KAIKORAI VALLEY COLLEGE

APPLICATION FOR FULL-TIME, PERMANENT HEAD OF DEPARTMENT SPECIAL NEEDS

Position applied for	Location
Head of Department Special Needs *(full-time, permanent)*	Kaikorai Valley College, Dunedin - Years 7 to 13

Preferred title: Mr ☐ Mrs ☐ Ms ☐ Miss ☐ Other ☐ .....

Last Name	First Name(s) (in full)

Full Postal Address

Phone Number

Cellphone:	Business:	Private:

Date of Birth	Email Address

Current Position	School

Teacher Registration (type)	Number	Expiry Date

Please tick the appropriate response:

Are you a New Zealand citizen?	Yes ☐	No ☐
If not, do you have resident status, or	Yes ☐	No ☐
A current work permit?	Yes ☐	No ☐
Have you ever had a criminal conviction?	Yes ☐	No ☐

If "Yes" please detail: .

Have you ever received a police diversion for an offence? If "Yes"' please detail: .	Yes ☐ No ☐

Have you been convicted of a driving offence which resulted in temporary or permanent loss of license, or imprisonment? If "Yes"' please detail: .	Yes ☐ No ☐

Are you awaiting sentencing/currently have charges pending? If "Yes"' please state the nature of the conviction/cases pending: .	Yes ☐ No ☐

In addition to other information provided, are there any other factors that we should know in order to assess your suitability for appointment and your ability to do the job? If "Yes", please elaborate: .	Yes ☐ No ☐

Have you had any injury or medical condition caused by gradual process, disease or infection, such as occupational overuse syndrome, stress or repetitive strain injuries, which the tasks of this job may aggravate or contribute to? If "Yes", please detail: .	Yes ☐ No ☐

Do you have a current full driver's license? Driver's Licence # Expiry Date:	Yes ☐ No ☐

Please Note:

- You may be asked to provide a copy of the relevant Court record(s) obtainable from the Registrar of the Court concerned.
- Failure to provide true and correct details of any conviction or reason for possible unsuitability will make you liable for dismissal from the employment of the Board, should you be the successful applicant.

Privacy Act Statement

I agree that the Board of the School or its agents may make written or oral inquiry regarding my suitability for this position from my nominated referees, and/or previous employers, and/or other persons, and/or institutions deemed necessary to satisfy the Board as to my suitability for the position as stated at Kaikorai Valley College.

Signature of Applicant: ..... Date: .....

KAIKORAI VALLEY COLLEGE

APPLICATION FOR HEAD OF DEPARTMENT SPECIAL NEEDS

INSTRUCTIONS FOR APPLICANTS:

1. Applications for this position close at 4.00pm on Monday 25 January 2027. The official starting date for the position will be the beginning of Term2, 2027.
2. This position is a permanent full-time position. The applicant may have other teaching subjects and should stipulate what these might be. The position includes two permanent management units (2MU) and one middle management allowance (1MMA) (remuneration).
3. This position will NOT suit a first-year (beginning) teacher. Special Needs experience/knowledge *is essential*.
4. All inquiries are to be directed to the Principal, 03 453 6035, or email the Principal at principal@kvc.school.nz.
5. Applications should be emailed to principal@kvc.school.nz.
6. Your application should consist of the following items:
   - The attached application form, clearly signed and dated, including a current teacher registration number
   - A cover letter of application
   - A curriculum vitae containing at least the following information:
     - ≈ Biographical details.
     - ≈ Details of training and practising certificate number.
     - ≈ Details of teaching experience, and any other employment history covering, at least, the last five years.
     - ≈ One primary form of identity (e.g. current passport or birth certificate).
     - ≈ One secondary form of identity (e.g. driver's licence).
     - ≈ Other relevant experience and/or expertise.
     - ≈ Any other information you feel may assist the Senior Leadership and Board to make its decision.
   - Names and contact addresses/phone numbers of up to three people who have agreed to act as referees on your behalf. These should preferably be people able to comment on your teaching ability. Contact details MUST include a phone number.
   - Please ensure that referees know they have been nominated and that you authorise them to disclose information about you to the Board, or its agents, for the purpose of determining your suitability for the advertised position should we chose to contact them.

