TWIZEL
AREA SCHOOL

Dear Applicant,

Positions Available: **Learning Support Coordinator 0.4 position**

The position commences Term 1 2027

Thank you for your interest in our advertised teaching position. Twizel Area School offers an opportunity for successful applicants to further grow as a teacher with a supportive team, great students, small class sizes, and a wonderful outdoor environment.

We are very interested in what curriculum strengths and experience you can offer and your wider strengths.

The Learning Support Coordinator role of 0.4 could be applied for alongside current advertised teacher potions or separately. Please state your preference in your letter of application.

There is potential to apply for middle leadership roles within the school.

In applying for our position please complete

- *Application form*
- *cover letter outlining your eligibility for the position, expertise and specialist curriculum areas, wider curriculum areas you can teach and curriculum strengths, along with your experience and interests.*
- *Include your CV and requested evidence of qualification.*

Please refer to Learning Support Coordinator Job Description and the TAS Teacher Job Description

Applicants need to have strong pedagogical practice and have a passion for making a difference.
We want to welcome to our team a teacher who:

- Has a passion for learning and enabling our ākonga
- Strong pedagogical practice, able to be flexible, reflective, and differentiate teaching and learning
- Demonstrates a belief in our vision and values, and commits to our strategic direction
- Practices culturally responsive approaches to teaching, learning, and partnerships with whānau
- Will engage in our school commitment to Te Reo and Tikanga Maori
- Supports students to be agents of their own learning
- Is positive, an active communicator, and flexible in their approach
- Is a collaborative team member
- Is committed to their professional growth as an educator
- Is a reflective practitioner

The staff is looking for a colleague to help build our school for the future, and the Board is seeking a professional who will enhance our school's vision and strategic goals.

You may wish to note the following:

1. Twizel Area School is located three hours from Christchurch, just over an hour to Central Otago and within two hours to Timaru and Omarau. Twizel is a fast growing town and holiday destination, surrounded by the great outdoors and lakes, is a tourist route for the Mackenzie Basin and Central Otago, and provide numerous opportunities to enjoy the environment and a mix of country and town living.
2. Website https://www.twizel.school.nz
3. Twizel Area School offers education from Years 1-15, has a new school in 2026, and a school roll of 250 students
4. For more information about theTwizel Area School, you are welcome to pop in and join us, or contact Vicki McIntyre – Principal, mobile: 027 2588 798.
5. Please email the application to vmc@twizel.school.nz

We welcome your application and look forward to hearing from you.

Yours faithfully,

Vicki McIntyre
Tumuaki

Appointment Timetable

Position Advertised	**29th November Education Gazette Online**
Applications Close	**13th December**
Interviews	**15-16th December**
Appointment made and applicant informed	**17th December**
Position commences	**Term 1 - 27th January 2027 or as soon as possible**

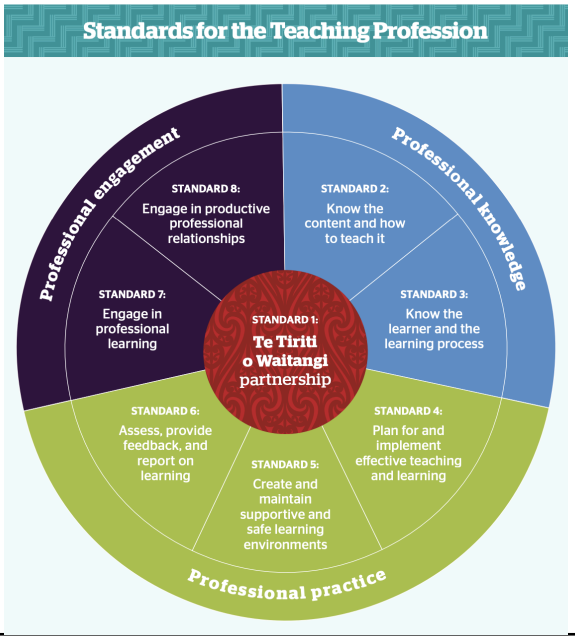
Job Description for Twizel Area School Teachers

TWIZEL AREA SCHOOL

1. **Responsible to:** The Principal
2. **Directly responsible to:** Middle or Senior Leader with responsibility for the learning area.
3. **Relationship with:** All other Teaching Staff / Support Staff, external professional providers, and external colleagues.

Purpose of the Position

- Deliver a purposeful, engaging and quality teaching and learning programme that scaffolds success for all learners through differentiated learning and quality pedagogical practices.
- Give priority to ensuring the well-being and educational achievements of your students.
- Work as an effective and professional member of the staff team, actively participate in PLD and apply this within pedagogical practice.
- Foster positive relationships with students, staff, and parents.
- Uphold self as a professional in all aspects of the teaching profession.

Professional Growth Cycle | Performance Indicators
Indicators are based on: • Standards for the Teaching Profession 2026 • Twizel Area School's priorities • Successfully fulfilling the key responsibilities, tasks, and duties agreed in the teacher job description and extra professional responsibilities. 

