range of assessment tools to measure student progress | • Provides an environment in which learning and achieving is valued and in which there is recognition of success<br>• Ensure that students are aware of the progress they are making in achieving objectives by providing appropriate feedback<br>• Assessment is to be an integral part of the teaching and learning programme<br>• Teachers should use a range of both formal and informal methods of assessing student achievement<br>• Assessment methods should be appropriate to enable the measurement of student progress against the defined achievement objectives |

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| • Keeps accurate records of progress and reports on this as required | • For each student records should enable the profiling of their progress and should provide the basis for assessing the effectiveness of the teaching programme<br>• Accurate and detailed records are to be kept for each student which demonstrates the levels of achievement across all curriculum areas<br>• Record keeping is to be in line with schoolwide requirements and should be available on request from appropriately delegated staff<br>• Teachers will be required to provide student progress records in line with school policy<br>• When required teachers will report of each students' progress to parents and/or caregivers<br>• Reports should provide clear, accurate and constructive information on student progress and achievement<br>• Reporting will involve both written form and interview and may, by arrangement be conducted at any time during the year |
| **Key Tasks** | **Desired Outcomes** |
| 4. General Contribution to the School<br>• Establishes sound collegial relationships that is professionally supportive | • Behave in a manner that is professional and supportive of other members of the school staff in their teaching and learning duties<br>• Share, as appropriate, pedagogical information with colleagues<br>• Co-operate with and seek support as necessary from colleagues<br>• Establish and maintain effective collegial working relationship<br>• Follow professional code of ethics |
| • Participates and supports school activities | • Participate in and/or support, as directed, all school activities relating to the enhancement of the general life of the school<br>• These will include cultural, sporting , social and community activities<br>• Where appropriate either co-operate in or lead the organisation of school activities |
| **Key Tasks** | **Desired Outcomes** |
| 5. Additional Delegations<br>• As negotiated with the Principal and Senior Leadership Team | Additional to the above duties and expectations, the following duties also form part of the job description. – To be negotiated. (Expectation of support for our Outdoor Education Programme) |

# Proposed Timeline for the Appointment of the Homeroom Teacher

1. The advertisement was placed online in the Education Gazette and on the Kaikorai Valley College website on 4 November 2026.
2. Closing date: 4.00pm, Monday 16 November 2026.
3. Shortlisting candidates and conducting interviews are likely to take place during that week.
4. All candidates will be notified at the conclusion of the interview process.
5. The new appointment will begin on Tuesday, 26 January 2027.