Tēnā koe and welcome to Opihi College.

Thank you for your interest in joining our kura as a Junior Science and Mathematics Teacher.

At Opihi College, everything we do is anchored in Mahi Tahi—cultivating unity through shared focus, collective responsibility, and strong relationships. We believe that true learning happens when we stand in the arena together, combining genuine care with high expectations so that every student can thrive both academically and personally.

Our approach is guided by Kānohi Kitea (being a visible, present face), Manaakitanga (unconditional care and respect), and Whakawhanaungatanga (building deep, meaningful connections).

As a Science and Mathematics teacher, you will play a vital role in setting the tone for our younger students as they transition into college life. Through a broad, engaging curriculum, you will help embed our core C.A.R.E. values—Community, Acceptance, Respect, and Excellence—laying a strong foundation in foundational learning and character.

We are looking for a teacher who shares this vision, brings relational warmth, and is ready to collaborate, take ownership, and empower our rangatahi. In return, you will join a dedicated, supportive team where leadership backs you, invests in your growth, and walks alongside you.

Enclosed in this pack you will find general information for applicants, the job description, and the application form.

Please submit your completed application, including a cover letter and CV, to our Business Manager, Cindy Coskerie, at coskeriec@opihicollege.school.nz.

We look forward to receiving your application and exploring how we can move forward together.

Ngā mihi,

KStevens

Kirsten Stevens
Tumuaki/Principal
Opihi College

APPLICATION FOR EMPLOYMENT

Important Notes for Applicants

Position: Permanent Head of Faculty - Year 7 & 8 (2MU & 1MMA)

Employment Conditions:

As per the **Secondary Teachers' Collective Agreement (STCA) 2025–2027**

Appointment Timeline:

- **Closing Date for Applications:** 1st December 2026
- **Appointment Begins:** Term 1, 2027

Requirements:

Applicants must currently hold a New Zealand Teaching Practising Certificate

Opihi College Contacts:

Address: 83/97 Richard Pearse Drive, Temuka, 7920
Phone: 03 615 7442
Email: office@opihicollege.school.nz
Website: https://www.opihicollege.school.nz/
Facebook: https://www.facebook.com/groups/204316219590745/

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

1. You need to fill out this form yourself.
2. First, read it through, then answer all questions and make sure you sign and date where indicated on the last page.
3. Attach a current curriculum vitae (CV) containing any additional information, if necessary.
4. 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.
5. If you are selected for an interview you may bring whānau/support people at your own expense. Please advise if this is your intention.
6. Failure to complete this application and answer all questions truthfully may result in any offer of employment being withdrawn or appointment being terminated, if any information is later found to be false.
7. All applicants are required to give consent to a Police vet:
   a) You cannot be employed as a children's worker if you have been convicted of a specified offence listed in Schedule 2 of the Children's Act 2014 (unless you have obtained 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 certain convictions do not have to be disclosed providing:
      - you have not committed any further offence within 7 consecutive years of being sentenced
      - you did not serve a custodial sentence[1] at any time
      - the offence was neither a specified offence under the Clean Slate Act 2004 nor a specified offence under the Children's Act 2014
      - you have paid any fines or costs

      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.
8. 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 license). A list of acceptable primary and secondary documents is available in the last sections of the Children's (Requirements for Safety Checks of Children's Workers) Regulations 2015.
9. 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.

Custodial sentence means a sentence of imprisonment and includes corrective training, preventive detention, a sentence of imprisonment served by home detention, borstal training, detention centre training and any other sentence that requires the full-time detention of an individual. **Non-custodial sentence** includes, but is not limited to, a community-based sentence, a sentence of home detention, a sentence of a fine or reparation, a suspended sentence of imprisonment, and a specified order.

