



APPLICATION AND APPOINTMENT PROCEDURE

Assistant Leader of Learning, English

Permanent, full time – from 28 January 2023

1MU + 1MMA

Rangiora High School is a progressive 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.

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.

1. Closing date

- Applications for this position close at 9am on Monday, 5 December 2022.

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, Mr Bruce Kearney.
- 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 School Board. 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.

Assistant Leader of Learning, English

(1MU, 1MMA)

Role Description

Purpose of the role

The purpose of this role is to assist and support the Leader of Learning in developing, leading and evaluating Rangiora High School's Connected Curriculum and the New Zealand Curriculum by taking a collaborative leadership 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.

Role description

Tenure: Permanent, full-time (1.0 FTTE)
Reporting to: Leader of Learning, English

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. the ability to work at a school leadership level, and
3. an understanding of the Rangiora High School Connected Curriculum, and
4. an understanding of te ao Māori and culturally responsive pedagogy, and
5. an understanding of Restorative and PB4L practices, and
6. a current teaching practising certificate.

*We create inclusive, equitable and relevant learning opportunities with clear pathways.
We empower deeply engaged and connected lifelong learners.
We contribute positively to our community.*

Role functions

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

Focus Areas / Tasks	Outcomes
1. Leading Curriculum, Pedagogical and Assessment Innovation	
<p>Provides professional leadership in the ongoing development of the Rangiora High School Connected Curriculum.</p>	<ul style="list-style-type: none"> ● Demonstrates a high level of awareness of educational developments and changes, particularly in areas of responsibility. ● Actively leads the development of programmes of learning and assessment which meet students' needs and are consistent with the school's vision, policies and practices and the New Zealand Curriculum. ● 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. Leading Development and Implementation of Learning and Assessment Programmes	
<p>Supports the Leader of Learning to ensure that programmes and decision making are consistent with national guidelines and with RHS' policies and practice.</p>	<p>Learning Programmes</p> <ul style="list-style-type: none"> ● Supports the Leader of Learning to develop and implement learning programmes which: <ul style="list-style-type: none"> ○ meet the requirements of the Rangiora High School Connected Curriculum and the New Zealand Curriculum learning objectives, ○ recognise the unique status of tangata whenua and Te Tiriti o Waitangi partnership in Aotearoa New Zealand, and ○ use Universal Design for Learning principles to meet the diverse and varied needs of learners. <p>Assessment Programmes</p> <ul style="list-style-type: none"> ● Supports the Leader of Learning by ensuring assessment and reporting practice conforms to nationally specified assessment requirements, school policy, plans and practices. ● Ensures assessment procedures are understood by teaching staff and students, and parents are kept informed. ● Ensures that robust moderation systems exist and are followed in Years 9-10. ● Ensures moderation systems follow NZQA requirements in Years 11-13, and ensures these systems are followed. <p>Reporting</p> <ul style="list-style-type: none"> ● Supports the Leader of Learning by reporting on and analysing data to identify successes, issues and concerns and details next steps.

	<ul style="list-style-type: none"> • Reports to the Strategic Leadership Team and Board, as required. • Meets all reporting deadlines.
	<p>Review</p> <ul style="list-style-type: none"> • Supports the Leader of Learning by tracking individual students, priority groups and cohort progress against curriculum levels / NCEA to: <ul style="list-style-type: none"> ○ inform the development of learning programmes, ○ create Individual Learning Plans, and/or ○ report to the Principal/Board. • Implements robust self review processes which inform continuous improvement. • Works collaboratively with the Strategic Leadership Team to ensure Triennial Review processes inform next steps. Actions all review recommendations.
<p>3. Leading Teaching and Learning</p>	
<p>Supports the Leader of Learning to work with staff to develop a culture of respect, inclusion, empathy, collaboration and safety.</p>	<p>Design for Learning</p> <ul style="list-style-type: none"> • Actively leads the improvement of pedagogical practice, in particular: <ul style="list-style-type: none"> ○ Cultural Relations for Responsive Pedagogy ○ Positive Behaviour for Learning ○ Universal Design for Learning • Encourages the use of a variety of learning, teaching and assessment approaches, activities, technologies and resources which inform an understanding of each learner’s strengths, interests, needs, identities, languages and cultures by all staff. • 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.
	<p>Learning Focussed Culture</p> <ul style="list-style-type: none"> • Works collaboratively with the Strategic Leadership Team and staff to build a culture consistent with the values and principles of the Rangiora High School Connected Curriculum document. • Involves the community as a resource within learning programmes. • Ensures that changing social and cultural factors affecting the school’s community are reflected in learning programmes.
<p>4. Leading and Managing Staff</p>	
<p>Supports the Leader of Learning to lead the use of inquiry, collaborative problem solving and professional</p>	<p>Professional Relationships</p> <ul style="list-style-type: none"> • Fosters positive relationships between the school and community.

