Rangiora
High School

East Belt, Rangiora 7400
North Canterbury, New Zealand
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APPLICATION AND APPOINTMENT PROCEDURE

Teacher of ORS funded students

Fixed term, part-time (0.36 FTTE / 9 hours per week) commencing 28 January 2022

Rangiora High School is an equal opportunities employer. Applications will be considered on merit regardless of disability, handicap, marital or parental status, race, religion, gender or sexual orientation.

Rangiora High School is a progressive decile 9 co-ed school of 1600 students. We are committed to PB4L including restorative practices; and culturally responsive pedagogy. We are actively seeking innovative practitioners who have student voice and choice firmly at the heart of their practice. The principles behind Rangiora High School's Connected Curriculum are Ako and Wānanga. Applicants must be passionate about improving student engagement and achievement, and be willing to commit to co-curricular and extra-curricular activities.

1. Closing date

- Applications for this position close at 9am on Monday, 13 December 2021.

2. Method of Application

- Applications are only accepted electronically through the School Jobs New Zealand website schooljobs.nz
- Applicants may enclose additional curriculum vitae and other supporting material.
- A covering letter should be addressed to the Principal, Ms Karen Stewart.
- Application material will not be returned once the appointment has been made.

3. Referees

- Applicants are asked to provide the names and addresses of three people who may be contacted to act as Referees.

4. Shortlisting and Interview

- Short-listing and interviewing of applicants will occur in the week after applications close.
- Applicants invited to an interview for this position will have their travel costs reimbursed where necessary.
- Applicants wishing to bring whānau or other support to the interview may do so at their own expense and should contact Mrs Faye Wallcroft, PA to the Principal, on 03 3118888 or faye.wallcroft@rangiorahigh.school.nz in advance so that suitable arrangements can be made.

5. **Tenure**
   - The appointee will be offered an employment agreement with the Board of Trustees. The appointee will be asked if they wish to become a party to the Secondary Teachers' Collective Agreement or to be employed on an Individual Employment Agreement (which reflects the terms of the collective agreement).

6. **Salary**
   - The salary offered will be in accordance with the Secondary Teachers Collective Agreement as assessed by the Salary Assessment Unit of the Ministry of Education and as appropriate to the appointee's qualifications, training and experience.

7. **Professional Learning and Development**
   - All teachers new to the school will take part in an induction programme and will be provided with advice and guidance through the school's professional learning and development programme.

8. **General**
   - The school's Charter is available on the school's website: www.rangiorahigh.school.nz
   - All staff are expected to be familiar with, and comply with, the Teaching Council's 'Code of Professional Responsibility and Standards for the Teaching Profession' available here.

For further information or clarification, applicants are welcome to contact Mr Chris Quigley, Deputy Principal, on 03 3118888 or chris.quigley@rangiorahigh.school.nz

Rangiora High School

Te Kura Tuarua o Rangiora

Each and every learner will thrive in a centre of learning excellence.

Teacher

Position Description

Purpose of the role

The purpose of this role is to support the effective delivery of *Rangiora High School's Connected Curriculum* and the *New Zealand Curriculum* by taking a collaborative approach to working with the Strategic Leadership Team, middle leaders, staff and parents/whānau to ensure that each student is supported and empowered in a safe, equitable and inclusive environment.

Reporting to: The Leader of Learning
Responsible to: The Principal

Role requirements

To be considered for the position, applicants will be registered teachers and have:

1. demonstrated successful experience in working with young people, and
2. an understanding of the *New Zealand Curriculum*, and
3. an understanding of Te Ao Māori and culturally responsive pedagogy, and
4. an understanding of PB4L practices, restorative practice and
5. a current teaching practising certificate.

Role functions

The appointee will be a registered teacher who is able to undertake the following functions:

Focus Areas / Tasks	Outcomes
1. Curriculum, Pedagogical and Assessment Innovation	
Supports the ongoing development of the *Rangiora High School Connected Curriculum*.	● Demonstrates awareness of learning and assessment theory, developments and initiative, particularly ○ Assessment ○ Pedagogy ○ Teaching diverse learners including Māori learners, learning support needs... ○ Learning areas / subject discipline ● Works collaboratively to support the ongoing innovation and implementation of *Rangiora High School's Connected Curriculum.* ● Builds and enhances relationships through communication with whānau, parents, Mana Whenua, and the North Canterbury community.
2. Development and Implementation of Learning and Assessment Programmes	
Ensures that programmes and decision making are consistent with national guidelines and with Rangiora High School's policies and practice.	**Learning Programmes** Develops and implements learning programmes which: ● meet the requirements of the *Rangiora High School Connected Curriculum* and the *New Zealand Curriculum learning objective;* ● recognise the unique status of tangata whenua and Te Tiriti o Waitangi partnership in Aotearoa New Zealand, ● use Universal Design for Learning principles to meet the diverse and varied needs of learners; ● opportunities for ākonga to learn in and with their community and to contribute to it in ways that build on, and strengthen ākonga capabilities; ● ensures that changing social and cultural factors affecting the school's community are reflected in learning programmes; and ● meet the learning needs of each and every learner.
	Assessment Programmes ● Ensures assessment and reporting practice conform to national assessment requirements, school policy, plans and practices. ● Ensures assessment procedures are understood by students, and parents / whānau are kept informed. ● Adheres to Rangiora High School moderation systems in Years 9-10. ● Ensures moderation systems follow NZQA requirements in Years 11-13, and ensures these systems are followed. ● Assessment information is used to celebrate progress and strengths, design next learning opportunities, adjust strategies and identify additional support needs early.

	Reporting ● Reports to the Leader of Learning, as required. ● Meets all reporting requirements and deadlines.
3. Teaching and Learning	
Works with colleagues to develop a culture of respect, inclusion, empathy, collaboration and safety.	**Design for Learning** ● Actively seeks to improve pedagogical practice, in particular: ○ Cultural Relations for Responsive Pedagogy ○ Positive Behaviour for Learning ○ Universal Design for Learning ● Uses a variety of learning, teaching and assessment approaches, activities, technologies and resources to develop each learner's strengths, interests, needs, identities, languages and cultures. ● Implements and monitors learning programmes to ensure each and every learner is engaged and progressing. ● Ensures programmes are designed to provide an orderly learning environment which is supportive of the needs of all students.
	Learning Focussed Culture ● Works collaboratively with the school leaders and other staff to build a culture consistent with ○ Rangiora High School's vision, mission, values and strategic goals ○ the values and principles of the *Rangiora High School Connected Curriculum* ● Demonstrates commitment to ○ Appropriate and accurate use of Te Reo Māori ○ The adoption of Māori protocols where appropriate ● Manages student behaviour effectively.
4. Professional Relationships	
Establishes and maintains professional relationships and behaviours focused on the learning and wellbeing of each and every learner.	**Professional Relationships** ● Shows support for Rangiora High School and the decisions of the Board of Trustees, the Principal and Leaders. ● Engages in reciprocal, collaborative, learning focused relationships with ○ Learners, families and whānau ○ Teaching colleagues ● Communicates effectively and professionally in a timely manner.
5. Professional Development	
Uses inquiry, collaborative problem solving and professional learning to	**Professional Learning and Development** ● Demonstrates a high level of commitment to further developing own professional development.

improve professional capability.	● Undertakes appropriate professional learning and development to enhance individual expertise in pedagogical, curriculum and assessment practice. ● Undertakes appropriate professional development to further develop understandings of the Treaty of Waitangi.
	Performance Management ● Supports colleagues and provides advice and guidance as required. ● Ensures annual performance management processes are completed. ● Informs the Principal / Leader of Learning of any matters of concern.
6. Compliance	
Complies with relevant legislation, Ministry of Education guidelines and school systems, processes, practices and expectations.	**Administration** ● Complies with school systems, processes, practice and expectations. **Health and Safety (including Education Outside the Classroom)** ● Facilitates a safe and supportive work and learning environment by ensuring compliance with the school's policies and procedures, and all legislative requirements.
7. Other Tasks	
Undertakes specific tasks over a specified period of time, as negotiated.	● Negotiated tasks or projects are completed in a timely and efficient manner.

Professional knowledge, relationships, values and engagement

Registered teachers adhere to the Code of Professional Responsibility and Standards for the Teaching Profession.

Professional knowledge in practice
Standards
Te Tiriti o Waitangi Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.
Professional learning Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the wellbeing of all learners.
Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.

Learning-focused culture Develop a culture that is focused on growing student wellbeing, and is characterised by respect, inclusion, empathy, collaboration and safety.
Design for learning Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.
Teaching Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.

Declaration

I have reviewed this role description and acknowledge the requirements of the role.

Name:	
Signature:	
Date:	