Kaikōura Primary School

Adventures in Learning from the mountains to the sea.

Dear Applicant

Thank you for expressing an interest in the part-time, 0.2 FTTE fixed-term position at our school, as advertised.

We are a year 0-6 Primary School of approximately 120 students. Our beautiful school sits between the mountains and the sea in Kaikōura with stunning views, a short walk to the beach, and lots of space to learn and play. We have an experienced, friendly, and professional staff who are passionate about our students' well-being and academic success. At Kaikōura Primary School, our vision is to create *Confident, Connected, Courageous Learners - Kaikōura is our Classroom!*

Aroha- Everyone is welcome, and everyone belongs- all children are recognised as individuals, and their identities are valued. We promote kindness and respect for each other and for our environment. Learning programmes are adapted to meet the needs of all our learners, and we strive for excellence in all areas of the curriculum.

Ako - We want our students to be active, curious, and adventurous learners for life. We are passionate about our local environment, history, and culture, and our curriculum reflects our strong connection to them. We use every opportunity to get out of the classroom and learn in our beautiful and unique local environment and from the many experts who live here. Growing leadership skills in our students is a priority.

Manaakitanga- We are very proud of our school and facilities, with six flexible learning spaces and a gymnasium. We love using our large outdoor spaces, we have a heated pool, two playgrounds, a scooter track, a bike skills track, and pump track. We regularly hold student-led mihi whakatau to welcome guests, new students and whānau and have weekly whole-school kapa haka.

Whanaungatanga - The dolphins in our logo depict the strong relationship between our staff, students, and families, and we highly value our community and our link to Takahanga Marae. Established in 1873, our school has a long and proud history, and we continue to promote our spaces as a hub for our local community.

I look forward to hearing from you.

Hannah Simpson
Principal I Tumuaki

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GAZETTE ADVERTISEMENT - 0.2 FTTE Teacher - Fixed Term

We are looking for a caring teacher to join our supportive team in our beautiful learning environment for Term 1 2027.

The successful applicant will have high expectations for the success and achievement of every learner and be committed to creating an inclusive, welcoming classroom where all students feel valued and supported. They will have a developing understanding of the updated New Zealand Curriculum and a willingness to continue growing professionally.

If you are an enthusiastic teacher who is passionate about making a difference for learners and would like to be part of an amazing school community, we would love to hear from you!

Please send your completed application form, CV, and cover letter to the Principal, either via email to hannah@kaikoura.school.nz or by mail (marked confidential).

TIMELINE FOR APPOINTMENT

Position advertised online:	26th November 2026
Applications for positions close:	10th November @3pm
Shortlisting of applicants:	10th November, interviews to follow
Position commences:	1st February 2027
Position ends:	16th December 2027

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APPLICATION FOR EMPLOYMENT

Important Notes for Applicants

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

1. You need to fill out this form yourself.
2. First, read it through, then answer all questions and make sure you sign and date where indicated on the last page.
3. Attach a current curriculum vitae (CV) containing any additional information, if necessary.
4. 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.
5. If you are selected for an interview you may bring whānau/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. All applicants are required to give consent to a Police vet:
   a) You cannot be employed as a children's worker if you have been convicted of a specified offence listed in Schedule 2 of the Children's Act 2014 (unless you have obtained 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 further offence within 7 consecutive years of being sentenced
- 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

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.

8. 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 (Requirements for Safety Checks of Children's Workers) Regulations 2015.
9. 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.
10. The information you provide may be disclosed to GovHub School Board Services (the service delivery arm of Te Whakarōpūtanga Kaitiaki Kura o Aotearoa – NZ School Boards Association) for the purposes of seeking

advice related to this recruitment process. This information will be handled in accordance with their privacy statement.

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.

Classroom Teacher Job Description

Position Title	**0.2 FTTE Teacher**
Reports to	Principal, Deputy Principal
Working Relationships	External: MoE, outside agencies working with the school Internal: Board, teaching staff, support staff, whānau

Employment Status: Part-time, fixed-term

Purpose of the position: To provide high-quality teaching, managing behaviour in a positive way. Designing learning based on an understanding of each learner's strengths, interests, needs, identities, languages, and cultures.

Extent of Authority: To operate within legal requirements, the school's Strategic Plan, Annual Implementation Plan, and policies and procedures.

The following job description is based on the relevant professional standards contained in the current Primary Teachers Collective Agreement.

