Wairakei Primary School 2023

Scale A Teaching Position

**One (1) Permanent Full time Scale A Teacher**

Tena koutou katoa. Tenei te mihi atu ki a koutou

Thank you for your interest in obtaining an application pack for the teaching position at Wairakei Primary School.

This is an exciting opportunity to join a fabulous staff, working with delightful students and incredibly supportive community and Board of Trustees. The successful applicant will enjoy working collaboratively, roving all levels of the school in Terms 1 and 2, until becoming a full-time classroom teacher in Terms 3 and 4. The applicant must possess current curriculum knowledge and have a commitment to our school’s Mission, Vision and Values, both now and into the future. We are totally focused on providing the best possible learning outcomes we can for all our students by ensuring that all we do is driven by our Vision of ‘POWER’.

At Wairakei Primary School, we hold a fundamental belief that all students learn best when they are happy and actively engaged in the whole integrated learning process. This is reflected in the extensive and high-quality learning programmes and opportunities that we provide, which not only meet our learners’ needs, and also harness their strengths and interests.

We are passionate about the importance of well-being for both staff and students within our school, believing that we are perfectly positioned to provide the positive reinforcement needed to advance our staff and students’ minds and aspirations. At Wairakei Primary School we believe that by the end of their time with us, our staff and students, will have a solid platform to continue to build upon their learning and will be equipped with the necessary resources to “Rise to Success”.

Ngā mihi nui

Paula Farquhar

Principal

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• Personal details

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# Successful Completion of this Application Pack

To have successfully completed an application for the position of Scale A Teacher at Wairakei Primary School you should have read the following important pieces of information:

• Gazette advertisement

• Person specification

• Job description

• Information for applicants

**You should ensure the following is completed and sent through by 9a.m. Monday, December 5, 2022.**

1. Cover Letter (that addresses our personal specifications)

2. Curriculum Vitae (that address our personal specifications)

3. Application forms section of the pack (please do not email the whole pack back)

4. Two referee contacts

# Timeline

Wairakei Primary has set the following timeline for an appointment. Every effort will be made to keep to the following schedule in determining the successful candidate.

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| **Timeline for the Appointment of Teachers for Wairakei Primary School** |
| **Gazette Advertisement published Approximately 21/10/2022**  **Closing date for applications 9a.m. 5/12/2022**  Reference checking to start upon the school receiving application  **Shortlisting 6-7 /12/2022**  **Interviews (if required) 8-9 /12/2022**  **Appointment confirmed As soon as possible.** |

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# Education Gazette Advert

## Wairakei Primary School

**One position: (1) Permanent Full Time Scale A Teacher.**

Are you a dependable, energetic, passionate teacher who is motivated to join an aspiring team? Can you bring warmth, patience, and understanding every day, encouraging students to learn and develop? Then you are the teacher we are looking for. The successful applicant will enjoy working collaboratively, roving all levels of the school in Terms 1 and 2, until becoming a full-time classroom teacher in Terms 3 and 4. The successful applicant must possess current NZ curriculum knowledge and have a commitment to our school’s Mission, Vision and Values. By joining us you will feel valued and get access to the resources you need to connect, grow, and thrive in your career.

**Applications close at 9a.m. December 5, 2022.** Download the application pack from the Education Gazette. Queries, requests for editable applications and completed applications to info@wairakeitaupo.school.nz

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# Personal Specification

## Educational Qualifications

**Fully or Provisionally Registered Teacher**

## Skills / Knowledge/ Experience/ Personal Attributes

**• Teaching:** A competent, enthusiastic teacher, willing and able to teach at all levels to all levels of ability. To provide innovative, creative and hands-on approaches to learning across all aspects of the curriculum. Will maintain reflection on one's own practice, engage in purposeful collegial dialogue and make changes to enhance student outcomes (effective and ongoing teacher inquiry). Use relevant technology to support and differentiate instruction, particularly skill and application in the use of digital devices and approaches in Digital Technology learning.

• **Learning:** Proven ability to plan, coordinate and implement curriculum programmes using effective and accurate planning, preparation, reporting and administration as well as the timeframes/deadlines associated with this aspect of the profession. Has a growing knowledge of Te Reo Maori / understanding of tikanga / Te Ao Maori.

• **Communication:** Effective presentation skills, report-writing skills, the ability to draft relevant and expected correspondence, pastoral skills, and the ability to converse with a diverse range of people at all levels. Participation in online discussions, staff meetings and Professional Development is evident. School expectations regarding external correspondence, such as emails, phone calls and blogs, are upheld.