Position Applied for:	**Head of Faculty – Year 7 & 8** **2MU 1 MMA**
Permanent / Fixed Term:	**Permanent**

PERSONAL DETAILS

Name in full:	
Preferred name:	
Email:	
Phone Number:	
Address:	
Postcode	

NZ Citizen: YES / NO

If not, do you have a NZ Work Permit: YES / NO

If yes, what type of permit do you have

Criminal Conviction: YES / NO

Discharge without Conviction: YES / NO

Details:

Are there any health-related conditions which could impact on your ability to perform the position applied for:

Details of the health-related conditions, including what, if any, reasonable steps can be taken to accommodate these conditions:

EMPLOYMENT INFORMATION

Teacher Registration Number:	
Teacher Registration Expiry Date:	

Are you subject to any conditions imposed by the Aotearoa New Zealand Teachers Council: YES / NO

Details:

CURRENT AND PREVIOUS TEACHING POSITIONS (PREFERABLY UP TO FIVE YEARS)

From	To	Employer	Position
Leaving Reason			

From	To	Employer	Position
Leaving Reason			

From	To	Employer	Position
Leaving Reason			

QUALIFICATIONS

Degree	University	Year

Other Qualifications	University	Year

Relevant Experience:

REFEREES (note - no contact will be made without first obtaining the consent of the applicant):

Name:	
Phone:	Email:
Capacity in which you have known this person:	

Name:	
Phone:	Email:
Capacity in which you have known this person:	

Name:	
Phone:	Email:
Capacity in which you have known this person:	

Any other additional information you consider relevant:

DECLARATION:

I declare that to the best of my knowledge the information provided in this application form and the information provided in the Curriculum Vitae and any accompanying documentation is correct. I understand that if any false or misleading information is given, or any material information suppressed, I will not be employed, or if I am employed, my employment will be terminated:

Applicant's Full Name:	
Applicants Signature:	
Date:	

OPIHI COLLEGE
Te Kāreti o Opihi

JOB DESCRIPTION – CLASSROOM TEACHER

Position Title	Classroom Teacher
Reports to	Head of Learning Area
Working Relationships	External: Parents/Whānau, MoE, NZQA, ERO, Community groups, iwi, businesses, Tertiary providers, industry training, External agencies (RTLB, social services) Internal: Students, Colleagues (teachers, HoDs, SLT), Pastoral care team (deans, counsellors) and Support staff (teacher aides, admin, IT)

Purpose of the position

The role of a teacher at Opihi College is to design and deliver engaging, inclusive learning programmes that align with the New Zealand Curriculum and NCEA requirements while fostering a positive and supportive learning environment. Teachers are responsible for student well-being, behaviour management using restorative practices, professional communication with stakeholders, and contributing to both their own professional growth and the wider school community.

Key Responsibilities	Appraisal Indicators
Plan and implement appropriate learning and assessment programmes.	Teachers at Opihi College are expected to design and deliver learning programmes that align with the New Zealand Curriculum and NCEA requirements. Lessons should be well-structured, engaging, and inclusive, ensuring that diverse learning needs are met through differentiated teaching strategies. Assessment practices should be valid, consistent, and in line with school and national standards. Regular monitoring of student progress and timely, meaningful reporting to students and whānau are essential components of effective teaching.
Motivate learners to participate to the best of their ability.	Teachers must foster an inclusive and engaging learning environment where all students feel valued and encouraged to succeed. A variety of teaching strategies should be used to inspire curiosity and maintain student interest. Constructive feedback should be provided to support student growth, and effort and achievement should be regularly acknowledged and celebrated to boost confidence and motivation.
Implement effective student management procedures.	Effective classroom management is key to maintaining a positive learning environment. Teachers must consistently apply Opihi College's behaviour management strategies, ensuring that expectations are clear, and consequences are fair and constructive. A culture of mutual respect should be upheld, and restorative practices should be implemented to support relationship-building and conflict resolution. Teachers should work closely with pastoral staff and whānau to address any behavioural concerns, using restorative approaches to repair harm and support student well-being.
Maintain an accurate record of student attendance, in a timely manner.	Teachers must take attendance promptly and accurately using the school's designated system. Attendance concerns should be reported and followed up according to school procedures. Engaging with deans, pastoral staff, and whānau to address attendance issues is an important part of supporting student engagement and success.
Manage resources that support teaching and learning.	Teachers are responsible for the effective use and management of classroom resources to enhance learning. This includes integrating digital tools where appropriate, maintaining resources in good condition, and contributing to the development of department-wide teaching materials. Resource allocation should be managed responsibly and in alignment with school policies and budget constraints.
Establish and maintain professional relationships focused on the learning and well-being of learners.	Teachers should build and maintain professional, respectful relationships with students, colleagues, and whānau. A collaborative and positive school culture should be fostered, ensuring that interactions are centred on supporting student learning and well-being. Working effectively with learning support staff, external agencies, and embracing culturally responsive practices, including the principles of Te Tiriti o Waitangi, is essential.
Communicate clearly with all relevant stakeholders to improve learning.	Clear and professional communication is essential for student success. Teachers must provide timely and constructive feedback to students, maintain open and respectful communication with parents and whānau, and contribute to school-wide discussions through meetings and reporting processes. The use of digital platforms should support effective communication and enhance learning opportunities.
Demonstrate commitment to ongoing personal and team	Teachers are expected to engage actively in professional learning and development opportunities. Reflection on teaching practice and seeking feedback for continuous

