BHB | Blockhouse Bay Intermediate
Stand Tall • Ruia Taitea

Appointment of

Team (Whanau) Leader

2027

(Permanent)

Tēnā koe Applicant

Thank you for expressing interest in the Permanent Team (Whanau) Leader position at Blockhouse Bay Intermediate School for 2027.

The following documents are included in this application pack:

- Professional Standards for the teaching profession
- Information for applicants
- Application for appointment ***(please print and complete pages 7-10 and return with covering letter and curriculum vitae)***
- Recruitment process timeline and checklist

Information about our school can be obtained from the school website www.bhbint.school.nz

The application for appointment is to be returned with your cover letter and Curriculum Vitae by **12pm on Wednesday 9 December** to office@bhbint.school.nz.

The position commences on **28th January 2027.**

If you have any further questions please contact karenm@bhbint.school.nz

Ngā mihi nui,

Michael Malins
Principal

Team (Whanau) Leader's Role Description

Name:
Responsible to: Deputy Principal/ Principal
Person Specifications:
- To be an effective Team (Whanau) Leader at Blockhouse Bay Intermediate
- Uphold the school's vision and values
- Undertake the components of this job description to a high level
- Meet the Standards for the Teaching Profession and the Educational Leadership Capability Framework

Remuneration: 2MU

Primary Objectives:
1. Culture: Take a lead role in contributing to professional leadership that promotes the school culture and enhances teaching and learning.

2. Pedagogy: Take a lead role in creating a learning environment in which there is an expectation that all akonga(learners) will experience success in their learning.

3. Systems: Create the systems and conditions in which staff and akonga(learners) can function effectively and in which learning can occur.

4. Partnerships and Networks: Ensure that relationships and practices support teacher and student learning.

Leadership Components/Key Roles

Culture	• Implements and contributes to the school's strategic vision through an inclusive, supportive and optimistic lens for a thriving and sustainable future. • Create a culture in which teamwork is expected and valued, and build positive and open relationships with each members of the team, including constructing shared understandings about the processes and values the whanau will utilise and show which support the school's' values • Optimise performance through nurturing and developing people and a catalyst of change; • Ensure that the language, identity and culture of students and their families are acknowledged and valued; • Ensure a safe and well-organised environment that allows teachers to focus on their teaching, and students on their learning; • Use the GROWTH coaching accreditation framework approach to support teachers for their developmental plans as part of our Talent Management Programme.
Pedagogy	• Participate in professional learning and lead learning in the school; • Have direct, hands-on involvement with curriculum design and implementation; • Model current effective pedagogical practices that are culturally responsive and relational to all students; • Develop teachers understandings about effective practice; • Ensure that teaching and learning programs are informed by ongoing self-review and student achievement data; • Model the Teaching-as-Inquiry process explicitly and lead collaborative inquiries within the whanau using whanau academic reports.
Systems	• Effective team management/operations to ensure information is

	communicated effectively and in a timely manner, including weekly whanau meetings, and leadership meetings. • Contribute to Whanau leaders' meetings in a positive capacity - add shared thoughts with discussions raised and feedback relevant information pertinent to the well being and smooth running of the school; • Track student progress and achievement through quality assessment, evidence and data analysis. • Provide pastoral care to students.
Partnerships and Networks	• Be knowledgeable about wider trends and opportunities in education; • A focus on connectedness for inclusive school communities that celebrate diverse perspectives: • Nurture a positive workplace where positive emotions predominate; • Show initiative in developing information or formal partnerships that promote learning opportunities for students; • Demonstrate the interpersonal skills needed for building strong relationships with key stakeholder groups such as trustees, parents, whanau, local organisations and agencies; • Manage conflicts and dilemmas should they arise in the school community; • Reflect on actions and feedback and is transparent, self-aware and authentic; • Continue with ongoing learning; • Network across schools to share ideas and challenge practices.

Standards for the Teaching Profession	
Standard	**Elaboration of the Standard**
Standard 1: **Te Tiriti o Waitangi Partnership** *Demonstrate commitment to tangata whenuatanga and Tiriti o Waitangi partnership in Aotearoa New Zealand.*	• Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand. • Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. • Design teaching and learning experiences that reflect Te Tiriti o Waitangi partnership in New Zealand including affirming for all learners the knowledge, identity, language, and culture of te ao Māori and tangata whenuatanga • Practise and develop the use of te reo and tikanga Māori, including in support of positive engagement with Māori learners and their whānau and communities
Standard 2: **Know the content and how to teach it.** Understand how to design learning based on content, curriculum, and pedagogical knowledge.	• Demonstrate a developed understanding of the knowledge relevant to the content being taught. • Know how to teach the mandated curriculum and its progressions in learning, effectively and in a way that supports every learner to succeed. • Know how to apply research, evidence, and innovations related to pedagogy, inclusive teaching, and the teaching of particular content. • Demonstrate understanding of oral language, literacy, and numeracy as foundational capabilities that are integrated throughout all learning areas and levels, and knowledge of relevant evidence-informed teaching practices that are effective at fostering these proficiencies.

