Applicant Information Pack

Classroom Teacher (0.4–0.6 FTTE) and Learning Support Coordinator (0.2 FTTE)

Pūrākaunui School | Te Kura o Pūrākaunui

Commencing Term 1, 2027

Applications close Friday 4 December 2026

Tēnā koe and welcome!

Thank you for your interest in joining our team at **Pūrākaunui School**.

We are a small, vibrant coastal-rural school nestled above Pūrākaunui Bay near Port Chalmers, with stunning views and a close, supportive community. We are a down-to-earth, lovely bunch of staff, tamariki, and whānau who genuinely care for one another. Because we are small, we enjoy a high adult-to-child ratio, know every child's strengths and needs intimately, and work closely together to help every learner thrive.

About Our Kura

- **Our Class:** All our tamariki, from New Entrants to Year 8, learn together in one multi-level classroom using a **tuakana–teina** approach, where older and younger learners support and learn from one another.
- **Hauora at the Heart:** Children's wellbeing is always our first priority. Every child has an Individual Learning Plan (ILP), and we take a relational, strengths-based approach to both academic and social growth.
- **Foundations and Inquiry:** We prioritise strong foundations in literacy and numeracy (using structured literacy and targeted acceleration), balanced with hands-on, project-based learning connected to our local whenua and moana.
- **Enviroschool:** As a proud Enviroschool, sustainability, garden-to-table, and outdoor education are woven into everyday school life.

Our School Values

Our values guide how we learn, teach, and relate to one another every day:

Manaakitaka *kindness*	Caring for others, showing respect and hospitality, and making sure everyone feels welcome and valued.
Manawanui *resilience*	Being steadfast and patient, persisting when things are hard, and growing from challenges.
Ako *reciprocal learning*	Learning is reciprocal: we all teach and we all learn, and older and younger ākonga learn from one another.
Kaitiaki *guardianship*	Caring for and protecting our people, our place, and our environment, now and for the future.

How These Roles Work (Flexible Options for 2027)

For Term 1, 2027, we are offering a **permanent 0.6 FTTE opportunity (3 days per week)** made up of **0.4 FTTE Classroom Teaching** and **0.2 FTTE Learning Support Coordinator (LSC)**.

To ensure we find the best fit for our tamariki and community, we are flexible in how we appoint:

1. **Combined Role (0.6 FTTE):** A fully registered teacher may apply for both roles combined (0.4 FTTE Classroom Teacher + 0.2 FTTE LSC).
2. **Classroom Teacher Only (0.4 to 0.6 FTTE):** Both **beginning teachers** (with induction and mentoring provided) and **experienced registered teachers** are warmly encouraged to apply solely for the 0.4 FTTE Classroom Teaching role. Depending on the applicant, an additional **0.2 FTTE Board-funded teaching allocation** is available to bring the role up to 0.6 FTTE (e.g. to support a beginning teacher toward full teacher registration).
3. **Learning Support Coordinator Only (0.2 FTTE):** Fully registered teachers may apply solely for the 0.2 FTTE LSC role *(note: a current full practising certificate is required for the LSC position)*.

A **Cultural Leadership Allowance** is also available for the right candidate who can lead our te reo Māori programme and foster tikanga Māori across our kura.

Part 1: Classroom Teacher Job Description (0.4 to 0.6 FTTE)

Employer	Pūrākaunui School Board of Trustees
Position	Permanent part-time Classroom Teacher: 0.4 FTTE (with potential 0.2 FTTE Board-funded top-up to 0.6 FTTE, depending on the applicant)
Responsible to	Principal
Agreement and Salary	Primary Teachers' Collective Agreement (Unified Base Salary Scale)

Role Overview

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 are looking for someone who is relational, creative, and willing to learn, reflect, and grow alongside us as we embrace our community school and our learners.

Key Responsibilities

- **Multi-Level Curriculum and Planning:** Plan, teach, and assess an engaging programme across Phase 1 (Years 0–3), Phase 2 (Years 4–6), and Phase 3 (Years 7–8) aligned with the New Zealand Curriculum.
- **Literacy and Numeracy Foundations:** Deliver reading, writing, and mathematics programmes following our school's scope and sequence, structured literacy approach, and acceleration programmes.
- **Individualised and Strengths-Based Learning:** Develop, use, and review Individual Learning Plans (ILPs) for every ākonga with whānau input, building on each child's strengths.
- **Creative, Hands-On and Outdoor Learning:** Bring creativity, music/arts, garden-to-table, Enviroschools kaupapa, and outdoor education into daily learning, connecting projects to our local environment.
- **Tuakana–Teina and Relational Practice:** Foster a warm, safe, inclusive classroom where older and younger learners support each other, using positive, relational behaviour guidance.
- **Reflection and Assessment:** Actively reflect on your teaching practice to improve children's academic and social progress; use assessment data to plan next steps and report clearly to whānau and the principal.
- **Te Tiriti o Waitangi:** Weave te reo Māori and tikanga Māori authentically into classroom life.
- **Team Collaboration:** Plan and team-teach collaboratively with the teaching principal,

support the teacher aide's work with learners, and share your own strengths and passions with our school community.

