SCHOOL

Makarewa

HOOKED ON LEARNING | SKILLS FOR LIFE

Pūmau ki te ako | Pūkenga mo āke tono atu

Team Leader
Permanent
Scale A Teacher



2027

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Team Leader - Permanent Scale A Teacher Position

Dear Applicant,

An opportunity for applicants has arisen at Makarewa School due to the retirement of a staff member. This means that we are now looking for a new Scale A teacher to join our team, teach and lead the Senior Syndicate. The teaching level is negotiable.

Makarewa School is situated 8 km north of Invercargill on State Highway 6 and provides education for children from New Entrants to Year 6. Over the last five years, we have enjoyed a stable roll peaking at around 150 - 160 students. The staff are professional, and all interactions are based on collegiality and mutual respect. We are also lucky enough to have wonderful children and a supportive school community.

A Job Description, Person Specification, School Description, as well as the Standards for the Teaching Profession, are attached. Please use the separate Application for Employment Form provided.

Please submit a letter of application, the completed application form, and a CV to the appointment committee. **In your letter of application, please ensure you respond to the Person Specification and outline your strengths and interests.**
Please include the names of three (3) referees who will be able to confirm your professional experience and character. Referees will only be contacted if the appointment committee is considering you as a shortlist candidate.
The timeline for appointment is as follows:

17 Nov 2026	Position advertised Ed Gazette
17 Nov 2026	Advertise in Southland Express
3 Dec 2026	Applications close (12pm)
3-8 Dec 2026	Shortlisting and Referee's Contacted
9-12 Dec 2026	Interviews held at Makarewa School

The position commences at the beginning of Term 1, 2027. All letters of application (including the Person Specification), together with the Application for Employment Form, CV and any other supporting documentation, should be forwarded **by email** to:
The Principal
Makarewa School
principal@makarewa.school.nz
We look forward to receiving your application by 12pm, Thursday 3 December 2026.

Yours faithfully
Kevin Silcock
Principal

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Team Leader - Scale A Teacher Job Description

Position: Team Leader - Senior School - year level to be negotiated
Employment Terms: Current Primary Teachers Collective Agreement
Responsible to: Deputy Principal, Principal and Board of Trustees
Tenure: Permanent

Primary Objective: The classroom teacher's first responsibility is to the learning and teaching of their pupils by developing appropriate learning programmes throughout the year. This includes planning, development of resources, use of assessment data for every pupil in the class in accordance with the code of ethics from the New Zealand Education Council.

Key responsibilities

- **Senior leadership:** Serve as an active member of the SLT, helping to drive the strategic direction, school culture, and vision, while contributing to school-wide plans and managing the school in the Principal and DP's absence.
- **Pedagogical excellence:** Lead dynamic, quality teaching and learning programmes across the senior syndicate, overseeing planning, moderation, and assessment.
- **Staff growth:** Coordinate the Professional Growth Cycle and support teacher development through coaching and mentoring, alongside leading fortnightly meetings, professional development, and induction for new and beginning teachers.
- **Pastoral care and well-being:** Foster a safe, positive, and inclusive environment by leading positive behaviour support and overseeing staff well-being and support for at-risk learners.
- **Relational leadership and administration:** Build strong, open partnerships with tamariki, staff, whānau, and the wider community, while managing syndicate communication, assembly organisation, newsletters, and events.

Strengths in the following could be advantageous:

- **Te reo Māori.**
  Be the Lead Teacher for Māori development at school. This will involve:
  - Sourcing and sharing resources for Maori.
  - Liaising with the Principal in any consultation.
  - Acting as a resource person for staff.
  - Upskill staff in the ability to pronounce, and speak te reo.
  - Enhance the professional knowledge of staff to enable them to integrate Maori meaningfully into their teaching.
  - Leading the Kapa Haka group.