All appointment procedures shall adhere to the Kaikorai Valley College Equal Employment Opportunities policy, which is designed to ensure that no irrelevant factors are considered during the appointment processes, and the Kaikorai Valley College Appointments Policy. Any appointment is subject to appropriate referee and identity checks as well as the applicant holding a current practising certificate.

The Board or its agent may make inquiries to previous employers, or other persons, or institutions deemed necessary to satisfy the Board/Principal as to the suitability of the applicant for the advertised position.

JOB DESCRIPTION: HEAD OF DEPARTMENT SPECIAL NEEDS

Name:

Position: Head of Department Special Needs

Responsible to: Senior Leadership Team and Principal

Subjects: Special Needs

Teacher Level: Experienced Classroom Teacher

GENERAL STATEMENT OF RESPONSIBILITIES:

1. To plan programmes in accordance with the NZ Curriculum.
2. To provide co-ordination, management and supervision of long-term and day-to-day IEPs and curriculum planning, delivery and operations within the area/s of delegated authority (as above).
3. To provide professional leadership within the area/s of delegated authority.
4. To provide the administrative framework within which students and staff may function effectively.
5. To ensure the relevant goals of the school's strategic plan are effectively implemented and evaluated.
6. To ensure that there are suitable monitoring and subject assessment programmes for individual and groups of students.
7. To provide, through formal and informal interactions and appropriate support, to teachers and support staff in their professional tasks and in the management of students.
8. To provide an effective communication link between the senior management of the school and the area/s of delegated responsibility.
9. To maintain effective and appropriate relationships both within the school and with its community.
10. To be responsible for the preparation of budgets, monitor spending and keep a record of resources.

KEY TASKS	DESIRED OUTCOMES
1. Curriculum Planning and Delivery	
▪ Ensure schemes and plans are up-to-date and accurate. ▪ Ensure individual learning plans are in place for each student attached to the Centre. ▪ Supervise staff and check on planning and records.	▪ Teachers and teacher aides have appropriate guidelines for planning programmes of learning in line with the National Curriculum and school policies. ▪ Ensure curriculum coverage in the department is appropriate and individualised. ▪ The Senior Leadership team is kept informed of programme developments.
2. Professional Leadership	
▪ Use department meetings to lead professional discussion. ▪ Support staff and teacher aides in their roles and encourage professional development. ▪ Provides appropriate guidance to staff. ▪ Participates fully in the school's performance management system.	▪ Staff in the department feel valued and supported. They are encouraged to maintain up-to-date knowledge of developments in teaching and learning. ▪ There is a collaborative approach to planning, monitoring, assessing and delivery of programmes.
3. Department Administration	
▪ Suggest areas for budget expenditure and maintain accurate records of purchases. Work within budget ▪ Manage curriculum resources well. ▪ Maintain current resource inventory.	▪ Financial resources are well managed. ▪ Appropriate storage, records, and use are made of departmental resources. ▪ Assets are kept on a current register or inventory.

4. Student Assessment	
▪ Develops and maintains an appropriate assessment system for individual students. ▪ Ensures families are kept up-to-date with progress made. ▪ Oversees reporting to parents in subject area. ▪ Ensures that assessment data is used to inform programme planning.	▪ The department has sound methods of assessing student achievement against accepted achievement objectives. ▪ Ensures accurate records are kept, and that analysis helps identify student learning needs, which are then used to inform planning. ▪ Parents are kept accurately informed of student achievements and progress. ▪ Effective analysis is recorded and passed on to the appropriate person(s). ▪ Classroom programmes are driven from the analysis of assessment data to ensure student learning needs are met.
5. Behaviour Management	
▪ Provides sound advice and support to staff in their student management. ▪ Gives appropriate advice to teachers and teacher aides relating to behaviour management. ▪ Liaises as necessary with senior/pastoral staff regarding behavioural issues. ▪ Deals in a positive and appropriate manner with referred discipline issues. ▪ Follows school policy guidelines when working with students. ▪ Maintains accurate notes on student referrals.	▪ The department staff feel fully supported in dealing with all aspects of behaviour management. ▪ Students are managed at all times with courtesy, consideration and dignity in a manner that respects cultural diversity and the rights of the individual. ▪ The school behaviour management policies and procedures are followed at all times.
6. Communications	
▪ Meets with senior managers as required. ▪ Advises on staff appointments and makes suitable recommendations. ▪ Holds regular department meetings to disseminate information. ▪ Keeps accurate meeting minutes. ▪ Encourages staff to participate in school activities. ▪ Contributes to school review and policy development as required. ▪ Attends HOD meetings as required. ▪ Keeps the Board informed of developments on a regular basis. ▪ Senior Leadership Team are kept up to date on any issues relating to the department. ▪ There is an ongoing, strong link between schoolwide policy, procedures, and program planning and department teachers. ▪ All staff are kept fully informed, meetings run smoothly and effectively, and accurate records are kept. ▪ Reports to the Board's Special Needs sub-committee quarterly.	▪ Senior Leadership Team are kept up to date with any issues relating to the department. ▪ There is an ongoing, strong link between schoolwide policy, procedures and programme planning and department teachers. ▪ All staff are kept fully informed, meetings run smoothly and effectively, and accurate records are kept. ▪ Reports to the Board's Special Needs sub-committee quarterly.
7. Relationships	
▪ Represents department views in meetings. ▪ Develops strong, positive relationships with students, staff and parents. ▪ Provides positive feedback and support. ▪ Actively supports school policy decisions, strategic targets and plans. ▪ Provides a positive role model to the school community. ▪ Contributes to the full life of the school, including extra-curricular activities, major school events and encourages others to do so.	▪ Assists in presenting a school-wide positive image, helps to enhance relationships with all members of the school community and actively participates in and supports general school policy direction and strategic targets. ▪ Is fully supportive of wider school activities to enhance these in enriching the programmes offered to students.

