Pukeatua School

Dear Applicant,

Thank you for expressing interest in the teaching position at Pukeatua School. You are more than welcome to visit our school. Please phone or email us to arrange a suitable time or for more information about the position.

Tel: 07 872 4862
Email: principal@pukeatuaschool.co.nz

The following are included in this application pack:

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The application for appointment is to be returned with your CV no later than 5:00 pm Friday, 10th October 2025

Appointment commences Wednesday 27th January 2027 (one week before the start of term). Please return, by the due date, either digitally to principal@pukeatuaschool.co.nz or by mail to:

Pukeatua School
2110 Arapuni Road
R. D. 1
PUKEATUA 3880

Kind Regards

Wayne Lunjevich
ACTING PRINCIPAL

TIMELINE FOR APPOINTMENT

Scale A Teacher

Position Advertised in the Education Gazette:	Advertisement Online Friday 6th November 2026
Applications Close:	5:00 pm Monday 30th November 2026
Shortlisting of Applicants:	Thursday 3rd December 2026
Interviews Held:	Monday 7th December - Tuesday 8th December 2026
Successful Candidate Notified:	Wednesday 9th December 2026

Unsuccessful applicants will be notified by letter/email following the interviews and after the appointment has been confirmed.

Position Commences Wednesday 27th January 2027 (one week before start of term)

The receipt of all written and oral information pertaining to applicants in relation to this position will be treated in the strictest confidence.

APPOINTMENT INFORMATION

Position: Scale A Teacher

Tenure: Fixed-Term (maternity leave)

Terms and Conditions: Per the Primary Teachers Collective Employment Contract 2026 to 2028.

Teacher Registration: Applicants must be Fully Registered and hold a current New Zealand Teaching Council practising certificate.

Start Date: Wednesday 27th January 2027 (one week before start of term)
Term 1 starts 2nd February 2027

Position Description: The position is for a full-time classroom teacher working in a school-wide team of 4 teachers delivering a quality curriculum.



PERSON SPECIFICATION

Scale A Teacher

Pukeatua School Board of Trustees requires enthusiastic, committed, and flexible-thinking professionals in our teachers.

Personal Attributes

Successful applicants must be able to share and demonstrate the following:

- A drive and commitment to personal excellence demonstrated in providing quality education to students.
- High expectations of success and the ability to put these expectations into practice.
- A reflective practice with the ability to research, collect and analyse data, and action any findings to improve practice.
- The ability and flexibility to work effectively and cooperatively with families, whanau, teaching staff, support staff, and other outside agencies.
- An awareness of and a positive attitude towards bicultural, multicultural, and disability issues.
- A willingness to improve their pedagogical practice through collaboration and professional development.

Skills and Experience

Successful applicants must be able to share and demonstrate the following:

- A high level of pedagogical knowledge based on the New Zealand Curriculum.
- Prior teaching experience with junior students.
- An understanding of students with high needs, socially, academically and developmentally.
- A wide range of strategies to help engage students in their learning.
- Strong organisational skills.
- Experience with a range of assessment methods, in particular junior and new entrant assessment.
- Strong self-management skills, including good time management and decision-making.
- An understanding of how structured literacy works and operates in the classroom, particularly iDeal Literacy.

JOB DESCRIPTION - CLASSROOM TEACHER

Name:

Position:

Employer: Pukeatua Board of Trustees

Responsible to: Principal of Pukeatua School

Specifications:

- Uphold the school's values, vision, and beliefs
- Follow the planning and assessment expectations of Pukeatua
- Maintain the Code of Professional Responsibility and Standards
- for the Teaching Profession



CODE OF PROFESSIONAL RESPONSIBILITY FOR THE TEACHING PROFESSION

1. Commitment to the Teaching Profession
I will maintain public trust and confidence in the teaching Profession by:
• Demonstrating a commitment to providing high-quality and effective teaching
• Engaging in professional, respectful, and collaborative relationships with colleagues
• Demonstrating a high standard of professional behaviour and integrity
• Demonstrating a commitment to Tangata Whenua and Te Tiriti o Waitangi partnership in the learning environment
• Contributing to a professional culture that supports and upholds this code

2. Commitment to Learners
I will work in the best interest of learners by:
• Promoting the wellbeing of learners and protecting them from harm
• Engaging in ethical and professional relationships with learners that respect professional boundaries
• Respecting the diversity of the heritage, language, identity, and culture of all learners
• Affirming Māori learners as Tangata Whenua and supporting their educational aspirations
• Promoting inclusive practise to support the needs and abilities of all learners
• Being fair and effectively managing my assumptions and personal beliefs

3. Commitment to Families and Whanau
I will respect the vital role my learners' families and whanau play in supporting their children's learning by:
• Engaging in relationships with families and whanau that are professional and respectful
• Engaging families and whanau in their children's learning
• Respecting the diversity of the heritage, language, identity and culture of families and whanau

4. Commitment to Society
I will respect my trusted role in society and the influence I have in shaping futures by:
• Promoting and protecting the principles of human rights, sustainability, and social justice
• Demonstrating a commitment to Te Tiriti o Waitangi-based Aotearoa New Zealand
• Fostering learners to be active participants in community life and engage in issues important to the wellbeing of society

The employee will be required to meet the Registered Teacher Criteria as per the requirements of the Primary Teachers' Collective Employment Agreement.