- **Acceleration of Student Progress in Writing**
  Experience in accelerating writing involving:
  - Sharing knowledge of proven acceleration intervention programmes
  - Design and instruct staff to deliver intensive evidence-based small group writing workshops tailored to accelerate the progress of students working below the curriculum expectations
  - Lead and participate in regular writing moderation across teams to ensure consistent, reliable assessment judgements against curriculum benchmarks.
  - Contribute to professional learning communities by trialling and sharing research-informed writing strategies and sharing effective practices with colleagues.

- **Ability to lead change within a syndicate**
  Experience in leading change involving:
  - Lead change calmly and methodically, breaking school-wide strategy into clear, well-paced syndicate action plans.
  - Provide a steady, reassuring presence, fostering trust and resolving barriers constructively during transitions.
  - Build team capability through structured collaborative inquiry, modelling new practices, and differentiated coaching.
  - Monitor impact systematically, reviewing syndicate data, updating SLT, and embedding successful shifts into daily routines.

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Personal Specification - Team Leader - Permanent

Please make sure you address these personal specifications in your application or covering letter.

Our new Team Leader will have a positive mindset and outstanding interpersonal skills that will enable them to build an environment which empowers and encourages staff and students to strive to reach their personal learning goals and experience success. They must have a sound knowledge of the New Zealand Curriculum, a willingness to work collaboratively, and to live our school values of Excellence, Integrity and Leadership every day.

We are looking for someone passionate, a critical and creative thinker who is committed to preparing children with the knowledge, skills, and capabilities to be successful in an ever-changing world. We want a team leader who uses their initiative, values teamwork and has a sense of humour. We are seeking a person who is committed to our school community and who brings our school vision of Hooked on Learning – Skills to Life to fruition.

The successful applicant will have and demonstrate relevant qualifications/experience for the position. In your application, please provide evidence showing how you demonstrate the following:

- A calm, approachable person who builds high-trust relationships
- A strategic thinker and leader.
- A good listener, who is empathetic to others.
- A highly organised person who models optimism, emotional regulation and a collaborative approach.
- A passion for teaching and learning
- Effective classroom management skills.
- A proven record as a successful classroom teacher.
- A great communicator who is enthusiastic, warm and positive when communicating with staff, students and parents both inside and outside the classroom.
- Te reo Maori and the skills and desire to lead the Kapa Haka group.
- A proven ability to work collaboratively.
- Team leader
- An in-depth knowledge of effective pedagogy that promotes student learning based on research, especially the acceleration of student achievement.
- Is competent with the use of ICT and the use of Google Apps in Education.
- The willingness and commitment to participate in all aspects of school life.
- A commitment to developing:
    - Our school values of Excellence, Integrity and Leadership.
    - Our School vision: Hooked on learning - Skills for life.

56 Flora Road East, RD 6, Makarewa, Invercargill
Phone: 03 2358 556 Facsimile: 03 2358 8561 Email: admin@makarewa.school.nz

Standards for the Teaching Profession

Applicants are expected to meet the Standards for the Teaching Profession as set out below:

Across all domains
Standard 1: Te Tiriti o Waitangi partnership
Demonstrate commitment to tangata whenua and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.
1.1. Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.
1.2. Understand and acknowledge the histories, heritages, languages, and cultures of partners to Te Tiriti o Waitangi.
1.3. Design teaching and learning experiences that reflect Te Tiriti o Waitangi partnership in New Zealand, including affirming for all learners the knowledge, identity, language, and culture of te ao Māori and tangata whenuatanga.
1.4. Practise and develop the use of te reo and tikanga Māori, including in support of positive engagement with Māori learners and their whānau and communities.