Person Specification (Classroom Teacher)

Essential

Registered teacher (Provisional or Full practising certificate); relational, caring, and strengths-based; willing to learn and reflect on practice; strong NZ Curriculum knowledge (or eagerness to build this with mentoring support if a beginning teacher); enthusiastic about Years 0–8 multi-level teaching; collaborative, positive, and committed to our school values.

Desirable

Musical or creative talents (e.g. guitar, ukulele, piano, singing, arts, visual, drama) and willingness to share them; passion for outdoor education and physical education (sport), Enviroschools, and hands-on learning; experience with structured literacy; confidence in te reo and tikanga Māori (essential for the Cultural Leadership Allowance).

Part 2: Learning Support Coordinator Job Description (0.2 FTTE)

Employer	Pūrākaunui School Board of Trustees
Position	Permanent part-time Learning Support Coordinator: 0.2 FTTE (1 day per week, or flexible hours by agreement)
Responsible to	Principal
Agreement and Salary	Primary Teachers' Collective Agreement (Unified Base Salary Scale)

Role Overview

Funded through the Ministry of Education's LSC staffing and aligned with the *In-school LSC Role Description (2026)*, this is an active, hands-on, and relational role. We are looking for someone who works effortlessly with **both adult staff and students** to uplift teaching and learning across our kura, equally happy working **one-to-one with tamariki** on the mat as they are supporting colleagues, coordinating ILPs, and liaising with Ministry of Education Learning Support specialists.

Key Responsibilities

- **One-to-One and Small Group Work:** Work directly with tamariki (1:1 and small groups) using practical, strengths-based strategies to accelerate learning, build confidence, and support classroom success.
- **Neurodiversity and Inclusive Support:** Champion a strengths-based, empathetic approach for neurodiverse learners and ākonga with additional needs, designing practical classroom adaptations.
- **Individual Learning Plans (ILPs):** Coordinate, develop, and review ILPs alongside teachers, whānau, and learners, linking targeted support closely to classroom programmes.
- **Working Alongside Adult Staff:** Collaborate constructively with the teaching principal, classroom teacher, and teacher aide, sharing strategies, modelling approaches, and building collective capability across the team.
- **Ministry of Education and Specialist Liaison:** Partner with Ministry of Education Learning Support, RTLBs, SLTs, OTs, health/community agencies, and our local LSC network; manage referrals and resourcing applications.
- **Whānau Partnership and Transitions:** Work in warm, transparent partnership with whānau; support smooth transitions into school (from our local playgroup/ECEs), across phases, and on to intermediate/secondary school; maintain confidential support registers

and records.
- **Professional Learning:** Engage openly in Ministry LSC induction, cluster networks, and ongoing school-wide learning.

Person Specification (LSC)

Essential

Experienced, registered teacher with a **current full practising certificate** *(mandatory for LSC)*; warm, relational communicator with both adults and children; strengths-based understanding of neurodiversity and inclusive education; skilled in ILPs and hands-on 1:1/small group support; open to learning and collaborating with Ministry Learning Support services; well organised and discreet.

Desirable

Prior SENCO, LSC, RTLB, or specialist teaching experience; rural/multi-level school experience; confidence in te reo and tikanga Māori (essential for the Cultural Leadership Allowance).

Part 3: Optional Cultural Leadership Allowance

Available for a candidate who can lead our te reo Māori programme and foster tikanga Māori across our kura, including karakia, waiata, mihi whakatau, cultural events (Matariki, Te Wiki o te Reo Māori, kapa haka), and weaving local pūrākau into learning in partnership with mana whenua.

Paid to the person carrying out these responsibilities; not a guaranteed component of either role.

How to Apply

We warmly encourage prospective applicants to reach out for a kōrero or arrange a visit to see our kura in action!

Contact	Mikaela Wilson, Principal | Tumuaki
Email	**principal@purakaunui.school.nz**
School phone	022 414 6351

Address	8 Mihiwaka Station Road, Pūrākaunui
Applications close	**Friday 4 December 2026**

Application Checklist

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

1. **A brief cover letter** stating clearly which role(s) you are applying for (*Combined 0.6 FTTE*, *Classroom Teacher 0.4–0.6 FTTE*, or *LSC 0.2 FTTE*), and addressing:
    - Why a part-time role at our small coastal-rural kura appeals to you.
    - How you will ensure strong communication and continuity for learners and colleagues across the week.
    - Whether you are available for day-to-day relief teaching on your non-rostered days.
    - *(If applying for LSC)* The experience, relational approach, and skills you bring to supporting neurodiverse learners, ILPs, and staff collaboration.
    - The unique strengths, passions, or creativity you will bring to our school community.
2. **Your Curriculum Vitae (CV)** including:
    - Chronological work history for at least the past 5 years (or practicum placements if a beginning teacher).
    - Your Teaching Council registration number and practising certificate status/expiry.
    - Relevant qualifications, professional memberships, and driver's licence details.
3. **Referees:** Contact details (phone and email) for at least **two professional referees**, including your current or most recent employer (or associate teachers/lecturers if a beginning teacher). *Note: Reference checks are conducted by phone/video call using standardised questions.*

Conditions of Appointment

- Appointment is subject to safety checking under the Children's Act 2014 (Police vetting, identity verification, and referee checks).
- Days of work and final FTTE allocation will be agreed upon appointment.

Ngā mihi nui. We look forward to hearing from you!