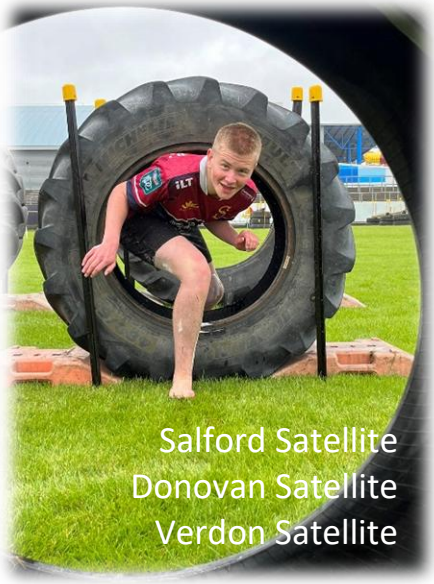
Ruru
SPECIALIST SCHOOL





SIT Tertiary Education Centre
Poutama Classes
Te Matatini Classes





Salford Satellite
Donovan Satellite
Verdon Satellite

Principal – Erin Cairns

RURU STREET
INVERCARGILL
PHONE (03) 2159379
erin@rurued.school.nz
www.rurued.school.nz

Information about our school:

Ruru Specialist School has been leading teaching and learning in the Specialist education sector for over 50 years. The school caters for students with diverse learning needs aged between 5 and 21 years (Y 1-15) from across the Southland, Central Otago, and South Otago areas.

The school delivers quality programmes across several sites in Invercargill and through its Outreach service across the region. The school is led by Principal Erin Cairns and with a staff of 80 offers dynamic and responsive learning environments where students/ākonga are respected and supported to reach their potential.

Ruru staff work in partnership with students/ākonga and families/whānau to design and implement individualised learning which supports everyone in the school community to achieve. The school's commitment to providing the best educational opportunities for students/ākonga is reflected in the provision of high-quality teaching, therapy, and transition services. Each student/ākonga participates in an individualised programme of learning and development including a collaborative IEP/ICP (Individual Education/Career Plan) partnership with their family/whānau and community.

The School Board lead an innovative and responsive team of teachers, support staff and therapists across a multidisciplinary team. The staff of the school are highly experienced and reflective and lead by example our School Values – ***Respect; Manaakitanga; Inclusion; Integrity*** and ***Excellence***. The school's **3 B's – *Be Respectful, Be Prepared, Be Awesome*** – were developed in consultation with students/ākonga and the school community and are the foundation of everything we aim to do at Ruru.

We work in partnership with Satellite schools who host our classes and also with schools across the region where we provide our Outreach teaching service. This partnership enables students to attend their local schools while still accessing the specialist teaching support Ruru can offer both students/ākonga and teachers.

Ruru Specialist School is committed to honouring the bicultural heritage of Aotearoa New Zealand and has established relationships with our whānau Māori both within the school community and across Murihiku/Southland. We are engaged in a school wide long-term professional learning journey to enhance our cultural responsivity. Our staff engage and lead regular research and ongoing development of programmes which aim to develop our understanding of how students/ākonga learn and enable the school to provide real-life learning experiences which are focused on building independence, communication skills and support hauora/wellbeing.

- **Ruru Campus** – Junior and Senior classes, swimming pool, extensive playgrounds, art room, kitchen, Multisensory Room, Therapy/Teacher Rooms.
- **Satellite classes** – Salford Primary, Donovan Primary, Verdon College
- **SIT TEC** – programme for 16–21-year-olds at Southern Institute of Technology
- **Transition** – comprehensive and collaborative support for students/ākonga transitioning from school to work and independent living
- **Outreach provision** – across Invercargill and Southland
- **Therapy Team** – Speech Language Therapists, Occupational Therapists, Physiotherapist, Music Therapist, Student Kaitiaki

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JOB DESCRIPTION

POSITION

Permanent Scale A Teacher + S.D.A

PURPOSE

The Teacher is responsible to the Principal for curriculum delivery, curriculum content, assessment of student progress, reporting to family/whānau and whole school responsibilities and specific delegations.

This job description sets out teacher duties and responsibilities and forms the reference point for their professional growth cycle.

ACCOUNTABILITY

The teacher is accountable to the Principal, who in turn is accountable to the Board for the performance of all staff.
Teachers sign and adhere to the school's Code of Conduct.

EXTENT OF AUTHORITY

The teacher will operate within legal requirements, the school's charter, polices, procedures, processes and plans.

Each teacher models the Schools Values and 3B's across all spheres at all times.

The teacher is responsible for the welfare and education of the students and classes assigned by the Principal.

The teacher will effectively carry out agreed areas of responsibility.

WORKING RELATIONSHIPS

The Teacher:

Gives priority to ensuring the well-being/hauora and educational achievements of students.

Models the School's Values and 3B's across all spheres at all times.

Works as a member of the staff team.

Has positive relationships with family/whānau and colleagues.

Helps to positively promote the interests and image of the school.

PERSONAL SPECIFICATIONS

QUALIFICATION

1. Registered Teacher with current Practising Certificate.

2. Specialist Teaching Qualifications an advantage.

3. Successful study in teaching diverse students desirable.

EXPERIENCE

1. Experience teaching in Primary or Secondary School an advantage
2. Previous successful experience/interest in Specialist Education or Teaching students with diverse needs.
3. Ability to develop and implement effective individual support programmes.

SPECIAL ABILITIES

1. Show the personal attributes to work co-operatively and effectively with a diverse range of colleagues, service users and agencies.
2. Demonstrate the ability to develop sound interpersonal relationships with students, staff, parents, caregivers and professionals.
3. Ability to effectively develop, implement and evaluate I.E.P./I.C.P.'s based on students' interests and needs in any educational setting.
4. Have empathy towards students' social, educational, physical, emotional needs and well-being.
5. Have a sound understanding of key competencies and application to teaching and learning.
6. Must be a capable classroom teacher displaying effective organizational and classroom management/positive behavior support.
7. Be prepared to work effectively within the corporate life of all schools where our students are educated.
8. Possess qualities of respect, self motivation, vision, initiative, enthusiasm, reliability and integrity.
9. Ability to practise effective communication in both oral and written form with individual and agencies.
10. Hold a current drvier's licence.
11. Develop and implement effective student support programmes as necessary.
12. Demonstrate commitment to personal well being.
13. Demonstrate commitment to each of the 8 standards to the Teaching Profession and the Professional Growth Cycle.
14. Be a team player.

QUALITY TEACHING EXPECTATIONS

A Professional at our school demonstrates the following attributes:

A Positive Attitude	Reflective	Respect
Responsibility	Courage	Acceptance
Confidentiality	Meets Deadlines	Competence
Honesty	Punctuality	Capable
Approachable	Team player	Value Strengths
Manaakitanga	Supportive	Active Listener
Decision-Maker	Encouragement	High Standards
Loyalty	Acknowledge Success	Trust
Ethical	Accepts Constructive Advice	Adheres to Code of Conduct
Empathy	Sensitivity	Being Accountable
Humour	Mana	Culturally Responsive