St Hilda's
COLLEGIATE SCHOOL
Te Kura O Hira Tapu

APPLICATION PACK FOR THE POSITION OF

TEACHER – English/Social Sciences

St Hilda's Collegiate School is seeking an applicant for the position of Teacher – English & Social Sciences.

Situated in the heart of Ōtepoti/Dunedin city, we are a high-performing, State-integrated Anglican school providing a rich learning environment for 450 girls. Applicants must be supportive of the school's Anglican special character.

This is a fixed-term, part-time position where you will be an integral part of a dynamic staff, working alongside an inspiring and collegial team of fellow teachers. Developing capabilities in students, alongside leading and supporting curriculum delivery and development within this high-performing team, is critical to this role. The successful applicant will be required to teach the English and Social Sciences curriculum across Years 7 through 10.

We are looking for an exceptional classroom practitioner who can confidently support and guide students while being prepared to trial, fail, and learn through inquiry into their own practice. The successful candidate will have excellent knowledge of the New Zealand curriculum and future-focused pedagogies, as well as hands-on experience in developing curriculum initiatives. Being responsive to the identified needs of our learners and adapting programmes to suit will be essential for success in this role.

Please note that all staff members of schools within New Zealand are required to undergo police vetting. Appointment to this position will be made conditional upon receiving a satisfactory report, and police vetting is undertaken every three years following appointment. St Hilda's Collegiate School is an equal opportunities employer.

TIMELINE FOR APPLICATION PROCESS:

Position Advertised: Tuesday 17th November

Applications Close: 12 noon, Thursday 3rd December

This is a part-time (0.6 FTE) fixed term position starting 26th January 2027 and finishing on 10th December 2027.

Please do not hesitate to contact the Principal's EA, Emma Jury if you have any queries or wish to discuss any aspects of this position. I invite you to view the school's website at www.shcs.school.nz for background information on St Hilda's.

Ngā mihi nui



NICKY WHITHAM-BLACKWELL
Principal/Tumuaki

WHAT IS A CHURCH SCHOOL?

"In a Church school, the offer of a Christian understanding of the world and the place of humanity in it will be reflected in worship. In particular, it will be reflected in the everyday life of the school, quietly respectful of the beliefs of others and of other faiths, but confident in its own faith. Church schools will not actively seek to convert children from the faith of their parents, but pupils will experience what it is to live in a community that celebrates the Christian faith; to work within a framework of discipline and yet to be confident of forgiveness; to begin to share the Christian's hope and the Christian experience that the greatest power in life and beyond it, is selfless love."

C. of E. Schools Review, UK.

"What does it mean for a school to be Christian? It means that students see faith being lived in all sorts of implicit ways, through the values which infuse the curriculum and the school's style of administration, and through the models provided by the best of their teachers. They learn about the faith explicitly in Religious Education and some other subjects. And they are encouraged to investigate further in voluntary religious activities the claims the Faith makes on their lives. At the end of it all, we trust that they have been put in the best possible position to make an informed choice as to whether they will make a faith commitment or not. There our direct responsibility ends."

Brian Hill, Murdoch University, Australia.



FOURTH SCHEDULE

HISTORICAL RESUME OF THE DEVELOPMENT OF SPECIAL CHARACTER OF ST HILDA'S COLLEGIATE SCHOOL

The special character of the school has evolved from its history and its present close association with the Anglican Diocese of Dunedin.

In 1870, a Church of England Order for women named the Community of the Sisters of the Church was formed by the Foundress, Mother Emily, who believed she was called "to start a new community devoted to the service of God and the spread of his Church, especially by the teaching and training of children in England and throughout the British Dominions". Early in 1894 at the urgent invitation of the Bishop of Dunedin, Bishop Nevill, one of the Sisters visited Dunedin for the purpose of investigating the opening of a school for girls. As a result, Sisters Geraldine and Etheleen were sent from England and opened St. Hilda's School in 1896.