STANDARDS FOR THE TEACHING PROFESSION

1. Demonstrate commitment to Tangata Whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand
Elaboration of the Standard
• Understand and recognise the unique status of Tangata Whenua in Aotearoa New Zealand
• Understand and acknowledge the histories, heritages, languages, and cultures of partners to Te Tiriti o Waitangi
• Practise and develop the use of Te Reo and Tikanga Māori

2. Use inquiry, collaborate problem-solving and professional learning to improve the professional capability to impact on the learning and achievement of all learners
Elaboration of the Standard
• Inquire into and reflect on the effectiveness of practice in an ongoing way using evidence from a range of sources
• Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on the practise and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages, and cultures
• Engage in professional learning and adaptively apply this learning in practice
• Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners including problem-solving and learning-focused collegial discussions

3. Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner
Elaboration of the Standard
• Engage in reciprocal, collaborative learning-focused relationships with o Learners, daily and whanau o Teaching colleagues, support staff and other professionals o Agencies, groups, and individuals in the community
• Communicate effectively with others
• Actively contribute and work collegially in the pursuit of improving my own organisational practice, showing leadership, particularly in areas of responsibility
• Communicate clear and accurate assessment for learning and achievement

information

4. Develop a culture that is focused on learning and is characterised by respect, inclusion, empathy, collaboration, and safety
Elaboration of the Standard
• Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership, and responsibility for learning
• Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks
• Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs
• Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety
• Create an environment where learners can be confident in their identities, languages, cultures and abilities
• Develop an environment where the diversity and uniqueness of all learners are accepted and valued
• Meet relevant regulatory, statutory and professional requirements

5. Design learning based on curriculum and pedagogical knowledge, assessment and information and an understanding of each learner's strengths, interests, needs, identities, languages, and cultures
Elaboration of the Standard
• Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners
• Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required
• Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand
• Harness the rich capital that learners bring by providing culturally responsive and engaging context for learners
• Design learning informed by national policies and priorities

6. Teach and respond to learners knowledgeably and adaptively to progress their learning at an appropriate depth and pace
Elaboration of the Standard
• Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all
• Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success for Māori
• Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners
• Provide opportunities and support for learners to engage with, practice and apply learning to different contexts and make connections with prior learning
• Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning
• Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning

APPLICATION FOR EMPLOYMENT

Important Notes for Applicants

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

1. Please fully complete this form personally. First, read it through, then answer all questions and make sure you sign and date where indicated on the last page.
2. Attach a current curriculum vitae (CV) containing any additional information, if necessary.
3. 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.
4. If you are selected for an interview, you may bring whānau/support people at your own expense. Please advise if this is your intention.
5. Failure to complete this application and answer all questions truthfully may result in any offer of employment being withdrawn or an appointment being terminated, if any information is later found to be false.
6. All applicants are required to give consent to a Police vet.
    a. Applicants may not be employed as a children's worker if they have been convicted of a specified offence listed in Schedule 2 of the Children's Act 2014 unless they obtain 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 that certain convictions do not have to be disclosed provided:
        i. you have not committed any offence within 7 consecutive years of being sentenced for the offence
        ii. you did not serve a custodial sentence at any time
        iii. the offence was neither a specified offence under the Clean Slate Act 2004 nor a specified offence under the Children's Act 2014
        iv. you have paid any fines or costs
    c. 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.
7. 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's licence). A list of acceptable primary and secondary documents is available in the last sections of the Children's Regulations 2015.
8. This information will be held by the employer. 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.