Professional knowledge
Standard 2: Know the content and how to teach it - Understand how to design learning based on content, curriculum, and pedagogical knowledge.
2.1 ***Understand the content*** - Demonstrate a developed understanding of the knowledge relevant to the content being taught.
2.2 ***Understand how to enact the curriculum*** - Know how to teach the mandated curriculum and its progressions in learning, effectively and in a way that supports every learner to succeed.
2.3 ***Understand evidence-informed teaching strategies and practices*** - Know how to apply research, evidence, and innovations related to pedagogy, inclusive teaching, and the teaching of particular content.
2.4 ***Understand how to foster literacy and numeracy as foundational capabilities*** - Demonstrate understanding of oral language, literacy, and numeracy as foundational capabilities that are integrated throughout all learning areas and levels, and knowledge of relevant evidence-informed teaching practices that are effective at fostering these proficiencies.

Standard 3: Know the learner and the learning process - Understand the learning process and the diversity of learners' strengths, needs, languages, cultures, identities, and interests.
3.1 ***Understand how learning happens*** - Demonstrate a developed knowledge and understanding of the cognitive, emotional, and social factors that affect how children and young people learn, and their application to teaching practice, informed by the science of learning
3.2 ***Understand how diverse needs can be met*** - Demonstrate understanding of the diverse needs of learners - including those associated with neurodivergence, disabilities, and trauma – and of the learning strategies that can support them, while being willing to seek specialist support where needed.
3.3 ***Understand culturally responsive teaching*** - Demonstrate an understanding of how to richly contextualise teaching and learning experiences to learners' culture, backgrounds, and interests to bring the curriculum to life and help them progress their learning.
3.4 Understand own assumptions and beliefs **-** Critically examine how one's own assumptions and beliefs, including cultural beliefs, impact on one's practice, and on the achievement of

learners including those with different abilities and needs, backgrounds, genders, identities, languages, and cultures.

Professional practice

Standard 4: Plan for and implement effective teaching and learning. Plan for learning, teach, and respond to learners during teaching to progress their learning at an appropriate depth and pace.

4.1 ***Set high expectations*** **-** Set high expectations for the learning outcomes of every learner.

4.2 ***Prepare learning experiences that are coherent and well organised*** **-** Use a mixture of forward planning and planning in action to ensure that the curriculum is enacted in an intentional way for each learner.

4.3 ***Advance the progress and achievement of all learners*** **-** Teach in ways that ensure sufficient progress for the diverse range of learners, providing additional support or extension when needed.

4.4 ***Use and adapt teaching strategies*** **-** Make use of a range of evidence-informed teaching strategies, approaches, and learning activities and use them adaptively in response to the needs of individuals and groups of learners.

4.5 ***Enable learning-focused capabilities*** **-** Enable learners to be active participants in their learning, so that they are well placed to develop self-regulation, agency, collaborative capabilities, self-reflection, and critical thinking.

4.6 ***Māori succeeding as Māori*** - Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.

Standard 5: Create and maintain supportive and safe learning environments

Develop a culture where learners feel safe, have their needs met, and are focused on learning, with appropriate use of equipment and technologies.

5.1 ***Support learners to feel safe to participate in learning*** **-** Build genuine, respectful relationships with and among learners so that all learners feel their identities, languages, cultures, and abilities are valued and respected, fostering trust, cooperation, and confidence to participate fully in learning.

5.2 ***Ensure the learning setting meets diverse needs*** **-** Establish workable routines and learning environments that support different physical, social, emotional, and intellectual development needs to ensure access to learning for all.

5.3 **Manage the learning setting and promote positive behaviour -** Develop a shared understanding of positive behaviour, with clear boundaries and a framework for effectively responding to challenging behaviour, including a range of preventative and restorative approaches.

5.4 Use equipment and technologies appropriately and effectively to support learning **-** Have strategies in place for any equipment and technologies utilised, including digital devices and artificial intelligence, to be used safely, responsibly, ethically, and in ways that contribute positively to teaching and learning.

Standard 6: Assess, provide feedback, and report on learning -Use regular and consistent assessment to inform teaching and share information on learner progress.

6.1 ***Monitor the extent and pace of learning*** - Make effective and regular use of high-quality assessment and/or aromatawai practices to gather, analyse, and use appropriate information about the pace of learners' progress.