The purpose and character of the school was succinctly stated in the original prospectus:

> *"The Sisters have taken the residence hitherto known as the Grange which in future will be called St. Hilda's Collegiate School. The House is conveniently situated, is bright, airy, and commodious, and easily accessible by rail or tram."*

> *"The aim is to provide a sound education suitable for the daughters of gentlemen, and at the same time to establish a thoroughly happy home, where every effort will be made not only to cultivate the minds of their pupils, but also to train and develop their whole character. The Sisters have had wide experience in Educational work, and hitherto their efforts both in England the Colonies have been acknowledged as highly successful."*

> *"The whole School is under the immediate supervision of the Sisters, who frequently give instruction to the various classes, and so are brought into direct contact with every child under their charge. The health and comfort of resident pupils is made an especial care."*

> *"Religious instruction is give daily by one of the clergy or a Sister."*

In 1931, the Kilburn Sisters were ordered by their Mother House in England to withdraw from the School and return to Britain. The reason was the falling off of vocations to the Order and the need to consolidate educational work nearer home. Since the Diocese of Dunedin was unable to undertake financial responsibility for the school an independent Board was set up, though the relationship with the Diocese continued to be close and the tradition of religious instruction and worship according to rites and teachings of the Anglican Church was maintained. In 1958, the Synod of the Diocese passed a Statute creating St. Hilda's Collegiate School a Diocesan School. The Bishop was chairman of the Board and held responsibility for religious teaching in the school.

St. Hilda's has been well served by many dedicated people, and throughout its history has been generously supported by the country districts of Otago and Southland. Country Board members, who have frequently travelled very long distances to attend meetings, have played an important role in developing the character of St. Hilda's.

POSITION DESCRIPTION

POSITION: CLASSROOM TEACHER – English/Social Sciences

TENURE: Fixed-term, part-time (0.6 FTE)

RESPONSIBLE TO:
(i) Board of Trustees (Gretchen Beardmore, Presiding Member)
(ii) Principal (Nicky Whitham-Blackwell)
(iii) HOD English
(iv) HOD Social Sciences

FUNCTIONAL RELATIONSHIP WITH:
(i) Deputy Principals
(ii) Specialist Classroom Teacher
(iii) Year Level Deans
(iv) Guidance Counsellor and Chaplain
(v) Other HODs
(vi) Other Teachers, Librarian

Primary objectives:
- To demonstrate a high level of commitment to the development and practice of teaching programmes, and highly effective teaching techniques.
- To facilitate student learning
- To assess and report on student learning
- To work towards the implementation of the goals and objectives of the Charter
- To abide by school policy statements
- To make a contribution to school life

There are seven teaching dimensions:

DIMENSION ONE: PROFESSIONAL KNOWLEDGE		
Key Tasks	**Expected Outcomes**	**Performance Indicators**
1. CURRICULUM		
1.1 To have a sound knowledge of the New Zealand Curriculum 1.2 To deliver the curriculum in accordance with school and national requirements 1.3 To have appropriate qualification, knowledge and experience	• Programmes reflect the NZ Curriculum Framework and supporting school documents • Confidence in ability to teach classes • Shows competency in relevant curricular	• Curriculum and lesson planning reflect the National Curriculum • Student appraisal of content and delivery • Regular contributions to departmental planning and initiatives • Is aware of and uses available resources • 21st Century pedagogies and digital technologies evident in teaching practise

