Application Pack

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principal@kaharoa.school.nz



Nau mai, haere mai ki kura o Kaharoa
Anei nga akonga, nga kaiako, me nga whanau e tautoko ana
Anei mātau e mihi atu nei ki a koutou katoa
Tēnā koutou, tēnā koutou, tēnā koutou katoa.

Welcome to Kaharoa School. Here students, teachers, and families support each other. We look forward to meeting you.

Thank you for considering Kaharoa School as the place to grow, challenge, and support your young person during their learning journey. We have a dedicated team, a wide range of opportunities, and outstanding facilities.

We use a strong values-based approach, with a focus on learning and growing strong character.















About Kaharoa School

Kaharoa School is an **ideal size** - large enough to offer a range of diverse learning opportunities, yet small enough to provide a caring atmosphere with a strong school spirit. We expect all students to participate in a wide range of activities. Our community has a long history of strong and active involvement with the school.

The School is **well resourced** with modern classrooms, learning resources and equipment, and a range of facilities.

- 25 metre solar heated pool, changing rooms and showers.
- Kōkako Centre (used for a diverse range of activities including dance, jump jam, art displays, music tuition, drama and assemblies).
- modernised individual classrooms, administration block and library.
- multipurpose floodlit AstroTurf courts.
- community kitchen.
- beach volleyball court.
- expansive grounds.

We use a **positive values-based approach** to grow character and encourage students to be their best and take action. Our values emphasise:

- Manaaki – Caring
- Ako – Learning
- Rangatira – Leadership
- Kaitiaki – Guardianship

We encourage the whole school to "Give it a Go!" Our aim is to build a positive attitude of cooperation and involvement in our numerous school wide activities.

Our **caring and dedicated team** of teaching staff, learning assistants, office administrator, caretaker, parents and School Board, all ensure we work together effectively for the highest outcomes possible as the result of an effective learning environment.

Ongoing Opportunities:

Sports competitions
Mini Marathon
Access to exceptional facilities and resources
Leadership roles
Musical opportunities
Epro8
I.C.T. skills/research opportunities
School Camps
Local Trips
Marae stay
Kahawrite School Magazine
Chess
Technology (Cooking, Woodwork, Art, Music) at Western Heights High School
Robotic Lego
Radio Station
Speech Competition
Sports Camp Y7/8

Kaharoa School senior students continue to **achieve high standards** in academic and cultural areas. The message we consistently get from High Schools is that our senior students are highly regarded. Many of our children go on to leadership roles at High School.

Many past pupils have been awarded Dux or Proxime Accessit at local High Schools and a number of students have become house leaders, prefects or head perfects.

Staff you may meet:



Lynden Cook
Principal



Tania Yorke
Deputy Principal



Nicky King
Assistant Principal
Leader of Learning: Junior



Tania Yorke
Team Leader
Leader of Learning: Senior



Susanne Irwin
Office Administrator

Thoughts from our Principal



Kaharoa School is an outstanding learning community. We welcome you to visit and see what we are all about.

Teachers genuinely care about our students and invest in preparing quality experiences. As a staff, we consider the best use of our resources to maximise learning opportunities for students.

Our school motto "Our Best Always" is built into our student culture, with each setting goals, and working towards reaching their full potential to make their mark.



Our students are very active - out and about in our spacious school grounds. You will find students climbing trees, building huts in the bush area or playing basketball, soccer, or practicing their gymnastics.



Students and staff are friendly, and we are small enough to know everyone well but large enough to provide a range of activities for students. I love to walk through the classrooms and playground and greet each student by name and catch up on what they've been up to.



Our single cell classrooms are warm, and well resourced - with teachers using up-to-date practices to engage students and meet a range of learning needs in each classroom. We have high expectations for student learning and behaviour, make learning visible through effective feedback, use effective learning conditions, and work as a team collegially to support each other to be and become our best.