professional learning and improvement of professional practice.	improvement is essential. Sharing knowledge and best practices with colleagues, as well as contributing to department and whole-school initiatives, ensures ongoing professional growth and improved student outcomes.
Carry out whanau teacher responsibilities.	Whānau teachers play a key role in supporting students' academic progress, well-being, and personal development. Teachers must build positive relationships with their whānau class students, monitor their engagement and well-being, and communicate regularly with whānau and pastoral teams. Supporting school initiatives related to student well-being and leadership is an integral part of this role.
Carry out wider school responsibilities.	Teachers are expected to contribute to the wider life of Opihi College by participating in school events, committees, and extracurricular activities. They should support school policies and initiatives, actively promote a positive school culture, and uphold professional standards. Their involvement should reflect the values and ethos of Opihi College, ensuring a supportive and engaged school community.

JOB DESCRIPTION – HEAD OF FACULTY

Position Title	Head of Faculty
Reports to	Principal
Direct Reports	Deputy Principal
Working Relationships	Principal and Senior Leadership Team Teaching and Support Staff Students and Whānau (families) Board of Trustees and external stakeholders as required

Purpose of the position

The Head of Department provides professional and educational leadership that supports high-quality teaching and learning across their designated faculty. The position exists to lead curriculum design, implementation, and evaluation within the department, ensuring alignment with Opihi College's mission, vision, and strategic priorities. The HOD is responsible for fostering a collaborative, reflective, and improvement-focused team culture, guiding teachers to use effective pedagogy, data-informed practice, and inclusive approaches that enhance student engagement and achievement. The role also ensures effective administration, resource management, and communication, contributing to the overall success and continuous development of the school.

Key Responsibilities	Appraisal Indicators
Curriculum Leadership: The Head of Department provides clear leadership in the design, delivery, and ongoing review of curriculum programmes within their faculty. They ensure that teaching and learning programmes are aligned with the New Zealand Curriculum, Opihi College's mission, and the diverse needs of students. The HOD oversees assessment practices, including moderation, data analysis, and reporting, and ensures that these processes are consistent, reliable, and support improved student outcomes. They promote innovative, inclusive, and culturally responsive pedagogies that foster engagement and success for all learners.	Evidence of coherent and current department planning and documentation; consistent assessment and moderation practices; effective use of student achievement data to inform planning; and evidence of teaching and learning practices that reflect school-wide and national priorities.
Staff Leadership and Development: Support efficient school operations, ensuring policies, procedures, and regulatory requirements are met.	Accuracy and timeliness of reports, compliance with regulatory standards, feedback from staff.
Management and Leadership: The HOD provides professional leadership to department staff through mentoring, guidance, and constructive feedback. They create a collaborative environment where reflective practice and professional learning are encouraged. Faculty meetings are used as opportunities for sharing ideas, reviewing practice, and building collective capability. The HOD supports beginning and new teachers, ensuring induction processes are followed and professional growth is nurtured. They also encourage ongoing participation in professional learning and development that aligns with both departmental and school-wide goals.	Evidence of regular and purposeful department meetings; positive staff feedback on professional support and clarity of expectations; visible participation in relevant PLD; and documentation showing developmental feedback and professional growth conversations.