2. Te Reo me ona Tikanga		
2.1 Demonstrate commitment to the promotion in education of: • Accurate and appropriate use of Te Reo Māori • Adoption of Māori protocols where appropriate • Understanding of cultural background of Māori issues in New Zealand	• Treaty issues are responded to sensitively and Tikanga Māori and Te Reo Māori are respected • Demonstrate an understanding of Māori protocol when appropriate	• Students have an understanding of the cultural background of Māori issues in New Zealand • Māori names are pronounced correctly • Appropriate protocols used where relevant
3. LEARNING & ASSESSMENT THEORY		
3.1 To have a sound knowledge of learning and assessment theory	• Planning and practice reflects an understanding of sound theory and the relationships among topics and concepts	• A variety of assessment methods are used • Able to utilise formative and summative assessment(s) • Able to self evaluate and change – assist others with this • Able to contribute to moderation procedures • Demonstrates awareness of the place of assessment in improving student learning • Assessment outcomes are recorded according to school policy • Able to write assessment tasks for own class that reflect department's objectives
4. KNOWLEDGE OF CHARACTERTISTICS & PROGRESS OF STUDENTS		
4.1 To have understanding of developmental characteristics of age groups and of progress of students	• Teaching practice and interaction with students reflects an understanding of each student's developmental stage and progress	• Students of all abilities are catered for • Teaching styles and resources display awareness of students' cultural and individual learning needs • Subject knowledge, understanding and skills are imparted at a level students can cope with • Maintains a comprehensive record of each student's attendance and assessment results • Reports to parents contain constructive comments on student's progress and next steps • Development and maintenance of environments which enhance learning by recognising and catering for the learning needs of a diversity of students
5. PROFESSIONAL DEVELOPMENT		
5.1 To assist with the identification of professional development needs and to undertake relevant professional development	• Practice continues to improve • Knowledge gained is reflected in further enhancement to teaching practice	• Staff express satisfaction in availability of PD • Innovations evident • Demonstrated improved performance • Undertakes annual performance review

5.2 To actively participate in the school's performance appraisal process and be reflective regarding performance		• Demonstrates a high level of commitment to further developing own knowledge and skills • Encourage and assist colleagues in professional development
DIMENSION TWO: TEACHING TECHNIQUES		
Key Tasks	**Expected Outcomes**	**Performance Indicators**
6. PLANNING & PREPARATION		
6.1 To plan a balanced programme which meets national curriculum requirements and school requirements 6.2 To develop appropriate teaching objectives 6.3 To plan appropriate learning activities	• Programme meets all requirements • Objectives reflect the needs of students and are consistent with school policies and national curriculum statements • Learning activities reflect the needs and progress of students	• A written plan is completed • A record of objectives and a note re achievement of them or not • Teaching styles and resources display awareness of students' cultural and individual learning needs • Critiques existing schemes and actively contributes to the evaluation and development of schemes of work • Clearly demonstrates awareness of links between different curriculum areas • Able to write summative assessments • Able to self evaluate and change – and assists others with this • 'Teaching as inquiry' model is utilised • Able to contribute to moderation procedures
7. TEACHING & LEARNING STRATEGIES		
7.1 To utilise a range of effective teaching techniques 7.2 To reflect on own teaching and to improve teaching practice as needed 7.3 To insist on high standards of work, attendance and behaviour from all students	• Students are self-directed learners. • Knowledge gained is reflected in further enhancement to teaching practice. • Students will achieve their full potential • School wide practices and recognised pedagogies are explored and implemented	• Students are engaged • Digital technologies are effectively integrated into the curriculum • A record of different techniques is kept • Satisfied students • Demonstrates awareness of the place of assessment in improving student learning • Reads in the professional area