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CLASSROOM TEACHING	
Key Responsibilities	Indicators
1.1 Use school assessment practices and processes to identify and monitor students' learning needs, progress, and achievement	• HERO reporting tool • Next learning steps are identified • Achievement of next steps, identified and documented on HERO. • Assessment timeline followed and data uploaded to HERO.
1.2 Design, plan, and teach to the identified needs of students, in line with the NZ Curriculum	• Long-term plans, unit plans, learning objectives, and learning intentions are consistent with identified needs and curriculum scope and sequence. • Planning is detailed and aligned to the updated curriculum. • Planning shows how to accelerate focus students.
1.3 Evaluate planning and teaching, identifying next steps for teaching and learning	• Unit evaluations, checklists, cumulative student records, and term evaluations are up to date.
1.4 Create an inclusive learning environment that recognises, celebrates, and supports, through differentiated learning programmes	• Students learn and make excellent progress for their year level. • Flexible grouping, based on needs, is in place in the classroom. • Regular and specific feedback is provided to students.
1.5 Use the Teaching as Inquiry cycle to focus and improve outcomes for students	• Students work towards mastery of concepts/skills and apply prior learning to new contexts.
1.6 Communicate in a timely manner with parents / caregivers regarding students' progress, achievement, behavioural, social and emotional needs, identifying next step learning and ways that whānau and school can work in partnership	• Parents are fully informed and responded to regarding their questions and concerns. • The teacher is available for discussions and meetings with parents as required to support next steps. • HERO reports updated twice a year.

CLASSROOM CULTURE – To develop a classroom culture where students feel safe, and where they are encouraged, respected, and challenged.	
Key Responsibilities	Indicators
2.1 Develop a classroom environment where students feel safe, relaxed, and committed to learning	• Students enjoy learning, take risks with new concepts/skills, and increasingly accept ownership for learning.
2.2 Ensure tasks are within the capabilities of students, providing differentiation and scaffolding as required to support different students' needs	• All students experience success, flexible grouping arrangements, and differentiation for individual needs as appropriate.

2.3 Maintain a classroom where success, praise and positive encouragement predominate	• Students are encouraged and motivated to do their best. • Students help and learn from each other.
2.4 Ensure that the classroom is an inviting, orderly place where equipment and resources are well-managed and accessible	• A stimulating learning space is created. • Students initiate some of their own learning activities. • Students take care of furniture and equipment. • Students' work is displayed. • Everyone feels included.
2.5 Ensure that 'class rules' / 'class code of conduct' help students resolve disputes and misunderstandings in a positive manner, including the use of restorative conversations	• Distractions and disruptions are minimal. • Disputes are resolved quickly and effectively using restorative practice.
SCHOOL CULTURE – To share responsibility for maintaining a healthy school climate and for promoting the school's professional standing in the community.	
Key Responsibilities	Indicators
3.1 Meet the professional expectations of the school and positively support and promote the school within and outside the school	• A smooth-running school; policies are implemented.
3.2 Support and positively promote Kaikōura Primary School within the local and wider community.	• Community perception of Kaikōura Primary is enhanced and consistently promoted in a positive way.
3.3 Promote the aim of the school's mission statement at all times	• Commitment to mission statement values is evident in work with students, parents, and staff. • Visitors feel welcome, parent input is acknowledged and valued, staff participate in and support school events.
3.4 Use parts of PB4L in conjunction with restorative practice as the basis for developing, promoting, modelling, and teaching about appropriate behaviour and relationship development	• Listening and other courtesies will be modelled. • Staff will be available for individual help and advice, will support students to positively manage their own behaviour, will help students resolve conflicts using appropriate restorative strategies, will act fairly, and will show a sense of humour.
3.5 Share responsibility for establishing and maintaining sound staff relationships	• Staff relationships are positive, collegial, and collaborative.

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PERSONAL PROFESSIONAL LEARNING – To demonstrate a commitment to ongoing personal professional growth.	
Key Responsibilities	Indicators
4.1 Participate and fully contribute to individual, team, school-based, and external professional learning programmes	• Teams function collaboratively and in step with school-wide focuses and procedures. • Individuals and teams are reflective and constantly seeking to ensure practice and programmes promote quality teaching and learning.
4.2 Participate fully in the growth cycle process and commit to working on your own next step learning as a professional	• Personal professional goals are set. • New learning opportunities in areas of identified need and/or interest are actively sought and utilised. • Evidence of professional learning is kept.
4.3 Keep up-to-date professionally, transferring new learning into classroom practice and contributing to team and school-wide developments	• Robust and evidence-based practice is evident in the classroom, and a range of best-practice strategies are available to be utilised in teaching.
4.4 Meet the requirements of the New Zealand Registered Teachers' Criteria and Tataiako competencies	• A high level of teacher competency is maintained. • A culturally responsive classroom and school are prioritised.
4.5 Meet the requirements of a Certificated Teacher	• Commitment to ongoing learning and development of professional practice through PLD opportunities and the first-year mentoring programme as appropriate. • Seek advice and support from others to enhance knowledge, understanding, and practice. • Critically reflect on practice, identifying areas of strength and next steps. • Begin to extend and build involvement and leadership in school-wide activities