• **Assessment:** In-depth understanding and ability to implement differentiated learning programmes linked to assessment. A willingness to analyse student data information and use it to the best advantage to encourage and monitor the progress of individual students and use the information to adjust teaching strategies. Work effectively supporting the needs of diverse students (cultural, learning and behaviour).

• **Relationships:** Build and maintain effective relationships at all levels (students and whanau through to senior leadership) to support and encourage learning. Able to be an effective motivator, problem solver, initiator and innovator.

• **Approach:** Proactive, patient, highly motivated, with attention to detail and a desire to improve the success of student learning and the success of the school. Ability to maintain a professional and confident attitude to all aspects of the position. An ability to organise and prioritise own workload to meet position requirements. Leads by example through inspiration, consistently displaying personal and professional integrity.

**Wairakei Primary School Job Description 2022**

**Name:**

**Responsible to:**

The Principal

Deputy Principal

Team Leader

**Position:** Scale A Teacher

**Primary objectives:**

* To be responsible for the education and welfare of the pupils in their own class, across the team and within the school
* To implement the goals and objectives set in the school Charter by following school policies and the National Curriculum as prescribed in the Wairakei Curriculum Plan and in a culturally responsive way upholding the principles of Tataiako
* To contribute to, and participate in, the corporate life of the school
* To recognise the culture of the school, contribute towards and enhance it
* To uphold high levels of positive professional conduct as outlined in the Code of Conduct from New Zealand Teachers Council
* To have evidence of learning within the classroom on our school blogs, planning and assessment documentation and that shows the Professional Standard of the Teaching Profession and presented in the Professional Growth cycle

**Teaching these primary objectives will involve the teacher in the following dimensions:**

* Upskilling professional performance in the classroom using a range of Teaching Techniques
* Motivation of students for learning
* Be actively involved in classroom management.
* Support for and collaboration with colleagues.
* Contribution to wider school activities
* Ensure effective communication across all aspects of the school community

**And the following Professional Activities:**

* Participate in all professional development offered by the school
* Blog Posts to evidence all curriculum areas
* Participation in 8 People coaching model
* Uphold the integrity of the teaching profession

**Key Tasks, Roles and Responsibilities within the School:**

* Attendance at school events, Discos and Pet Day
* Be an active member of the corporate life of the school
* Using PaCT data to track learning and achievement of students
* Any other tasks that arise in a school throughout the year

Signed:

Date:

|  |  |
| --- | --- |
| **Standards for the Teaching Profession for more information see the Quality Practice Evidence sheet for WPS** | |
| **Standards for the Teaching Profession**  **(Our Standards)** | **Elaborations** |
| 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. * Practise and develop the use of te Reo and tikanga Māori. |
| Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners. | * Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources. * Critically examine how own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures. * Engage in professional learning and adaptively apply this learning in practice. * Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters. * Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem-solving and learning-focused collegial discussions |
| Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner. | * Engage in reciprocal, collaborative learning-focused relationships with:   + learners, family and whānau   + teaching colleagues, support staff and other professionals   + agencies, groups and individuals in the community. * Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility. * Communicate clear and accurate assessment for learning and achievement information. |
| Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety. | * Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. * Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks. * Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. * Manage the learning setting to ensure access to learning for all and to maximise learners’ physical, social, cultural and emotional safety. * Create an environment where learners can be confident in their identities, languages, cultures and abilities. * Develop an environment where the diversity and uniqueness of all learners are accepted and valued. * Meet relevant regulatory, statutory and professional requirements. |
| Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner’s strengths, interests, needs, identities, languages and cultures. | * Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. * Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required. * Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand. * Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. * Design learning informed by national policies and priorities. |
| Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace. | * Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all. * Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. * Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners. * Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning. * Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning. * Ensure learners receive ongoing feedback and assessment information, and support them to use this information to guide further learning. * Use critical inquiry and problem solving effectively in their professional practice. |

**Job specifications**

● Must be able to use digital devices in all learning programs

● Be able to integrate learning experiences into all curriculum areas

● Has regular Visual Art and PE in their learning programs.

● Have developed behaviour management strategies.