8. ASSESSMENT & REPORTING		
8.1 To utilise appropriate student assessment and evaluation procedures, in accordance with school policies 8.2 To ensure effective evaluation of programmes 8.3 To maintain accurate records	• Student needs are known and planning occurs to meet these needs • Valid fair and reliable assessment of student achievement and progress occurs • Programmes are modified according to evaluation information	• Reports on progress relate directly to assessments • Positive evaluations are received • Records are kept up to date • Students are well informed • Regular reporting is completed • An input into school planning is made
8.4 To report to parents/caregivers on student progress 8.5 To report to senior management on issues related to school and programme effectiveness	• Records are effective in ongoing planning and practice • Students are aware of own progress and are engaged in their own forward planning • Parents/caregivers are satisfied that they have accurate information on their child's progress • Senior management find information provided useful in school development planning	
9. USE OF RESOURCES & TECHNOLOGY		
9.1 To utilise technology effectively 9.2 To utilise resources effectively	• Use of technology reflects relevant and sound application • LMS and BYOD practices are developed and implemented • There is an awareness of available resources and these are being used to enhance learning • There is a stimulating learning environment	• Students are aware of the uses of technology • Digital technologies are effectively integrated into the curriculum • A wide range of resources is used • A variety of learning styles is being catered for
10. STUDENT ENGAGEMENT IN LEARNING		
10.1 To utilise effective techniques for motivating students 10.2 To engage students in effective learning 10.3 Teacher displays enthusiasm for the subject 10.4 Discerning use of praise and positive reinforcement 10.5 To motivate students to perform to the best of their ability	• Expectation of student achievement is set • An effective rapport and a trusting relationship with students is established • Students are actively engaged in learning and display high levels of on-task behaviour • Increased self-esteem and self confidence • A positive learning environment • Individual learning needs of students are met • Students are motivated to learn • Consistency in student behaviour and work habits • Students encouraged to take responsibility for own learning • Teacher's enthusiasm shared with students • Satisfied students (co-operative) • Student achievement enhanced • Lesson objectives met • Positive student feedback • Book work/homework standards met	• Student achievement improves • There is good rapport between staff and students. • Course/dept requirements regarding homework, assignments are met by students • A range of learning materials is being used • Pre-testing occurs (if appropriate) • Accurate assessments of learning level • Gives praise and acknowledges achievement • Students take responsibility for their behaviour, learning • Extension activities evident

DIMENSION THREE: MOTIVATION OF STUDENTS		
Key Tasks	**Expected Outcomes**	**Performance Indicators**
11. EXPECTATIONS THAT VALUE AND PROMOTE LEARNING		
11.1 To model and promote high expectations of performance	• Students have high expectations of their own performance and strive to meet these	• Students achieve to their potential

DIMENSION FOUR: CLASSROOM MANAGEMENT		
Key Tasks	**Expected Outcomes**	**Performance Indicators**
12. TEACHING AND LEARNING ENVIRONMENT		
12.1 To utilise positive strategies in the management of student behaviour 12.2 To create and maintain a safe and secure learning environment 12.3 To manage student behaviour in such a way that the learning opportunities for all students are maximised 12.4 Recognition of barriers to learning and appropriate steps taken 12.5 To provide a safe learning environment	• There are clear expectations of student behaviour • Students are positive and respectful in their interactions • Students are confident in their interactions with others • High level of on-task behaviour • High levels of student achievement • Students' learning needs are recognised, acknowledged and catered for, where appropriate • Students can focus on their learning	• Provision of a variety of relevant activities to suit different learning styles and levels • Reading materials at appropriate level • Students able to use appropriate resources • Students on task and not interfering with the learning of others
13. PHYSICAL ENVIRONMENT		
13.1 To create and maintain a safe physical environment for students 13.2 To create and maintain a stimulating learning environment for students	• Students feel safe and secure at school • Students are motivated and interested in their learning	• Hazards are eliminated • Student work on display • Students engaged in learning and motivated to progress • Students are informed about procedures related to physical injury • Procedures in place to regularly review physical classroom safety
14. RESPECT & UNDERSTANDING		
14.1 To model interactions with other staff and students which display respect and understanding 14.2 To create an environment of respect and understanding with students 14.3 To demonstrate a commitment to student welfare and learning 14.4 To maintain a purposeful working atmosphere 14.5 To recognise and support diversity within the school	• Interactions with others are responded to positively • Students display respect and understanding in their interaction with others • Students feel they can trust the teacher to have their welfare paramount and to be interested in their learning • High level of on-task behaviour • All students and staff feel valued	• Teachers are publicly supportive of each other • Mutual courtesy observed • Teachers respect confidentiality unless student safety is at risk • Effective teacher/student rapport • Students consistently working • Positive atmosphere in the classroom • Students understand procedures for reporting harassment and abuse