BACKGROUND

The Special Needs Department (Brathwaite Centre) was established at Kaikorai Valley College following a Ministry of Education request in 1985. The number of students in the Centre fluctuates between 20 and 24. Staffing includes approximately 2.0 FTTE and 10 teacher aides.

The unit caters for students with significant physical, sensory, neurological, psychiatric, behavioural and/or intellectual impairment. Almost all of these students qualify for Ongoing Resourcing Schemes (ORS) of High and Complex Needs (HCN). Students come from all over the city. Some students under the care of the unit are almost fully mainstreamed; others spend most of their time in the unit.

SPECIFIC TASKS

The day-to-day responsibilities of the HOD Special Needs include the following:

- to facilitate the mainstream placement of the students in subject classes and levels;
- to manage the department budget;
- to allocate teaching and support duties for Special Needs unit staff;
- to report regularly to the Special Needs Management Sub-Committee of the Board;
- to supervise the delivery of unit programmes;
- to implement behaviour management strategies;
- to explore and activate transition from school and work exploration programmes;
- to hold regular individual educational programmes (IEP) meetings and to make subsequent decisions in consultation with parents/caregivers and students;
- to be responsible for the pastoral care and behavioural management of students in the unit.

Wider responsibilities are included below (Note there is some overlap with day-to-day responsibilities already mentioned).

PRIMARY OBJECTIVES OF THE POSITION

1. To carry out, as a classroom teacher, all requirements laid down in the school's teacher Statement of Responsibility to the specified standards.
2. To provide coordination, management and supervision of long-term and day-to-day planning, delivery and operations within the Special Needs Department.
3. To provide an efficient and clear administrative framework to conduct areas of delegated authority within which staff and students may function effectively.
4. To ensure all resources are managed efficiently and effectively within budget and other constraints and limits.
5. To ensure there is a suitable and appropriate subject assessment programme for all levels and areas within the Special Needs Department.
6. To provide thorough formal and informal interactions, and appropriate support for teachers in their professional tasks and in the management of student behaviour.
7. To provide effective communication links between senior leadership of the school and those concerned within the Special Needs Department.
8. To maintain effective and appropriate relationships within the school and with the school community.
9. To attend all management meetings and, where appropriate, to provide assistance in schoolwide planning and to provide valid information on the Special Needs Department.
10. To furnish, as required, appropriate reports on achievements and concerns.

Signed ..... (Head of Department)

Signed ..... (Principal)

PROPOSED TIMELINE FOR APPOINTMENT OF HEAD OF DEPARTMENT SPECIAL NEEDS

1. **Advertisement** placed online in the Education Gazette: Monday 23 November 2026.
2. **Closing Date**: 4.00pm, Monday 25 January 2027.
3. **Short-Listing**: Monday 25-Friday 29 January 2027.
4. **Interviews**: Monday 1 February 2027.
5. All candidates will be notified at the conclusion of the interview process.
6. **Appointment** commences: Term 2, 2027.