Standard 3: **Know the learner and the learning process** Understand the learning process and the diversity of learners' strengths, needs, languages, cultures, identities, and interests.	• Demonstrate a developed knowledge and understanding of the cognitive, emotional, and social factors that affect how children and young people learn, and their application to teaching practice, informed by the science of learning • Demonstrate understanding of the diverse needs of learners - including those associated with neurodivergence, disabilities, and trauma – and of the learning strategies that can support them, while being willing to seek specialist support where needed. • Demonstrate an understanding of how to richly contextualise teaching and learning experiences to learners' culture, backgrounds, and interests to bring the curriculum to life and help them progress their learning. • Critically examine how one's own assumptions and beliefs, including cultural beliefs, impact on one's practice, and on the achievement of learners including those with different abilities and needs, backgrounds, genders, identities, languages, and cultures.
Standard 4: **Plan for and implement effective teaching and learning** Plan for learning, teach, and respond to learners during teaching to progress their learning at an appropriate depth and pace.	• Set high expectations for the learning outcomes of every learner • Use a mixture of forward planning and planning in action to ensure that the curriculum is enacted in an intentional way for each learner. • Teach in ways that ensure sufficient progress for the diverse range of learners, providing additional support or extension when needed. • Make use of a range of evidence-informed teaching strategies, approaches, and learning activities and use them adaptively in response to the needs of individuals and groups of learners. • Enable learners to be active participants in their learning, so that they are well placed to develop self-regulation, agency, collaborative capabilities, self-reflection, and critical thinking. • Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.
Standard 5: **Create and maintain supportive and safe learning environments** Develop a culture where learners feel safe, have their needs met, and are focussed on learning, with appropriate use of equipment and technologies.	• Build genuine, respectful relationships with and among learners so that all learners feel their identities, languages, cultures, and abilities are valued and respected, fostering trust, cooperation, and confidence to participate fully in learning. • Establish workable routines and learning environments that support different physical, social, emotional, and intellectual development needs to ensure access to learning for all. • Develop a shared understanding of positive behaviour, with clear boundaries and a framework for effectively responding to challenging behaviour, including a range of preventative and restorative approaches. • Have strategies in place for any equipment and technologies utilised, including digital devices and artificial intelligence, to be used safely, responsibly, ethically, and in ways that contribute positively to teaching and learning.

Standard 6: **Assess, provide feedback, and report on learning** Use regular and consistent assessment to inform teaching and share information on learner progress.	• Make effective and regular use of high-quality assessment and/or aromatawai practices to gather, analyse, and use appropriate information about the pace of learners' progress. • Use information on learner progress, in relation to goals or outcomes that have been identified, to design clear next steps in learning and identify additional support, extension, or adaptations to teaching practice that may be required. • Ensure learners (and/or their parents/ caregivers and whānau, as appropriate) receive and understand ongoing feedback about their progress, and use this information to enhance their engagement with learning. • Communicate clear and accurate information to parents/caregivers and whānau that identifies progress, strengths, and areas for development
Standard 7: **Engage in professional learning** Improve professional capability through evidence-based reflection, professional learning, and engagement with colleagues.	• Reflect on the effectiveness of practice in an ongoing way to ensure a cycle of improvement and development, informed by evidence from a range of sources including learner perspectives. • Participate in professional learning, targeted to identified professional needs and school/service/system priorities, and adaptively apply this learning in practice • Invite and respond to feedback from colleagues and other education professionals, collaborate to address challenges, and engage in learning-focused collegial discussions or networks.
Standard 8: **Engage in productive professional relationships** Work constructively with colleagues, parents/ caregivers, and the community to support the learning and wellbeing of each learner.	• Build positive, respectful, and culturally appropriate relationships with parents/ caregivers and whānau focussed on the learning, engagement, and wellbeing of learners. • Collaborate reciprocally with leaders, teachers, and other colleagues, and engage professionally with external agencies and the wider community, to meet the needs of each learner • Work collegially to support ongoing improvement to organisational culture and practice, showing leadership particularly in areas of responsibility or expertise • Use clear, open, and professional oral and written communication that assists everyone to play their part in supporting learning and wellbeing

Blockhouse Bay Intermediate School

Application for Employment

Information for Applicants

Thank you for applying for a position at Blockhouse Bay Intermediate School.

1. Please complete these forms personally. Read through first and then answer all questions. Make sure you sign and date where indicated.

2. Attach a curriculum vitae containing any additional information relevant to the position. If you include written references, please note that we may contact the writer of the reference.

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. 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.

