St Andrew's College

24 November 2026

Dear Applicant,

Thank you for your interest in applying for the fixed term, part-time position (0.55FTE) of **Health and PE Teacher** at St Andrew's College, commencing Thursday 21 January 2027 or by negotiation and ending Friday 3 December 2027.

The following information is included with this package:

- Application form;
- Questionnaire;
- Person Specification.

Important notes for applicants

1. Please fully complete this form personally. Read it through first then answer all questions and make sure you sign and date where indicated on the last page.

2. Attach a covering letter (maximum two pages A4) outlining the strengths and abilities you would bring to this position. Your letter should mention your education philosophy and include your views on teaching and student learning, student achievement and teacher professional practice, appraisal and learning and what you would bring to the co-curricular life of the College.

3. Attach a Curriculum Vitae (CV) that includes:
   a) relevant qualifications and experience, teaching service and responsibilities;
   b) co-curricular activities you are interested in.

4. Copies only of qualification certificates should be attached. If successful in your application, you will be required to provide originals as proof of qualifications.

5. If you are selected for an interview, you may bring whanau/support people at your own expense. Please advise if this is your intention.

6. Failure to complete this application and answer all questions truthfully may result in any offer of employment being withdrawn or appointment being terminated if any information is later found to be false.

7. This application form and supporting documents will be held by the College. You may access it in accordance with the provisions of the Privacy Act 1993.

St Andrew's College

I draw your attention to our website where you will find more information about the College, **stac.school.nz**.

Applications for this position close 4.00pm Thursday 3 December 2026.

Please address your application, consisting of a covering letter, a CV, **and completed forms** to Principal of Secondary School, Evert van Florenstein, and email to posspa@stac.school.nz.

If you have any enquiries regarding this position, please contact Principal of Secondary School, Evert van Florenstein, by phone +64 3 940 2013 or email EVA@stac.school.nz.

We look forward to receiving your application.

Yours sincerely



Evert van Florenstein
Principal of Secondary School

St Andrew's College

Position Description: *Teacher*

Position	**Teacher**
Responsible to	**Head of Department or Teacher in Charge of Subject**
Functional Relationships with	**Head of MS or Head of SS** **Deans**
Appraised by	**Head of Department or Teacher in Charge of Subject**
Teaching Load	**22 out of 28 timetabled lessons per week plus a Tutor Class**

General Statement of Responsibilities to:

1. **Professionalism:** Adhere to the Code of Professional Responsibility and Standards for the Teaching Profession and College expectations/requirements. Is a role model for students and other staff.

2. **Curriculum Planning and Delivery:** All learning programmes are appropriately planned to consider individual needs, The New Zealand Curriculum and Te Tiriti o Waitangi. Assessment is used as a means of identifying needs, current levels of professional knowledge are maintained, and an appropriate learning environment is established.

3. **Assessment for Learning:** Through accurate monitoring and recording of student progress and achievement, teachers appropriately report as required and use this to inform their planning to meet student needs.

4. **Behaviour Management**: A safe and inclusive environment conducive to learning is established and maintained. High behavioural expectations are set, and students are encouraged to take responsibility for their own behaviour. Learning activities are conducted in a safe manner.

5. **General Contribution to the College:** Teachers are expected to participate and support the corporate and co-curricular activities of the College.

Responsibility Area One: Professionalism	
Key objectives:	**Expected Outcomes**
Professionalism Adhere to the Code of Professional Responsibility and Standards for the Teaching Profession and College expectations/ requirements/College code of ethics.	• meet the requirements of the Code of Professional Responsibility and Standards for the Teaching Profession, as well as College expectations, requirements, values and code of ethics; • actively engage with annual appraisal requirements in a professional and in a timely manner; • role model positive behaviour for students and other staff.

Responsibility Area Two: Curriculum Planning and Delivery	
Key objectives:	**Expected Outcomes**
Curriculum Planning and Delivery All learning programmes are appropriately planned to consider individual needs, The New Zealand Curriculum, and Te Tiriti o Waitangi. Assessment is used as a means of identifying needs. Current levels of professional knowledge are actively maintained.	• use data to plan for the needs of all students; • plan to meet individual needs of all students, based upon guidelines set out in the school scheme or curriculum plan and appropriate to the general level of students; • acknowledge Treaty obligations and incorporate aspects of Te Reo Māori and Tikanga Māori; • establish and maintain an environment where effort, learning, and achieving are valued and where there is recognition of success; • use a wide range of educational resources, techniques and strategies to address student needs, and maximise learning and achievement.

Responsibility Area Three: Assessment for Learning	
Key Objectives:	**Expected Outcomes**
Assessment for Learning Through assessment and the use of a wide range of data: a) plan to meet student needs; b) report student progress and achievement, as required.	• use College records to profile students and provide the basis for planning an effective teaching programme; • use student assessment to identify levels of achievement for analysis of possible barriers to learning; • provide appropriate in-class support to students with specific educational needs to ensure they experience success with their learning; • develop and implement strategies which address identified learning needs; • use a range of both formal and informal methods for assessing student achievement; • make students aware of the progress they are making and their next steps for success; • keep accurate and detailed records for each student who demonstrates the levels of achievement across all strands of the learning area; • keep records of assessment and achievement, in line with College wide requirements; • provide clear, accurate, and constructive information on student progress, achievement, and next steps to parents and caregivers in line with College reporting guidelines.