Key Responsibilities - Tasks and Duties - TAS Teacher

Across all Domains

Standard 1: Te Tiriti o Waitangi partnership Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.

Curriculum Content - Professional Knowledge

Standard 2: Know the content and how to teach it. Understand how to design learning based on content, curriculum, and pedagogical knowledge.

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.

3 Key Practices

- The teacher takes responsibility for the teaching of assigned curriculum areas and ensure they meet the demands of the Te Mātaiaho curriculum and NZQA, and any local curriculum provisions for TAS.
- Priority is given to the needs of the learner and informed teaching practice based on the curriculum.
- Demonstrate an understanding of oral language, literacy, and numeracy as foundational capabilities that are integrated throughout all learning areas and levels. Implement relevant evidence-informed teaching practices that are effective at fostering these proficiencies

Facilitation of Learning

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.

Standard 6: Assess, provide feedback, and report on learning Use regular and consistent assessment to inform teaching and share information on learner progress.

3 key practices

- Facilitate learning through drawing on pedagogical knowledge, assessment data, and knowledge of students.
    - Teacher critically selects from a range of high-impact strategies and learning approaches to facilitate learning and reviews impact.
    - 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. Purposeful formative assessment for learning, feedforward, and feedback.
- Planning - Use a mixture of forward planning and planning in action to ensure that the curriculum is

enacted in an intentional way for each learner, improving learning outcomes and student agency

    - Unit and lesson planning to evidence curriculum demands and back mapping of concepts/ understanding, knowledge of learner, and explicit planning for student needs and differentiation. Planning will include explicit lesson-by-lesson progression of learning reflecting TAS lesson framework.

    - Planning and long term planning to be stored on the shared drive accessible to the leadership team. Long term planning shows progression of year and cyclical opportunity for review, and build on learning.

- Teachers use collaborative planning where practicable in the best interests of facilitating quality learning for students and conduct themselves with the professional conduct - focus on quality engagement and improved outcomes for students.

Culturally Responsive

Demonstrate commitment to Tangata Whenuatanga and Te Tiriti ō Waitangi, including Tikanga & Te Reo Māori (Strand 1)

3 key practices

- Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.

- Teaching and learning acknowledge and make links to students' own experiences, identity, interests, and culture and connect with whānau.

- All diversity is respected and celebrated.

Learning Environment

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.

3 Key practices

- Class routines and expectations are co-constructed and aligned with TAS expectations. Students have a sense of ownership and partnership of learning and enablement. Class and school expectations are visible in classrooms and implemented consistently across teachers and syndicates. Focus on the positive and recognise appropriate behaviours predominantly.

- Classroom environment authentically maximizes learners' cultural, physical, social, and emotional safety.

- The teacher demonstrates clear and effective classroom management skills and facilitates a high level of on-task behavior, and active student engagement (teacher voice for 30% of the lesson, student action 70% of the lesson).

Professional Engagement

Standard 7: Engage in professional learning Improve professional capability through evidence-based reflection, professional learning, and engagement with colleagues

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

3 key practices

- Teachers actively use the teaching inquiry process to support teacher growth and change in practice. Teachers engage in critical reflection, professional learning, and engaging in critical conversations to support their professional and self-growth.
    - 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.
- Maintain professional, positive, respectful, and effective working relationships with colleagues. Focus on school values, and the enablement of our agreed professional values and ways of working.
- Work collegially to support ongoing improvement to organisational culture and practice, showing leadership particularly in areas of responsibility or expertise.

Whole School Responsibilities

- Comply with all Board policies and relevant legislation. Ensure you meet TAS policy and procedure expectations with teaching and learning, planning, assessment, record keeping, and reporting.
- Contribute to the life of the school in and beyond the classroom attending meetings and events as part of your role as a teacher.
- Demonstrate professional responsibility and maintain a high standard of professional conduct at all times, including within school and outside of school in our small community, including online. (You are seen as a teacher in our community even outside of school).
- Assist in supervision duties, curriculum responsibilities and show initiative to undertake extra tasks where appropriate to support the team nature of our staff and school as required. Maintain resources and equipment.

Professional Growth Cycle | Performance Indicators

- Adhere to the Teachers' Professional Standards and the Code of Ethics for Registered Teachers.
- Professionally adhere and complete all aspects of the School's Performance Management Programme for each year as outlined in the TAS Professional Growth Cycle.
- Complete all aspects of agreed responsibilities
- Ensure colleagues adhere to all professional standards as outlined in 'Our Code Our Standards' Code of Professional Responsibility and Standards for the Teaching Profession 2026.

Declaration:

Approved by:	*Signature and role of the person with the authority to approve the job description*
Reviewed:	*Date when the job description was reviewed/approved*
Appointee:	*Signature of the appointee*
Date appointed:	*Date upon which the appointee has been offered the position/agreed to reviewed job description*