A strength of our school is that we have students from 5 years old starting school through to the end of intermediate at 12-13 years. It is a delight to walk around the school and interact with our little learners and seniors creating fun together. In our expansive grounds, there is an outdoor space for everyone.



Like all schools, we see disagreements during a game, or words said in the heat of a moment but things are talked through and friendships are repaired. Staff support the learning of life lessons, and social support is set up to help everyone grow and become the best version of themselves:
Strong in their identity, strong in their character, and with solid learning progress to be able to apply themselves to opportunities today, and in the years ahead.

I look forward to meeting you, and for the learning journey ahead.
Mr Lynden Cook, Principal





Our Best Always - Ta Mātou Pai Ake

Care
Manaaki



Learning
Ako



Leadership
Rangatira



Guardian
Kaitiaki



Can Do

Stepping Up

MAKE YOUR MARK

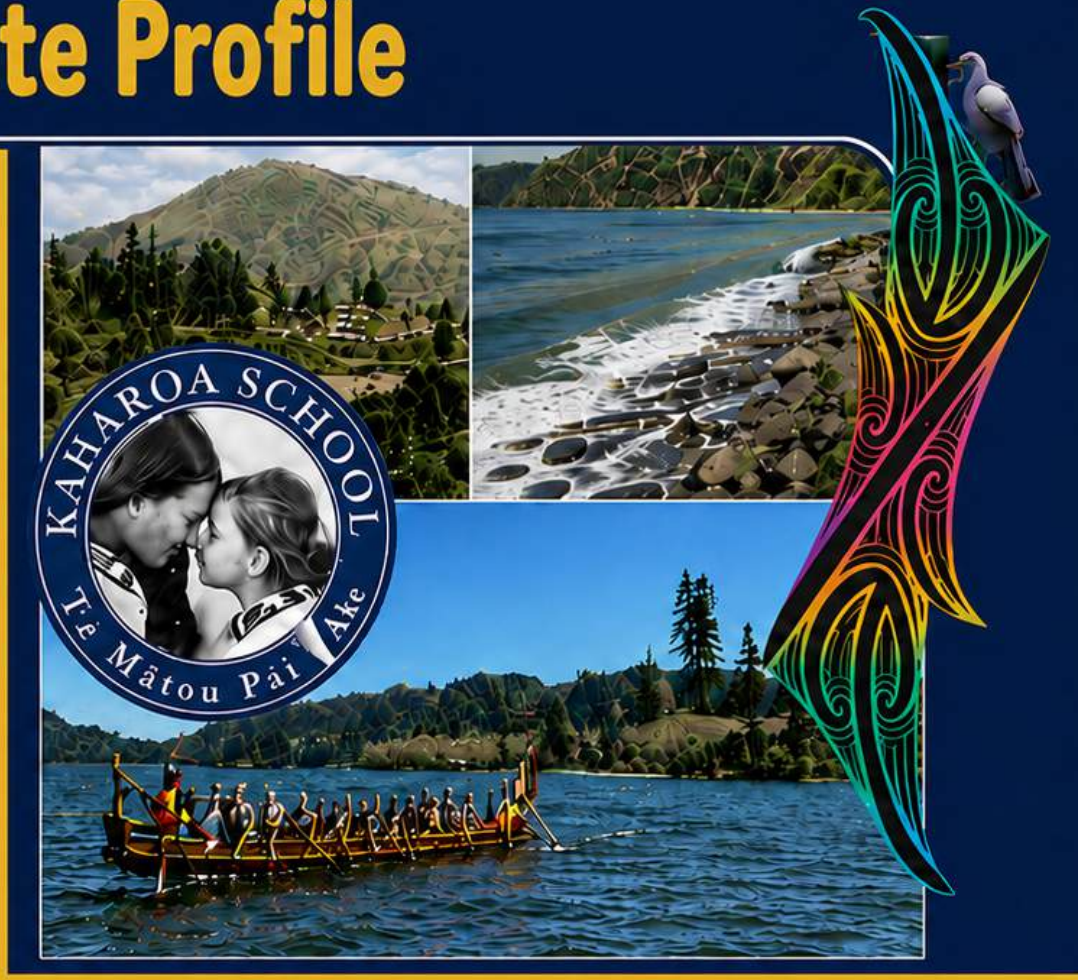
Everyone Belongs

Showing Respect

Kaharoa School Graduate Profile

Connections with Whānau, Whakapapa, & Whenua are foundational for students as they learn, grow, and navigate their place in the world. Kura and whānau work in partnership to support our learners to learn and grow.