Administration and Resource Management: The Head of Department is responsible for the effective management of departmental administration, budgets, and resources. This includes careful planning and monitoring of spending, ensuring funds are used strategically to enhance teaching and learning. The HOD maintains accurate records and ensures resources are well-organised, maintained, and accessible to staff and students. Compliance with Health and Safety and SchoolDocs policies is upheld at all times, including maintaining the hazard register and managing classroom or equipment safety.	Evidence of sound financial management; accurate and timely completion of reports and records; effective use and maintenance of resources; and consistent adherence to health and safety procedures.
Contribution to School Leadership: As a key member of the school's middle leadership team, the Head of Department actively contributes to the wider strategic direction of Opihi College. They participate fully in leadership and staff meetings, sharing ideas that promote the continuous improvement of teaching and learning across the school. The HOD communicates effectively with students, whānau, colleagues, and the Senior Leadership Team, demonstrating professionalism and integrity in all interactions. They model the school's values, uphold the Code of Conduct, and contribute to a positive and collaborative school culture.	Active engagement and contribution in leadership forums; effective communication and collaboration across the school community; positive representation of the school's values; and evidence of leadership that contributes to improved outcomes for both staff and students.

Tasks and Duties

Curriculum Design and Delivery

- Lead curriculum planning and delivery across the Year 7–8 team, ensuring learning programmes reflect the New Zealand Curriculum refresh, literacy and numeracy frameworks, and Opihi College's strategic priorities.
- Support staff in implementing structured approaches to teaching and learning, including explicit instruction in literacy and mathematics.
- Coordinate the integration of cross-curricular learning, inquiry, and local curriculum design that reflects the Temuka and Aoraki context.
- Review and monitor teaching and assessment practices to ensure continuity of learning between primary feeder schools and the secondary pathway.
- Facilitate collaborative planning meetings, moderation, and shared professional reflection within the Year 7–8 team.

Staff Leadership and Development

- Provide professional leadership to teachers of Year 7–8, fostering collaboration, reflection, and continual improvement.
- Lead team meetings focused on pedagogy, assessment, and student progress.
- Identify and coordinate professional learning opportunities aligned to school priorities (e.g. structured literacy, digital fluency, restorative practice).
- Build a positive, professional team culture that encourages innovation and shared accountability for student outcomes.

Assessment, Reporting, and Data Analysis

- Coordinate and oversee assessment practices for Years 7–8, ensuring they are purposeful, balanced, and aligned with national expectations.
- Lead moderation processes across literacy, mathematics, and integrated subjects to ensure consistency and reliability.
- Maintain oversight of data collection and analysis to inform planning and track student progress over time.
- Ensure timely and accurate reporting to students, whānau, and SLT, including analysis of trends and recommendations for improvement.
- Contribute Year 7–8 achievement data to Board and SLT reporting cycles.

Transitions and Community Engagement

- Build strong relationships with contributing primary schools to support the transition of new students into Opihi College.
- Coordinate transition programmes and orientation events for Year 6 students and their whānau alongside the Transitions Coordinator.
- Collaborate with the Transitions Coordinator to ensure student information, strengths, and needs are effectively shared prior to enrolment.

- Communicate regularly with whānau about learning, wellbeing, and key junior events. Represent the junior school at community functions and support communication that celebrates student success.

Administration and Resource Management

- Manage the Year 7–8 resource budget responsibly, ensuring alignment with curriculum and student needs.
- Oversee the organisation of Year 7–8 timetabling, group structures, and activity scheduling in collaboration with the Deputy Principal.
- Maintain records of meetings, planning documentation, and moderation evidence.
- Ensure compliance with all Health & Safety and SchoolDocs requirements, including classroom environment, trip planning, and resource management.
- Contribute to the annual self-review of the Year 7–8 area, providing summary reports on progress and next steps.

General Responsibilities

- Uphold and promote the school's vision, mission, and values.
- Participate fully as a member of the middle-leadership team, contributing to whole-school decision-making and strategic implementation.
- Maintain confidentiality and professionalism in all school matters.
- Engage in ongoing professional development, staying current with best practices in education.