Responsibility Area Four: Behaviour Management	
Key Tasks	**Expected Outcomes**
Behaviour Management Establish and maintain a safe and inclusive environment where learning is the focus. Set high behavioural expectations and encourage students to take responsibility for their own behaviour.	• establish and maintain inclusive and professional relationships with students, which demonstrate a respect for their individual needs and cultural backgrounds, and where learning is the focus; • establish an inclusive and respectful learning environment, which allows all students to feel safe and valued; • use behaviour management strategies, in line with school policies and behaviour guidelines.

Responsibility Area Five: General Contribution to the School	
Key Tasks	**Expected Outcomes**
General Contribution to the College: Teachers are expected to participate in and actively support the corporate and co-curricular activities of the College.	• participate in and/or support all College activities relating to the enhancement of the special character of the College. These will include: chapel, cultural, sporting, outdoor education, social, service, and community activities; • coach/manage/assist with a co-curricular activity in all four terms of the year.

St Andrew's College – Application Form

Please note: Issues can arise if this PDF form is completed using PDF readers other than Adobe Reader or Adobe Acrobat.

Position applied for: _____

Personal details

Title: ◯ Mr ◯ Mrs ◯ Ms ◯ Miss

Surname: _____ Given Names: _____

Full Postal Address: _____

_____

_____

Contact Telephone: _____

Email Address: _____

Date of Birth: _____

Teacher Registration No. _____

Status:

◯ Registered Teacher ◯ Current Practicing Certificate

◯ Provisionally Registered Teacher ◯ Subject to Confirmation

◯ Not Registered

Present Teaching Position

School: _____

Date Appointed: _____

Nature of Appointment:

◯ Permanent ◯ Management Unit

◯ Full time ◯ Part time ◯ Relieving

Questionnaire

PLEASE PROVIDE A WRITTEN RESPONSE TO EACH QUESTION

This section is designed to assist the interviewing panel in matching applicants to the objectives in the Person Specification.

QUESTION 1

Teaching and Learning Skills
We seek a teacher of excellence. Give two examples from your current teaching practice that show that you are considered an effective teacher.

QUESTION 2

Interpersonal and Communication Skills
We seek a teacher who can work effectively with a wide range of people. Please give an example of when you had to work collaboratively to achieve a goal.

Declarations

(a) Please describe any injury or illness, or other known conditions you have or have had that may affect your ability to effectively carry out the duties and responsibilities of the position.

_____

_____

(b) ◯ YES ◯ NO Have you ever been convicted of any offence against the law (apart from minor traffic convictions) or otherwise know of any reason you should not be employed to work in the school environment?

(c) ◯ YES ◯ NO Have you ever received diversion or otherwise know of any reason you should not be employed to work in the school enviroment?

(d) ◯ YES ◯ NO Do you have any charges pending?

If you answered YES to question (b), (c) or (d), you will be asked to provide a copy of the relevant court records, and asked to comment further.

(e) I solemnly and sincerely declare that to the best of my knowledge and belief, the information given in this application and attached CV is true and correct. I understand that this may be verified and that failure to provide correct and true information may make me liable to dismissal from the employment of the Board of Trustees.

Signature: _____ Date: _____

CONFIDENTIAL ENQUIRIES
I give St Andrew's College permission to seek information about my employment and personal background. I understand that this information will be treated in complete confidence, and only used for staff selection purposes. I understand that, if necessary, the Board of Governors or a nominated representative, may approach persons other than the referees I have supplied, to gather information related to my suitability for appointment to this position. This may include approaching the New Zealand Education Council.

Signature: _____ Date: _____

Referees

Please provide the names and contact details of three referees below.
Any referee's report will be confidential.

PLEASE NOTE – CONTACT WITH REFEREES WILL BE MADE ONCE APPLICANTS HAVE BEEN SHORTLISTED FOR INTERVIEWS.

Referee details:

Title: ◯ Mr ◯ Mrs ◯ Ms ◯ Miss

Surname: _____ Given Names: _____

Position: _____

Full Postal Address: _____

_____

Contact Telephone: Business _____ Private _____

Email Address: _____

Referee details:

Title: ◯ Mr ◯ Mrs ◯ Ms ◯ Miss

Surname: _____ Given Names: _____

Position: _____

Full Postal Address: _____

_____

Contact Telephone: Business _____ Private _____

Email Address: _____

Referee details:

Title: ◯ Mr ◯ Mrs ◯ Ms ◯ Miss

Surname: _____ Given Names: _____

Position: _____

Full Postal Address: _____

_____

Contact Telephone: Business _____ Private _____

Email Address: _____

Person Specification

The successful appointee will have the following qualities/attributes:

Teaching Skills

- be recognised as a teacher of excellence;
- be able to foster a thinking culture and an enquiry-based learning environment;
- work in a supportive and collaborative manner;
- have a sound knowledge of the New Zealand Curriculum and Standards Alignment;
- have high expectations of students;
- motivate and guide students towards the achievement of their potential;
- assess effectively to guide and improve teaching and learning;
- have effective student management skills.

Interpersonal and Communication Skills

- have empathy with students and their families;
- promote the College to enhance its image, environment, and profile;
- have excellent people skills and leadership qualities;
- have personal qualities of honesty, integrity, enthusiasm, good humour and approachability.

Professional Skills

- be able to support school directions as agreed through strategic planning;
- show a willingness to continue personal learning and support staff professional development;
- be involved in co-curricular activities;
- be supportive of the special character of the College, and exercise discretion and confidentiality where appropriate;
- be confident in using information technology as a tool to assist teaching and learning, for planning, and for school administration.