Ōtaki College Vacancy Information

Permanent, Full-Time Teacher of Humanities
To start beginning of Term One, 2027

Te Kāreti o Ōtaki, Ōtaki College is a Year 7-13, vibrant, culturally responsive co-educational school. We serve a connected and supportive coastal community. We are a Positive Behaviour for Learning and Huakina Mai School with a roll of approximately 450 students.

We are seeking an enthusiastic, collaborative and versatile educator for a permanent Humanities (Social Science and English) position.

Teaching across Years 9–13, you will bridge foundational junior learning with senior NCEA qualification pathways, bringing strong classroom practice, curriculum expertise, and the ability to engage rangatahi across both learning areas.

Key responsibilities

- Curriculum design: Plan and deliver engaging, evidence-based Social Science and English programmes (Years 9–13) reflecting local contexts and Te Tiriti o Waitangi.
- Assessment and tracking: Carry out consistent NZQA assessment practices across both subjects and maintain accurate academic tracking on KAMAR.
- Relational pedagogy: Model positive, culturally responsive teaching to foster an inclusive classroom culture.
- School contribution: Support schoolwide achievement initiatives (literacy and numeracy) and participate in extracurricular life.

Requirements

- Teaching experience: Proven capability in teaching Years 9–10 Social Science and English, with a senior specialism in Social Sciences and/or English. As we are an integrated Faculty, the ideal candidate would be able to teach to senior level in both curriculum areas. At Years 9 and 10, all our courses integrate both English and Social Sciences.
- Curriculum and NCEA: Comprehensive understanding of the New Zealand Curriculum and NCEA achievement standards across your disciplines.
- Subject specialisms: In your application, clearly state your specialist subjects for Social Science (for example, History, Geography, Business Studies) and English (Literature, Media Studies, Journalism, ESOL, etc).
- Registration: Current New Zealand Teacher registration, excellent relational skills, and a commitment to culturally responsive practice.

Submit your application form, CV and a cover letter detailing your teaching experience across junior and senior levels, familiarity with NCEA achievement standards, and specific specialist areas within Social Science and English.

Please don't hesitate to contact me on 027 4328829 or afs@otakicollege.school.nz for further information or to arrange a visit.

Applications should be with me by 4 December 2026.

Ngā mihi

Andy Fraser
Principal

Ōtaki College

Position Description: Teacher

Directly responsible to: Curriculum Leaders of relevant teaching areas and the Principal

Key Tasks	Desired Outcomes:
1. **Curriculum Delivery**	**Ensures that all learning programmes are appropriately planned taking into account individual needs, te reo me ona tikanga, using assessment as a means of identifying needs, maintains current levels of professional knowledge and ensures an appropriate learning environment is evident and includes the digital tools of the 21st century learner.** • 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. • Through planned programmes and delivery attention is paid to Treaty obligations. • Uses a range of assessment methods. • Regular monitoring and recording of student progress. • Use is made of student assessment for next steps in learning. • All teaching staff will participate fully in the school's appraisal programme. • High levels of teacher performance will be maintained through participation in the professional learning and development programme. • Classrooms should be conducive to learning by being as attractive, positive and supportive of children's learning as possible. • Effectively uses digital learning tools.
2. **Curriculum Content**	**Programmes must provide full coverage of learning areas in line with National Curriculum Statements and school schemes. Programmes will take account of the learning needs of Māori and impart essential skills, attitudes and values to all students.** • Teaching programmes must be in line with the National Curriculum Statements and take account of the competencies, principles and values of this document. • Teachers will demonstrate a sound knowledge of curriculum content and assessment at the appropriate levels to which they are teaching and in line with departmental guidance. • It is expected that teachers will maintain a high level of commitment to their own learning which takes into account curriculum development and learning theory. • Teaching programmes must reflect the school values.
3. **Commitment to restorative practices and PB4L/Huakina Mai**	**Teachers practice, promote and model our values as a relational and PB4L/Huakina Mai school.** • Promote the educational welfare of students and the general welfare on which this depends. • Be willing and able to establish good relationships with students and caregivers/whānau, to respect their individual needs and cultural backgrounds, and to encourage learning and personal development. • Engage in the restorative and PB4L practice of the school. • Ensure that routines are appropriate, well established and understood by all students. • Role models appropriate interactions associated with developing respect and understanding.

	• Develop positive, good relationships with students which demonstrates a respect for their individual needs and cultural backgrounds. • Ensure that the classroom is physically safe. • All discipline procedures are to be in line with school policies and with sound practise which is mindful of the rights of all students.
4. **Assessment of Achievement**	**Through accurate monitoring and recording of student progress and achievement teachers will be able to appropriately report as required and plan to meet student needs.** • Ensures that students are aware of the progress they are making in achieving objectives by providing appropriate feedback strategies. • Assessment is to be an integral part of the teaching and learning programme. • Teachers should use a range of both formal and informal methods of assessing student-achievement. • Assessment methods should be appropriate to enable the measurement of student progress against the defined achievement objectives. • For each student, records should enable the profiling of their progress and should provide the basis for assessing the effectiveness of the teaching programme. • When required teachers will report of each students' progress to parents and/or caregivers. • Reports should provide clear, accurate and constructive information on student progress and achievement. • Reporting will involve both written form and interview and may, by arrangement be conducted at any time during the year.
5. **General Contribution to the School**	**Teachers are expected to participate and support the corporate and extra-curricular activities of the school.** • Behave in a manner that is professional and supportive of other members of the school staff in their teaching and learning duties. • Share, as appropriate, pedagogical information with colleagues. • Co-operate with and seek support as necessary from colleagues. • Establish and maintain effective collegial working relationship and loyalty to the school in all situations. • Follow the teacher's professional code of ethics. • Participate in and/or support, as directed, all school activities relating to the enhancement of the general life of the school, these may include cultural, sporting, social and community activities.