6.2 ***Identify progress and respond to learners' needs*** - Use information on learner progress, in relation to goals or outcomes that have been identified, to design clear next steps in learning

and identify additional support, extension, or adaptations to teaching practice that may be required.

6.3 ***Provide constructive and understandable feedback*** - Ensure learners (and/or their parents/ caregivers and whānau, as appropriate) receive and understand ongoing feedback about their progress, and use this information to enhance their engagement with learning.

6.4 ***Communicate assessment information -*** Communicate clear and accurate information to parents/caregivers and whānau that identifies progress, strengths, and areas for development.

Professional engagement

Standard 7: Engage in professional learning- Improve professional capability through evidence-based reflection, professional learning, and engagement with colleagues.

7.1 ***Participate in a continuous cycle of professional growth*** - Reflect on the effectiveness of practice in an ongoing way to ensure a cycle of improvement and development, informed by evidence from a range of sources including learner perspectives.

7.2 ***Undertake professional learning to improve practice*** - Participate in professional learning, targeted to identified professional needs and school/service/system priorities, and adaptively apply this learning in practice.

7.3 ***Engage with colleagues to improve practice*** - Invite and respond to feedback from colleagues and other education professionals, collaborate to address challenges, and engage in learning-focused collegial discussions or networks.

Standard 8: Engage in productive professional relationships - Work constructively with colleagues, parents/ caregivers, and the community to support the learning and wellbeing of each learner.

8.1 ***Relate effectively with parents/ caregivers and whānau*** - Build positive, respectful, and culturally appropriate relationships with parents/ caregivers and whānau focussed on the learning, engagement, and wellbeing of learners.

8.2 ***Cooperate in the interests of learners*** - Collaborate reciprocally with leaders, teachers, and other colleagues, and engage professionally with external agencies and the wider community, to meet the needs of each learner.

8.3 **Actively contribute to the wider educational setting** - Work collegially to support ongoing improvement to organisational culture and practice, showing leadership particularly in areas of responsibility or expertise.

8.4 ***Communicate effectively*** - Use clear, open, and professional oral and written communication that assists everyone to play their part in supporting learning and wellbeing.

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School Profile

Makarewa School is a state, co-educational, contributing, primary school for children from Year 1 – Year 6. In addition to the Principal, Makarewa has a staff of six permanent classroom teachers and two part-time staff who provide CRT, Structured Literacy Support and Deputy Principal release. In recent years, we have started a new junior class at mid-year to cater for roll growth. The school is also supported by five support staff.
The school is situated 8 km north of Invercargill on State Highway 6. The school is located near the local Playcentre, Makarewa Domain and the local squash club. The Makarewa Country Club is also nearby.

The school is well maintained and set out in two blocks of buildings. The Board of Trustees is working to develop modern flexible learning spaces that will allow staff to deliver a 21st Century curriculum, with half the school already completed. There are junior and senior adventure playgrounds, an all-weather turf, a covered swimming pool and large playing fields.

The school is very well resourced with good ratios of digital devices across the school. All classrooms have access to high-speed internet and large televisions with Apple TV's. We are a 'Google' school and use this extensively for classroom planning, administration tasks, storing of information, as well as enhancing student learning. We run an optional BYOD programme for students in Year 4-6. Curriculum text resources are also up-to-date and well maintained.

Makarewa School has a supportive parent community, who support their children in their learning, sports, cultural and school-wide events. We have an active PTA committee and a well-established, forward-thinking Board of Trustees.

Makarewa School provides an extensive range of opportunities for our students across a range of sports, cultural activities and experiences, including ICAS exams, Outdoor Education Week and ski trips. The Year 6 students spend a week in Arrowtown in Term 1 for their annual school camp.

For more information, please visit the school website: http://www.makarewa.school.nz

School Summary

Grade: U4	
Last ERO Visit: 25/08/2015	Roll Stable: 140-160
BOT Chairperson: Leon Dunn	Principal: Kevin Silcock