Growing Character means learning and demonstrating our school values. Just as a wheel carries the load and handles the pressure of the journey, strong character enables us to step up and support others with a can do attitude – demonstrating perseverance and resilience.



He waka eke noa - We are in this (canoe) together. Our decisions impact each other. We support each other.

Graduate Profile Statement: *Empowering students to take ownership, make impactful decisions, and create lasting legacies. Students are literate, numerate, critical thinkers, creative, agentic learners with a growth mindset, and environmentally engaged. They are active participants in the arts, sport, fitness and hauora, technology, and science. They are resilient, reflective and adaptive problem solvers.*

A note from the Kaharoa School Board

The Kaharoa School Board welcomes your application for the advertised positions. Please find enclosed all the information you will need to apply.

Our staff are well supported by a committed Board, a supportive Parent Teachers' Association (PTA) and a welcoming community. The school has excellent facilities, and is well maintained and cared for.

Kaharoa School is primarily a traditional classroom model. The culture of our school is strong and vital to success for our students. We value our unique rural setting. Every child is encouraged to be the best that they can be.

The latest ERO report says that Kaharoa School's inclusive culture reflects the agreed valued outcomes for all learners. There are high expectations for students to model the school values and they have many opportunities to grow and develop these.

We look forward to receiving your application and strongly encourage you to visit to see if our school is right for you. Our address is 296 Kaharoa Road. Please email or ring and ask to speak with Lynden Cook, Principal, for an appointment. office@kaharoa.school.nz 073323444 or 0275425400

Thank you again for your interest in Kaharoa School. If you are enthusiastic about working with children and making a positive difference then we want to hear from you.

Kaharoa School

APPLICATION FOR EMPLOYMENT

Important Notes for Applicants

Thank you for applying for a position with our school. Please ensure you have a copy of the position (job) description before completing this application.

1. Please fully complete this form personally. First, read it through, then answer all questions and make sure you sign and date where indicated on the last page.
2. Attach a current curriculum vitae (CV) containing any additional information, if necessary.
3. Copies only of qualification certificates should be attached. If successful in your application you will be required to provide the originals as proof of qualifications.
4. If you are selected for an interview you may bring whānau/support people at your own expense. Please advise if this is your intention.
5. 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.
6. All applicants are required to give consent to a Police vet.

   a) Applicants may not be employed as a children's worker if they have been convicted of a specified offence listed in Schedule 2 of the Children's Act 2014, unless they obtain an exemption. The Criminal Records (Clean Slate) Act 2004 will not apply to these specified offences and these offences will be included in your Police vetting results.

b) The Clean Slate Act provides certain convictions do not have to be disclosed providing:
   - you have not committed any offence within 7 consecutive years of being sentenced for the offence
   - you did not serve a custodial sentence[1] at any time
   - the offence was neither a specified offence under the Clean Slate Act 2004 nor a specified offence under the Children's Act 2014
   - you have paid any fines or costs

   c) Please note that you are not obliged to disclose convictions if you meet the above conditions but can do so if you wish. If you are uncertain as to whether you are eligible contact the Ministry of Justice.

7. Shortlisted applicants being interviewed will need to provide originals of both a primary identity document (e.g., passport) and a secondary identity document (e.g., New Zealand driver license). A list of acceptable primary and secondary documents is available in the last sections of the Children's Regulations 2015.

