# Job Description

## Classroom Teacher, 0.4 to 0.6 FTTE

Pūrākaunui School | Mihiwaka Station Road, Port Chalmers

| | |
|---|---|
| **Employer** | Pūrākaunui School Board of Trustees |
| **School** | Small coastal-rural state primary school: one multi-level class, Years 0–8 |
| **Position** | Permanent part-time Classroom Teacher: 0.4 FTTE (2 days per week), with the possibility of an additional 0.2 FTTE Board-funded teaching allocation (up to 0.6 FTTE / 3 days per week total, depending on the applicant, e.g. to support a beginning teacher toward full registration). Days to be agreed. |
| **Start date** | Term 1, 2027 |
| **Responsible to** | Principal |
| **Agreement** | Primary Teachers' Collective Agreement (or equivalent Individual Employment Agreement) |
| **Salary** | Unified base salary scale, according to qualifications and experience |
| **Allowance** | Cultural Leadership Allowance available for the right person (see Part B) |

## About Our School

Pūrākaunui School is a small coastal-rural school with stunning views, a high adult-to-child ratio, and a close, supportive community. We are a lovely, down-to-earth team of staff, tamariki, and whānau who genuinely care for one another. Because we are small, we know every child's strengths and challenges well, and we use that knowledge to tailor learning to each learner.

All our ākonga, from new entrants to Year 8, learn together in one multi-level class using a tuakana–teina approach, where older and younger children learn from and support one another. Hauora is at the heart of what we do, and children's wellbeing is always a priority.

Our first priority is strong foundations in literacy and numeracy, supported by structured literacy

and targeted acceleration programmes. Every child has an individual learning plan. We foster a hands-on, strengths-based approach to learning, with project-based learning that connects to our local environment. We are an Enviroschool, and caring for our environment is part of everyday learning.

## Our School Values

Our values guide how we learn, teach, and relate to one another. We are looking for someone who lives them every day:

| | |
|---|---|
| **Manaakitaka**<br>*kindness* | Caring for others, showing respect and hospitality, and making sure everyone feels welcome and valued.<br>***In this role:*** *Building warm, relational, trusting connections with ākonga and whānau, and making sure every learner belongs.* |
| **Manawanui**<br>*resilience* | Being steadfast and patient, persisting when things are hard, and growing from challenges.<br>***In this role:*** *Helping ākonga build confidence and persistence in their learning, and staying calm, positive, and solution-focused.* |
| **Ako**<br>*reciprocal learning* | Learning is reciprocal: we all teach and we all learn, and older and younger ākonga learn from one another.<br>***In this role:*** *Using a tuakana–teina approach in our single class, reflecting on practice, and learning alongside ākonga, whānau, and colleagues.* |
| **Kaitiaki**<br>*guardianship* | Caring for and protecting our people, our place, and our environment, now and for the future.<br>***In this role:*** *Keeping ākonga safe and well, protecting their information, and leading environmental and outdoor learning that connects ākonga to our local whenua and moana.* |

## About the Role

This is a rewarding, hands-on role in a small school where every adult makes a real difference. You will team-teach alongside our teaching principal in our single Years 0–8 class, benefiting from a high adult-to-child ratio and a collaborative, supportive staff culture.

We welcome both **beginning teachers** (with induction and mentoring support provided) and **experienced registered teachers**. We are looking for someone willing to learn, reflect, and grow alongside us as we embrace our community school and our learners.

In a small school we work closely as a team, including sharing responsibility for the safety and

supervision of all students while on site. Principal and management duties remain with the principal.

