ST. ANNE'S
school

14 Daniell Street, Newtown, Wellington 6021 ~ PHONE 04389-3705 ~ EMAIL office@st-annes.school.nz ~ WEBSITE www.st-annes.school.nz

Thank you for your interest in the advertised Scale A, Fulltime Permanent, at St Anne's School effective from the 28th January, 2027. We are seeking an experienced NZ registered teacher who meets the Special Character position to work in our kura.

We are a Christ-centered, welcoming, and caring school community. We celebrate diversity and encourage spiritual growth and the sharing of talents in the wider community. We are looking for an enthusiastic, child-centered, New Zealand registered kaiako who can engage learners in faith and inspire curiosity. Having skills in learning through promoting the Special Character of the school, building relationships and learner agency is an advantage. The successful applicant will have a sound curriculum knowledge in all learning areas and the ability to engage students. They will be prepared to collaborate within a syndicate of teachers and teacher aides and work closely with the wider teaching community.

Please find the following information in this document:
- Information Letter including Appointment Timeline
- Job Description
- Application Form

Please include with your application the following items:
1. Your completed Application Form
2. Brief cover letter outlining your suitability for the position
3. Your Curriculum Vitae

Appointment Timeline:

▪ November 16th	Advertisement in The New Zealand Education Gazette (on-line)
▪ November 20th	Applications close, 9.00 am ***(applications via email only)***
▪ November 23rd	Shortlist established / Referees contacted by telephone
▪ November 25th	Interviews scheduled (Successful candidate notified verbally, followed by letter)

NB. Applications are to be received by email only: principal@st-annes.school.nz
Applications to be received by 9:00 am November 20th, 2026.

Yours sincerely

M. Kolic

Matt Kolic
Principal

St Anne's School - Job Description

Contents

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This job description outlines the teacher's duties and responsibilities and forms the basis for performance appraisal. It is written in accordance with the NZEI collective contract for teachers and is directly related to the school's strategic goals and mission statement, values, curriculum plan, policies and procedural statements, and annual plan.

Specific Conditions:

- Fulltime Permanent teaching at St Anne's School.
- Responsible to the Principal and through them to the Board of Trustees.
- Required to follow the policies and procedures of St. Anne's School and to uphold the values and goals inherent in St. Anne's School's charter and mission statement.

Specific Tasks:

- Upholding the special character of the school.
- Role modelling Mercy Values (Respect, Compassion, Social Justice, Service, Hospitality and Excellence).
- Overseeing and coordinating teaching, learning, evaluating and reporting requirements.
- Strongly encourage and seek opportunities to develop and strengthen Whanau Engagement.
- Attendance at admin, staff, syndicate and Home/ School partnership meetings.
- Ensure all planning and reporting requirements are met.
- Full participation in the St Anne's professional learning community and the Catholic Kahui Ako.
- Numeracy (structured numeracy approach) and Literacy (structured literacy approach) requirements as per school criteria.
- Reporting to parents as per entry, interim and end of year requirements.
- Fostering the use of students' first language.
- Active participation in the St Anne's School community.
- Supporting Health Promoting School & PB4L concepts.
- Providing evidence of RTC Criteria.

Purpose:

Teachers are responsible to the Principal and the Board of Trustees, for curriculum delivery, curriculum content, assessment of student progress and achievement, reporting to parents, and other delegated responsibilities under Specific Tasks.

Accountability:

All teachers are accountable to the Principal, who in turn is accountable to the Board of Trustees for the performance of staff.

Extent of Authority:

1. Teachers operate within legal requirements and the school's Strategic Plan, policies and procedures.
2. Each teacher is responsible for the welfare and education of the children and classes and duties assigned to them by the Principal.

Working Relationships:

Communication:

- Students
- Colleagues
- Families/Whanau
- Parish /Pastoral Area
- Kahui Ako schools, Colleges and neighbouring schools
- Demonstrates highly effective communication skills when interacting with students, colleagues and families.
- External support agencies

Support for and Co-operation with Colleagues:

- Supports and provides effective assistance to colleagues in order to improve teaching and learning.

Contribution to wider school activities:

- Successfully organises aspects of programmes within the school to promote teaching and learning.

Each Teacher is required to:

- Give priority to ensuring the emotional and physical well- being and quality educational achievements of their students.
- Work collaboratively as members of a professional learning community.
- Have positive respectful relationships with parents and caregivers.
- Help promote the image of the school within the parish and wider school community.

Statement of Responsibilities:

1) Curriculum Delivery Objectives:

Conditions for quality teaching and learning:

- The learning environment is positive, secure and designed to stimulate children's attitudes, curiosity, and desire to learn both now and lifelong.
- Children are encouraged, supported, and challenged to succeed and progress according to their individual capabilities.
- Programmes are planned, implemented and evaluated to meet the varying needs of individuals and groups of children, with special attention given to those who experience learning difficulties and those who exceed beyond expectation.
- To maintain current and relevant entries into the school Inclusion Register.
- To monitor achievement, attendance and Wellbeing as per school schedule in Hero.
- Programmes are planned, implemented, assessed using the St. Anne's curriculum delivery document.
- Better Start Literacy Approach training required (training and PD can be arranged)
- The educational, emotional, spiritual and social well-being of all children is cultivated through clear expectations of behaviour and co-operative relationships with others based on the Mercy values.
- Full use is made of a variety of relevant resources, materials and experiences to help ensure that learning is practical and suited to the context within which children live and operate.
- Opportunities are actively sought to make use of available support people, parents, members of the community, visiting resource teachers and specialists.
- Teachers are willing to share their gifts and interests for the overall good of the school.
- Teachers fully support the special character of St Anne's School.
- Factors that may interfere with or disadvantage a child's learning are identified and steps are taken to help overcome or reduce these.
- Teaching approaches recognise, cater for, and support cultural diversity.