8. This information will be held by the employer. For the successful candidate, this document will be held on their personal file, otherwise the information provided will be securely destroyed after 30 days. You may access it in accordance with the provisions of The Privacy Act 2020.

APPLICATION FOR EMPLOYMENT

Position applied for	Location	Vacancy/Reference Number
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Tick one

Mr ☐ Mrs ☐ Ms ☐ Miss ☐

Or other preferred title: Click or tap here to enter text.

Surname/Family name	First names (in full)
Click or tap here to enter text.	Click or tap here to enter text.

Birth name (if applicable)

Click or tap here to enter text.

Are you known by any other name(s)? (if yes please provide below) Yes ☐ No ☐

Click or tap here to enter text.

Full postal address

Click or tap here to enter text.

Email address

Click or tap here to enter text.

Contact telephone numbers

Personal:	Business:
Click or tap here to enter text.	Click or tap here to enter text.

Identity Verification, Criminal Record and Right to Work

Please tick the appropriate boxes:

Immigration information

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:

Click or tap here to enter text.

(A board may not employ or engage a children's worker who has been convicted of an offence specified in Schedule 2 of the Children's Act 2014. The Clean Slate Act does not apply to schedule 2 offences.)

Have you ever received a police diversion for an offence? Yes □ No □

If "Yes"' please detail:

Click or tap here to enter text.

Have you ever been discharged without conviction for an offence? Yes □ No □

If "Yes" please detail:

Click or tap here to enter text.

Do you have a current New Zealand driver's licence? Yes □ No □

Have you ever been convicted of a driving offence which resulted in temporary or permanent loss of licence, or imprisonment? Yes □ No □

If "Yes"' please detail:

Click or tap here to enter text.

Are you awaiting sentencing, or do you have charges pending? Yes □ No □

If "Yes"' please state the nature of the conviction/cases pending:

Click or tap here to enter text.

In addition to other information provided are there any other factors that we should know to assess your suitability for appointment and your ability to do the job? Yes □ No □

If "Yes", please detail:

Click or tap here to enter text.

Have you ever been the subject of any concerns involving child safety? Yes □ No □ If "Yes" please detail: Click or tap here to enter text.
Are you aware of any injury or medical condition that could impact on your ability to perform this job effectively? Yes □ No □ If "Yes", please detail Click or tap here to enter text.
For teaching/principal positions: Do you hold a current practising certificate from the Teaching Council of Aotearoa New Zealand? Yes □ No □ Please enter your registration number: Click or tap here to enter text.

Educational Qualifications

	Name	**Location**	**Number of years completed**	**Highest Qualification Gained**
Secondary School				
University				
Other				

Employment History

Please list your work experience for the last five years beginning with your most recent position. Please include months as well as years worked and explain any gaps in employment. If you were self-employed, give details.

Period worked **(please specify the start and end dates)** **Start date** **End date**	**Employer's name** **(or reason for gap in employment)**	**Position held**	**Reason for leaving**

	to				
	to				
	to				
	to				
	to				
	to				

Referees

Please provide the names of three people who could act as referees for you. One of these should be your current or most recent employer. Please indicate which referee is your current/previous employer in the table below.

Name	**Organisation**	**Position/ Relationship**	**Landline (preferred)**	**Mobile**

I certify that:

- The information I have supplied in this application is true and correct.
- I confirm in terms of The Privacy Act 2020 that I have authorised access to referees.
- I know of no reason why I would not be suitable to work with children/young people.
- I understand that if I have supplied incorrect or misleading information, or have omitted any important information, I may be disqualified from appointment, or if appointed, may be liable to be dismissed.

Signature _____ Date _____

Custodial sentence means a sentence of imprisonment and includes corrective training, preventive detention, a sentence of imprisonment served by home detention, borstal training, detention centre training and any other sentence that requires the full-time detention of an individual. **Non-custodial sentence** includes, but is not limited to, a community-based sentence, a sentence of home detention, a sentence of a fine or reparation, a suspended sentence of imprisonment, and a specified order.