*Please post or email to:*

Paula Farquhar - Principal

Wairakei Primary School

2 Kauri Drive

Wairakei Village

Taupo

info@wairakeitaupo.school.nz

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| **Position applied for:** | Scale A - Fixed term |

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| **Personal details** | **Surname** |  | **Given names** |  |
| **Address** |  | | **Date of birth** |  |
| **Contact Details** | ***Mobile:*** |  | ***Home*** |  |
| ***Email:*** |  |  |  |

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| --- | --- | --- | --- |
| **Certified Teacher Status** | **✔** | **Registration No.** | **Expiry Date** |
| Certificated teacher |  |  |  |
| Provisionally certificated or Not certificated |  |  |  |
| Vaccination Status: | **Vaccinated** | **Dates of Vaccination** | |
|  | Yes/No |  | |

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| **Current Teaching Position** | | | |
| School |  | Date appointed |  |
| Type of appointment |  | Can we contact your principal about this position? | Yes/ No |

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| **Educational Qualifications** | **Type of qualification** | **Date received** | **Received from** |
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| **Details of Training and Service**  Please include details of your work history for the last 5 years. | | | |
| **School** | **Position** | **Dates** | **Class Level** |
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Please indicate any breaks in service and give reasons, e.g. overseas travel:

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| **Dates** | **Reason for break** |
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| **Professional Development**  *Please provide a summary of recent professional learning and development.* |
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| **CONFIRMATION** | | | |
| **1** | I certify that the information given in this application is, to the best of my knowledge, true and correct. I understand that the claims made in my application may be checked.  I understand that if I have supplied incorrect or misleading information, or have omitted any important information, I may be disqualified from the appointment, or if appointed, may be dismissed. | **YES** | **NO** |
| **2** | I am currently registered to teach in New Zealand. | **YES** | **NO** |
| **3** | I am fully vaccinated and am able to share this information with the school | **YES** | **NO** |
| **4** | In accordance with the Privacy Act, I authorise the board of trustees to:   * Obtain further information from the referees listed in this application, and I consent to the referees disclosing such information to the board * Obtain information in relation to my application from persons not listed as referees, and I consent to these persons disclosing pertinent information to the board. * Contact the Education Council. | **YES** | **NO** |
| **5** | **STUDENT SAFETY [*Cross out the statement that doesn’t apply to you*]**   * I have never been the subject of a complaint about the safety of a student. * I have been the subject of a complaint about the safety of a student. *Please give dates and detail* | | |
| **6** | **OFFENCES AGAINST THE LAW [*Cross out the statements that don’t apply to you*]**   * I have never been convicted of an offence against the law (excluding minor traffic convictions). * I have no pending charges of an offence against the law. * I have been convicted of an offence against the law. *Please give dates and details:* * I have pending charges of an offence against the law. *Please give dates and details:* | | |
| **7** | I know of no reason why I would not be suitable to work with children or young people. | **TRUE** | **FALSE** |

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| **Please add your evidence on how you will fulfill the following professional standards. Bullet points are acceptable. Google drive digital links are accepted** | | |
| **Standards for the Teaching Profession (Our Standards)** | | **Evidence** |
| **Demonstrate commitment to tangata whenuatanga and Tiriti o Waitangi partnership in Aotearoa New Zealand.** | How will you promote tangata whenuatanga and Tiriti o Waitangi into your classroom programme on a daily basis? |  |
| **Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety**. | Describe how you would integrate a child with special needs into your classroom.  Describe the culture for learning you develop in your classroom |  |
| **Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner’s strengths, interests, needs, identities, languages and cultures**. | Our concepts are an important part of our school.  Describe your understanding and beliefs about integration and student agency. |  |
| **Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.** | Explain how you will maintain learning throughout the year.  Describe how you would identify and set up a programme for a child who is not making consistent and appropriate learning gains. |  |

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| **Referees**: Please provide the names and contact details of three referees below. Referees’ reports are confidential to the board. Referees will only be contacted for candidates who are short-listed. |

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| **Registration No.** | **Full name** |  | **Position** |  |
| **Relationship to the applicant** |  | | | |
| **Contact Details** | *Private* |  | *Work* |  |

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| **Registration No.** | **Full name** |  |  |  |
| **Relationship to the applicant** |  | | | |
| **Contact Details** | *Private* |  |  |  |

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| --- | --- | --- | --- | --- |
| **Registration No.** | **Full name** |  |  |  |
| **Relationship to the applicant** |  | | | |
| **Contact Details** | *Private* |  |  |  |

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*Applicant’s name* *Applicant’s signature* *Date*