2) Reporting to Parents:

- Reporting practices and standards are consistent throughout the school and follow the St. Anne's assessment guidelines.
- Three-way conferencing (PTC'S) will occur as per reporting schedule giving specific feedback to parents on their child's learning in relation to the NZ Curriculum.
- Teachers, parents and students will work collaboratively on setting and evaluating relevant learning goals.
- Written reports are accurate, constructive and balanced.

3) Assessment and Recording:

- Assessment has a positive effect on children's learning and is used as a tool to ensure student needs are met and catered for, to guide the learning process, and to provide feed forward and back to students and their parents.
- Assessment practises are consistent throughout the school.
- Assessment is an integral part of the teaching and learning process.
- All assessment data is entered into Assembly as per assessment schedule.

- A range of assessment methods are used to inform OTJ's
- Student's progress and achievement records are updated regularly.
- Assessment information is used as the basis for making decisions about resourcing programmes for children with learning needs and abilities.
- Syndicate and school wide assessment data forms the basis for annual target setting.
- Assessment information remains the property of St Anne's School.

4) <u>Special Character:</u>

- Models Christian/Mercy Values and uphold the Special Character of St Anne's School.
- Contribute to the planning and preparation of ceremonies and services.
- Participate in school prayers, liturgies, masses and ceremonies.
- Plan, teaches and evaluates the Religious Education programme.
- Provide assessment and evaluative information for storage on Assembly as required.
- Deliver Religious Education as per timetabling guidelines.
- Participate in at least 12 hours of Special Character / Religious Education in – service training during the school year.

<u>Links to Registered Teacher Criteria:</u>

<u>Professional Relationships and Professional Values:</u>

- Establish and maintain effective professional relationships focused on the well-being of all akonga.
- Demonstrate commitment to promoting the well-being of all akonga.
- Demonstrate commitment to bicultural partnership in Aotearoa New Zealand and give effect to Te Tiriti o Waitangi.
- Demonstrate commitment to on-going professional learning and development of personal, professional practice.
- Show leadership that contributes to effective teaching and learning.

<u>Professional Knowledge in Practice:</u>

- Conceptualise, plan and implement appropriate learning programme.
- Promote a collaborative, inclusive and supportive learning environment.
- Demonstrate in practice knowledge and understanding of how akonga learn.
- Respond effectively to the diverse language and cultural experiences, and varied strengths, interests and needs of individuals and groups of students.
- Work effectively within the bicultural context of Aotearoa New Zealand
- Analyse and appropriately use assessment information which has been gathered formally and informally.
- Use critical inquiry and problem solving effectively in their professional practice.

A. Personal Information

APPLICATION FORM FOR APPOINTMENT – Scale A, Permanent Position - 2027

Surname:		**First Names:**	

Full Postal Address:	

Contact Details:			
Home:		Work:	
Email:			

B. Present Appointment or Last Position Held

School:		**Position:**	

Last Five Years Experience	

(continue on a separate sheet if necessary)

Position	Class Levels	Type*	Scale	School	Ministry District	From M/Y	To M/Y

*Type: indicate as appropriate; P=Permanent, A=Acting, R=Relieving, LT= Limited Tenure, PT= Part Time (please show hours per week), PA=Year 1/2 Certificating Appointments, JS=Job Sharing, O=Other (please specify)

Please also indicate breaks in service and give reasons i.e. leave - maternity, travel, etc.

D. Suitability for the Position:

Outline **briefly** why you consider yourself a suitable person for the position in terms of the Person Specifications.

E. Strengths: (please **'briefly'** state)

F. Relevant Qualifications: (unless clearly stated in your Curriculum Vitae)

Qualification Attained	Date

G. Referees:

(please provide names and phone numbers of two referees who are from within the education sector)

Name	Relationship (Principal, Team Leader, etc)	Daytime Ph.	Evening Ph.
1.			
2.			
3.			

H. Teacher Registration:

Registration Number:		Expiry Date:		Type:	Full/Provisional/STC

I. EEO STATISTICAL INFORMATION:

(So that we can more effectively monitor our EEO programme we would like you to provide the following information. The data will be summarised into a statistical report. No individual will be identified in the report and all questionnaires will be destroyed)

Date of Birth:		**Ethnic Identity:**	NZ Maori - NZ European - Pakeha – Asian - Pacific Islander - Other
Gender:			

J. Declaration:

Have you ever been convicted of an offence against the law apart from minor traffic convictions or otherwise know of any reason why you should not be employed to work in a school environment?

Yes / No *(circle one)*

If yes please supply relevant details of the offence:

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

☐ I agree to abide by St Anne's School's policies and procedures if appointed.

☐ I agree to the St Anne's School Board of Trustees or its agents contacting any past or present employers, associates or professional colleagues in addition to the names supplied as referees. I declare that all the information given in this application and in my Curriculum Vitae is true and correct. I understand that this may be verified.

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