Kaharoa School

Job Description - Teacher

Name	
Job Title	Teacher
Employer	Kaharoa School Board
Reports to	Principal
Functional Relationships	Principal, Deputy Principal, Assistant Principal, team leaders, other staff, students, parents and whānau, Ministry of Education staff, and other people or agencies associated with the functioning of the school.

Employment and Professional Framework

This job description should be read alongside the employee's applicable collective or individual employment agreement, the Kaharoa School Staff Code of Conduct, current SchoolDocs policies and procedures, the Kaharoa School Staff Handbook, and any professional or role-specific requirements that apply. Teachers are also expected to meet the current Teaching Council Code and Standards. Staff are expected to follow the current versions of these documents as applicable to their role.

Primary Objectives

1. To be responsible for the wellbeing, safety, learning and progress of the assigned class.
2. To plan, teach, assess, report on and maintain required student data and records for the assigned class.
3. To carry out assigned responsibilities and work professionally and collaboratively with the principal, school leaders and other members of staff.
4. To build constructive relationships and communicate with parents and whānau about student learning, progress and wellbeing as required.
5. To support the effective operation and wider life of the school.
6. To carry out reasonable assigned tasks and delegations as directed by the principal or delegated leader.
7. To meet the key responsibilities and performance expectations of any leadership units held.

Key Responsibilities

Key Responsibility	Evidenced By
Legal, professional and school requirements Meet the legislative, regulatory, professional and school requirements that apply to the role.	Requirements, policies and procedures are followed. Required records and documentation are maintained.
Student safety, wellbeing and inclusion Protect and promote the safety, wellbeing, dignity, rights and inclusion of students. Provide appropriate supervision and respond to concerns.	A safe and inclusive learning environment is maintained. Supervision is appropriate and concerns are responded to and reported through school processes.
Professional relationships Work professionally and constructively with students, colleagues, parents, whānau and others connected with the school. Maintain appropriate professional boundaries and confidentiality.	Communication and collaboration are respectful, constructive and timely. Relationships support learning, wellbeing and effective school operation.

Key Responsibility	Evidenced By
School vision, values and culture Support, model and strengthen the school's vision, values and culture, including Our Best Always | Tā Mātou Pai Ake and Make Your MARK.	The school's values and expectations are reflected in relationships, classroom practice, decision-making and participation in school life.
Teaching and learning programme Plan and deliver an inclusive and responsive programme aligned with curriculum requirements, agreed school expectations and identified student needs.	Planning and teaching reflect curriculum and school expectations, respond to student needs, and support engagement, progress and achievement.
Assessment, records and reporting Use assessment and other evidence to inform teaching, maintain accurate and current student records, and report learning and progress appropriately.	Assessment informs next steps. Required records are current and accurate. Reporting to parents and whānau is timely, clear and appropriate.
Classroom environment and routines Maintain a safe, organised and engaging learning environment with clear routines and expectations.	Students understand routines and expectations. The environment, resources and displays support learning and appropriate behaviour.
High expectations and feedback Maintain high expectations for learning, effort and behaviour, and provide feedback and support that helps students make progress.	Students understand expectations and next learning steps. Work, participation and progress reflect appropriately high expectations.
Professional growth and contribution Participate in the school's Professional Growth Cycle, staff meetings and relevant professional learning, and contribute to school-wide planning, activities and events.	Active professional participation is evident. Professional learning is applied to practice. Duties, activities and school responsibilities are carried out.
Additional responsibilities and leadership units Fulfil additional responsibilities and leadership units held.	Agreed responsibilities are carried out effectively and within delegated authority.

General Responsibilities

Follow lawful and reasonable instructions, use school property and resources responsibly, and carry out any other reasonable duties consistent with the employee's role, skills and employment agreement as required from time to time.

Job Description Discussed and Agreed To

Staff Signature: _____

Principal Signature: _____

Date: _____

Last Reviewed: October 2026