## Part A: Classroom Teaching (0.4 to 0.6 FTTE)

**Key responsibilities:**

- **Curriculum and Planning:** Plan, teach, and assess a multi-level programme for our single class across Phase 1 (Years 0–3), Phase 2 (Years 4–6), and Phase 3 (Years 7–8) in line with the New Zealand Curriculum, including the refreshed learning areas.
- **Foundations:** Deliver reading, writing, and mathematics programmes following the school's scope and sequence, structured literacy approach, and acceleration programmes.
- **Individualised and Strengths-Based Learning:** Develop, use, and regularly review individual learning plans for every ākonga, with whānau input, building on each child's unique strengths.
- **Hands-On and Creative Learning:** Use integrated planning, creativity, music/arts, and project-based learning to connect learning across curriculum areas and phases, using practical, real-world experiences and our local environment.
- **Enviroschools:** Support our Enviroschools kaupapa, leading environmental studies, garden-to-table, and outdoor education with ākonga.
- **Tuakana–Teina:** Foster a tuakana–teina approach so older and younger ākonga learn from and support one another within the class.
- **Assessment and Reflection:** Use assessment information to plan next steps for individuals and groups; actively reflect on your teaching practice to improve children's academic and social progress; track, record, and report progress to whānau and the principal.
- **Relational and Inclusive Classroom:** Create a safe, warm, inclusive, and culturally responsive classroom where every learner belongs, using positive, relational behaviour guidance.
- **Te Tiriti o Waitangi:** Give effect to Te Tiriti o Waitangi in classroom practice, including te reo Māori and tikanga Māori.
- **Collaboration:** Team-teach and plan collaboratively alongside the teaching principal, help out when the principal is busy with principal duties, and direct and support the teacher aide's work with learners.
- **Community Connection:** Build strong, caring relationships with ākonga, whānau, and the local community, and share your own personal strengths and passions with our school community.
- **Professional Growth:** Take part in professional learning, induction and mentoring (if a beginning teacher), the professional growth cycle, and school self-review, meeting the Standards for the Teaching Profession and Code of Professional Responsibility.

## Part B: Cultural Leadership (Allowance Available)

A Cultural Leadership Allowance is available for the right person who can lead our te reo Māori programme and continue to foster tikanga Māori across our school.

**Key responsibilities:**

- Lead and teach the school's te reo Māori programme so ākonga grow their confidence and use of te reo every day.
- Continue to foster tikanga Māori in the daily life of the school, including karakia, waiata, and mihi whakatau.
- Lead or support cultural events such as Matariki, Te Wiki o te Reo Māori, and kapa haka.
- Help weave local stories, places, and pūrākau into learning, in partnership with mana whenua.
- Support the principal and board to give effect to Te Tiriti o Waitangi.

*The allowance is paid to the person carrying out these responsibilities. It is not a guaranteed part of the position.*

## Person Specification

### Essential

- Registered teacher with a current practising certificate (Provisional or Full) from the Teaching Council of Aotearoa New Zealand.
- Willingness to learn, reflect on practice, and continuously improve children's academic and social progress.
- Relational, warm, and caring approach, with a commitment to strengths-based, inclusive practice for diverse and neurodiverse learners.
- Strong knowledge of the New Zealand Curriculum (or eagerness to build this with mentoring support if a beginning teacher).
- Enthusiasm for teaching multi-level/composite classes (Years 0–8 together in one class) and using individual learning plans.
- Collaborative, flexible, team-focused attitude, comfortable working closely in a small rural school with a lovely, tight-knit staff and community.
- Ability to build trusting relationships with ākonga and whānau.
- Well organised, with good communication and record-keeping skills.
- A commitment to our values of Manaakitaka, Manawanui, Ako, and Kaitiaki.

### Desirable

- Creativity and musical skills (e.g. singing, guitar, ukulele, piano, or leading waiata/music) and a willingness to share your strengths with our community.
- Enjoyment of environmental studies, garden-to-table, outdoor education, and hands-on, project-based learning.
- Experience with structured literacy and modern mathematics approaches.
- Experience using tuakana–teina or peer learning approaches.

- Confidence in te reo Māori and tikanga Māori, and the ability to lead a te reo Māori programme (essential for the Cultural Leadership Allowance).

## How to Apply

To apply, send a brief cover letter and CV to **principal@purakaunui.school.nz**. Applications close **Friday 4 December 2026**.

Your application must include:

- A chronological summary of your work history for at least the past five years, including the positions you held and the organisations you worked for (or practicum placements if a beginning teacher).
- Your teacher registration and practising certificate details.
- Any professional organisations you belong to that are relevant to this role.
- Any licences relevant to the role (for example, a driver's licence if you may drive students).
- Any other relevant qualifications.
- The names and work contact details of at least two professional referees, including your current or most recent employer (or associate teachers/university lecturers if a beginning teacher).

Reference checks are made by phone or video call, not by written reference, and the same questions are used for every applicant.

## Conditions

- Appointment is subject to safety checking under the Children's Act 2014, including Police vetting, identity verification, and reference checks.
- Days of work and final FTTE (0.4 FTTE Ministry-funded, plus potential 0.2 FTTE Board-funded allocation) to be agreed upon appointment.
- This job description may be reviewed by agreement as the needs of the school change.

## Agreed By

| Principal | Appointee |
| --- | --- |
| Signature: _____ | Signature: _____ |
| Date: _____ | Date: _____ |