LYTTON HIGH SCHOOL
TEACHER APPOINTMENT FOR 2027
INFORMATION PACKAGE FOR APPLICANTS

Lytton High School is an innovative and successful school dedicated to meeting the diverse needs of our students, so that each may develop to their potential and achieve success.

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APPOINTMENT TIMELINE



Advertising	20th November 2026
Applications close	Friday 11th December
Shortlisting	Monday 14th December
Reference checking	Monday 14th December
Non-shortlisted applicants advised by	Friday 18th December
Interviews (tbc)	TBC
Interviewed candidates advised of decision	TBC
Start Date	28th January 2027

APPLICATION PROCESS

Application for Employment
Please complete all sections of the enclosed Application for Employment form.

Your Ideas:
Please also send in a written response to the following questions. Please answer concisely – certainly no more than 250 words per question are required.

1. Describe your teaching philosophy.

2. What does teaching in the 21st century look like?

3. Describe an initiative that you have participated in, preferably in a leadership role, for an innovative approach to improving teaching and student learning. How was the effectiveness of this initiative measured?

PERSON SPECIFICATION

Lytton High School is seeking a teacher who:

- Works effectively with akonga Māori and Whānau, is confident in culturally responsive pedagogy, and uses te reo Māori to the best of their ability
- Teaching practice is inclusive and supportive of student diversity, including learning needs, sexual orientation and gender
- Truly cares about our students, respects and engages with them as individuals, and is keen to celebrate their successes.
- Is passionate about promoting excellence in teaching and learning and has a clear vision as to how this can be achieved.
- Is effective and helpful when interacting with students, parents and staff, proactively reinforcing Lytton High School's key values and positive school tone.
- Demonstrates an effective and innovative teaching approach ensuring the ability to solve problems, promote engagement and learning.
- Has a thorough understanding of current educational developments, appreciating the wider context within which schools function.
- Is a registered teacher with appropriate qualifications.
- Has integrity, strong people skills, a sense of humour and very broad shoulders.

ASSISTANT TEACHER

JOB DESCRIPTION

Lytton High School, an outstanding place where outstanding people are nurtured and flourish

General Description:
Lytton High School is a co-ed secondary high school. It is committed to Te Kotahitanga with approximately 70 percent of its students being of Māori ethnicity.

Teachers employed in this school shall carry out their general professional duties under the reasonable direction of the Principal and according to the policies of the Board of Trustees and the requirements of the School Charter. It is expected that teachers will recognise the potential of students and apply appropriate methods of teaching to cater for their needs, developing an interesting, enjoyable and stimulating learning environment and positive and respectful relationships with students. It is expected that teachers will play a full role in the wider life of the school. Under the supervision of the HoD or Teacher in Charge, the assistant teacher is responsible for the care, supervision and education of students in curricular, extra-curricular and other capacities, as well as giving clear guidelines to teacher aides, in some situations.

Responsible To:
The Lytton High School Board of Trustees through the Principal.

Direct Relationships With:
HOD's & teaching staff of relevant teaching areas.
The Dean & other teaching members of the relevant Learning House Network
Senior leadership Team.
Relevant Support Staff as pertaining to the Key Tasks/Relationships below.

Key Tasks/Responsibilities:

1. Teaching	Through active planning and deliberate actions creates an environment of *high expectations* (behaviour & learning) and genuine *student engagement* that is inclusive and responsive for all students.

a. Successful outcomes in terms of school's expectations:

- Creates an inviting and stimulating classroom.
- High levels of student engagement and learning
- Engagement in inquiry into the relationship between teaching actions and student learning
- Engages and challenges students.
- Lessons result in students' learning.
- Assessment for learning.
- Applies best practice in terms of pedagogy, assessment and meeting the needs of diverse learners. ICT integration in the classroom.

b. The students in the classroom are settled and learning. Robust routines are followed when things don't go as expected.

2. Learning Advisor (If given a Learning Advisory)	Is a *Champion* for each student within the Learning Advisory, utilising the Growth Mindset work of Carol Dweck.

a. Successful outcomes in terms of the essential components.

- **Academic mentoring**:
  Regularly advising students in making academic decisions.
  Monitors academic achievement through regular ongoing examination of current progress and next steps, guiding and supporting the pursuit of learning.
  Provides developmental guidance (both formal and informal).
- **Career pathways:**
  Develops, over the 4-5 years, the pathway to future possibilities.
  Prepares students for life transitions including career development and post-secondary opportunities.
- **Sense making:**
  Assists students to make links across a student's programme of study.
  Sensemaking of these connections in the context of long term goals.
- **Reporting:**
  Regular Conferencing (with the assistance of the student) with parents on progress and next steps.
  Good communication between home and school.
- **Passions & interests:**
  Assist students with pursuing their individual passions as a platform for further learning.
- **Citizenship**:

Promotes character development through exploring moral dilemmas and the undertaking of community service both within and outside the school.
Promotes exploration of diversity and tolerance in a range of contexts.

- **Sporting & cultural experiences:**
  Promotes good health through participation in sports.
  Promotes the benefits of participation in cultural activities.
  Creates opportunities to explore the process of group development and having fun.

3. Professional Learning	Is reflective and undertakes Professional Learning engaging in inquiry into their own teaching and its impact on the learning of students.

a. Is reflective and undertakes Professional Learning engaging in inquiry into their own teaching and its impact on the learning of students through the school's Performance Management Programme.

- Able to articulate and justify a personal, professional philosophy of teaching and learning.
- Gather, analyse and use assessment information to improve learning and inform planning.
- Systematically and critically engage with evidence of many kinds to reflect on and refine their practice.
- Actively review methods of teaching and programmes of work, and participate in arrangements for further training and professional development as a teacher, i.e. developing capacity in knowledge content and pedagogy.

b. Reports and discusses learning and progress with his/her appraisal leader/coach as per the school's Performance Management Programme.