5. In terms of a Criminal Conviction, the Criminal Records (Clean Slate) Act 2004 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 **and**
- You did not serve a custodial sentence at any time (this would exclude serious offences such as murder, manslaughter, rape and causing serious bodily harm) **and**
- The offence was not a specified offence under the Clean Slate Act 2004 nor a specified offence under the Vulnerable Children Act 2014
- You have paid any fine or costs

Please note that you are not obliged to disclose convictions if you are an eligible individual but can do so if you wish. If you are uncertain as to whether you are eligible, contact the Ministry of Justice.

6. 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 licence). A list of acceptable primary and secondary documents is available in the last section of the Vulnerable Children Regulations 2015.

7. This application form and supporting documents received from the successful applicant will be held by the school. That person may access it in accordance with the provisions of the Privacy Act 1993.

8. All information received will be confidential to the Principal of Blockhouse Bay Intermediate School..

Application for Employment

Please include these forms with your CV

To: The Principal
Position applied for: Team (Whanau) Leader- Permanent
Applications close: 12pm on Wednesday 9 December

Personal Details

Name: _____ Home Phone: _____
Address: _____ Work Phone: _____
_____ Mobile: _____
_____ Business: _____
Citizenship: _____ Registration no: _____
Email: _____ Registration expiry: _____
Date of birth: _____

Present Teaching Position

School name: _____ Work Phone: _____
Address: _____ Other Phone: _____
_____ _____
Type of Appointment: _____ Date appointed: _____

Referee Details

Please provide the names of three people who can act as referees. One of these should be your current or most recent employer.

Name: _____ Home Phone: _____
Address: _____ Work Phone: _____
_____ Mobile Phone: _____
Email: _____ Relationship: _____

Name: _____ Home Phone: _____
Address: _____ Work Phone: _____
_____ Mobile Phone: _____
Email: _____ Relationship: _____

Name: _____ Home Phone: _____
Address: _____ Work Phone: _____
_____ Mobile Phone: _____
Email: _____ Relationship: _____

Educational Qualifications

Institution Attended	Year	Qualifications Attained	Date Awarded

Employment History

Position held	Employer's name	Period worked	Reason for leaving

Other Information

Have you had any injury or medical condition which the tasks of this job may aggravate or contribute to, or know of any reason why you might have difficulty carrying out the advertised position? Yes/No

If yes, please give details below:

_____

_____

Do you have any matters relating to yourself currently or previously before the Teachers Council? Yes/No
Do you have a current New Zealand driver's licence? Yes/No
Do you give permission for your police record to be checked? Yes/No
Have you changed your name by deed poll/statutory declaration? Yes/No
Other names known by: _____

Privacy Act 1993 (To be signed by the applicant)

This Application is submitted with the understanding that any further information given is for the use of the employer and their authorised representatives who may at any time have access to this information. Furthermore consent is given for members of the Blockhouse Bay Intermediate School Appointments Committee or its advisor to make enquiries of my present or past employers or colleagues or any other person who may assist in establishing my suitability for the position of Teacher at this school. I authorize the Board, or nominated representative, permission to access any information held by the Education Council of Aotearoa New Zealand (EDUCANZ) or any other educational organization, including information regarding matter under investigation, to gather information related to my suitability for appointment to the position.

Applicants signature: _____ Date: _____

Declaration

HAVE YOU EVER BEEN CONVICTED OF AN OFFENCE AGAINST THE LAW? (apart from minor traffic offences) Received police diversion for an offence, have charges pending or know of any reason why you should not be employed to work in a school environment? Yes/No

Have you ever been the subject of any concerns involving child safety? Yes/No

If YES to any of the answers above, please provide date and details of offence(s), complaint(s) below. Please note that you may be asked to provide a copy of the relevant court records available from the registrar of the court concerned.

_____

_____

_____

I certify that I am registered (or provisionally registered) as a New Zealand teacher. I solemnly and sincerely declare that to the best of my knowledge and belief the information given in this application and in my Curriculum Vitae is correct.

Applicants signature: _____ Date: _____

Recruitment Process, Timeline and Checklist

The Blockhouse Bay Intermediate School Appointments Committee has set the following timeline for the appointment of the Classroom Teacher. Every effort will be made to keep to the following schedule in determining the successful candidate.

Timeline for the Appointment of the **Team (Whanau) Leader** at **Blockhouse Bay Intermediate School**

Online gazette advertisement	**Friday 27 November**
Closing date for applications	**Wednesday 9 December**
Shortlisting	**Wednesday 9 December**
Interviews	**Thurs 10 December & Friday 11 December**
Successful candidates announced	**Monday 14 December**
Appointment begins	**28th January 2027**

Checklist - We need to receive the completed:

- Application form
- Covering Letter
- Curriculum Vitae – with copies of qualification certificates attached

Completed applications are to be emailed to: **office@bhbint.school.nz**

Ngā mihi nui,

Michael Malins
Principal