APPLICATION FOR EMPLOYMENT

Position Applied For	Location	Vacancy/Reference Number

Preferred Title	First Name (in full)	Surname/ Family Name
Birth Name (if applicable)		

Are you known by any other name? (if yes, please provide below)	Yes / No

Full Postal Address

Contact Telephone Numbers	
Personal	
Business	

IDENTITY VERIFICATION, CRIMINAL RECORD, AND RIGHT TO WORK

Immigration Information	
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? If yes, please detail below:	Yes ☐ No ☐
(A board may not employ or engage a children's worker who has been convicted of an offence specified in Schedule 2 of the Children's Act 2014. The Clean Slate Act does not apply to Schedule 2 offences.)	
Have you ever received a police diversion for an offence? If yes, please detail below:	Yes ☐ No ☐
Have you ever been charged without conviction for an offence? If yes, please detail below:	Yes ☐ No ☐
Do you have a current New Zealand Driver's Licence?	Yes ☐ No ☐

Have you ever been convicted of a driving offence which resulted in temporary or permanent loss of licence, or imprisonment? If yes, please detail below:	Yes ☐ No ☐
In addition to other information provided, are there any other factors that we should know to assess your suitability for appointment and your ability to do the job? If yes, please detail below:	Yes ☐ No ☐
Have you ever been the subject of any concerns involving child safety? If yes, please detail below:	Yes ☐ No ☐
Are you aware of any injury or medical condition that could impact your ability to perform this job effectively? If yes, please detail below:	Yes ☐ No ☐
For Teaching Positions: Do you hold a current practising certificate from the Teaching Council of Aotearoa New Zealand?	Yes ☐ No ☐
Please record your registration number here:	

EDUCATION QUALIFICATIONS

	Name	Location	Number of Years Completed	Highest Qualification Gained
Secondary School				
University				
Other				

EMPLOYMENT HISTORY

Please list your work experience for the last five years, beginning with your most recent position. Please include months as well as years worked and explain any gaps in employment. If you were self-employed, give details.

Period worked (please specify the start and end dates)	**Employer's name** (or reason for a gap in employment)	**Position held**	**Reason for leaving**
From To			
From To			
From To			
From To			
From To			

REFEREES

Please provide the names of three people who could act as referees for you. One of these should be your current or most recent employer. Please indicate which referee is your current/previous employer in the table below.

Name	Organisation	Position/Relationship	Preferred number/s	Email

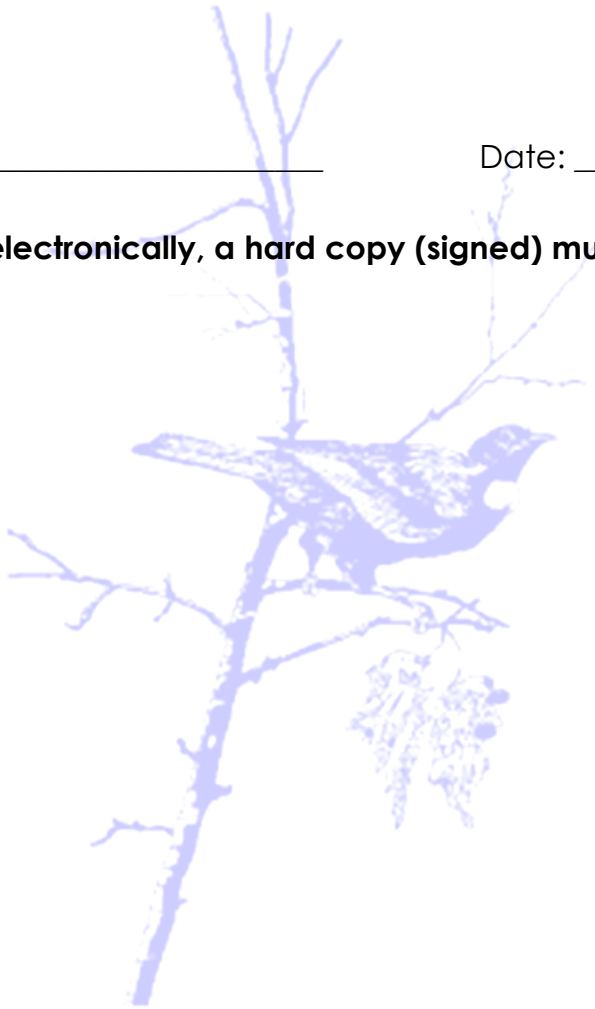
KEY CRITERIA

The Position you have applied for requires specific knowledge, skills, attributes, and personal characteristics. These key criteria and person specifications we are seeking are stated in the position description. Please outline below how you meet each of these attributes and abilities. Even if you are attaching a CV, please fill this out in full. The contact person cited in the advertisement can assist with any questions

Criteria (knowledge, skills, attributes, personal characteristics)	**Past roles in which you have demonstrated the criteria**	**What did you do which demonstrated this?**	**Key achievements**

I certify that:

- The information I have supplied in this application is true and correct.
- I confirm, regarding the Privacy Act 2020, that I have authorised access to referees.
- I know no reason why I would not be suitable to work with children/young people.
- I understand that if I have supplied incorrect or misleading information or have omitted any important information, I may be disqualified from the appointment or, if appointed, may be liable to be dismissed.



Signature: _____ Date: _____

Note: If completing this electronically, a hard copy (signed) must be provided.