DIMENSION FIVE: COMMUNICATION		
Key Tasks	**Expected Outcomes**	**Performance Indicators**
15. STUDENTS		
15.1 To communicate effectively with students	• Students feel their concerns are heard, understood and where appropriate, acted on • Students interact positively with the teacher	• Teacher gives time to students for follow-up work or discussion on progress and demonstrates effective listening skills • Spoken and written language is clear, correct and appropriate and indicates good dialogue is evident between teacher/students
16. COLLEAGUES		
16.1 To communicate effectively with colleagues	• Colleagues respond positively to each other	• Teachers show respect and tolerance of each other through open, honest and timely communication
17. FAMILIES		
17.1 To communicate effectively with parents and caregivers	• Parents and caregivers feel their concerns are heard, understood and where appropriate, acted on	• Opportunities are made for parents to discuss matters with the teacher • Reports are written on student's achievement for families, whanau or caregivers

DIMENSION SIX: SUPPORT & CO-OPERATION WITH COLLEAGUES		
18. SUPPORT FOR COLLEAGUES		
18.1 To offer professional support or assistance for colleagues 18.2 To offer personal support for colleagues, as appropriate 18.3 To operate within accepted codes of conduct and the ethics of the teaching profession	• Colleagues feel professionally well supported • Colleagues feel personally and appropriately supported • The school climate reflects the accepted codes of conduct and ethics	• All staff feel a valued member of the teaching team • Contributes to department by assisting with subject resource development and maintenance • Shares in test and examination preparation • Maintains effective relationships with colleagues • Teachers uphold the school philosophy and operate within accepted codes of conduct in dress, speech and actions
19. CO-OPERATION WITH COLLEAGUES		
19.1 To co-operate with colleagues and establish and maintain effective working relationships with them	• Colleagues feel valued, supported and assisted in their work	• Teachers support colleagues by encouraging, assisting and fostering harmonious working relationships

DIMENSION SEVEN: CONTRIBUTION TO WIDER SCHOOL ACTIVITIES		
20. CONTRIBUTION TO TEAM		
20.1 To contribute to the work of the teaching team	• Contribution to the team is valued by colleagues	• Staff attend various school functions to support staff and students involved
21. CONTRIBUTION TO WIDER SCHOOL		
21.1 To contribute to the work and activities of the school as a whole 21.2 To contribute to the development of a positive school climate 21.3 To display leadership in some aspects of the teacher's role in the school 21.4 To carry out delegated responsibilities to a high level	• School operates effectively due to contributions made by staff • Interactions between all groups (students, staff, parents, wider community) reflect a positive school climate • Significant contributions have been made in specific areas in the school and these contributions are valued • Delegations have been sought • There is confidence from senior staff that delegations will be carried out to a high level • Delegated responsibilities operate effectively and contribute positively to the running of the school	• Students and parents see the involvement of staff in school activities • Attends parent evenings • Contributes to modifications and development of school policies and programmes • Shares in supervisory activities • Each teacher is actively involved in at least one extra curricular activity
22. SUPPORT THE SPECIAL CHARACTER OF THE SCHOOL		
22.1 To respect and support the special character of the school	• The Christian ethic is demonstrated by example in dealings with students, parents and colleagues • Staff attend Chapel services • Support is given to the cultural, music and sporting co-curricular areas of the school	• Staff show caring concern for others • Attendance occurs • Activities are supported or attended as appropriate • Co-curricular commitments are met
23. GENERAL		
23.1 Complete additional duties as requested by the Principal	• The Principal is well supported in her role	• School goals are met