<p>learning to improve the professional capability of staff.</p>	<ul style="list-style-type: none"> • Shows support for the Rangiora High School and the decisions of the Strategic Leadership Team. • Assumes a leadership role through a cohesive team-building approach and supportive staff relationships. • Encourages colleagues to be involved in decision-making. • Communicates effectively and professionally in a timely manner.
	<p>Professional Learning and Development</p> <ul style="list-style-type: none"> • Provides effective advice and guidance to staff. • Identifies and acts on opportunities for improving teaching and learning. • Facilitates regular meetings, professional learning development, and classroom visits. • Ensures staff undertake appropriate professional learning and development to enhance individual expertise in pedagogical, curriculum and assessment practice. <p>Performance Management</p> <ul style="list-style-type: none"> • Monitors teacher/student relationships and provides coaching and mentoring as required. • Supports teachers with concerns/issues and provides advice and guidance as required. • Ensures annual performance management processes are completed. • Informs the Principal of any matters of concern.
<p>5. Resource Management</p>	
<p>Where appropriate effectively and efficiently use available resources, including financial resources and assets, within delegated authorities to support learning.</p>	<ul style="list-style-type: none"> • Ensures resources are managed effectively and efficiently. • Ensures delegations are understood and carried out effectively, including accounting for all expenditure. • Presents annual budget and requests for major expenditure on facilities and equipment. • Informs of major maintenance or other concerns about facilities and equipment.
<p>6. Compliance</p>	
<p>Complies with relevant legislation, Ministry of Education guidelines and school systems, processes, practices and expectations.</p>	<p>Administration</p> <ul style="list-style-type: none"> • Complies with school systems, processes, practice and expectations. <p>Health and Safety (including Education Outside the Classroom)</p> <ul style="list-style-type: none"> • 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 and school wide projects over a specified period of time, as negotiated.	<ul style="list-style-type: none"> Negotiated tasks or projects are completed in a timely and efficient manner.

Professional knowledge, relationships, values and engagement

As a registered teacher, the Assistant Leader of Learning will embody the Code of Professional Responsibility and Standards for the Teaching Profession.

Professional knowledge in practice
Standards
<p>Te Tiriti o Waitangi Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>
<p>Professional learning Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the wellbeing of all learners.</p>
<p>Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p>
<p>Learning-focused culture Develop a culture that is focused on growing student wellbeing, and is characterised by respect, inclusion, empathy, collaboration and safety.</p>
<p>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.</p>
<p>Teaching Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>

Declaration

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

Name:	
Signature:	
Date:	

Rangiora High School

Te Kura Tuarua o Rangiora



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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.

Role description

Reporting to: The Leader of Learning (Faculty)
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.

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We empower deeply engaged and connected lifelong learners.
We contribute positively to our community.*

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	
<p>Supports the ongoing development of the <i>Rangiora High School Connected Curriculum</i>.</p>	<ul style="list-style-type: none"> ● Demonstrates awareness of learning and assessment theory, developments and initiative, particularly <ul style="list-style-type: none"> ○ 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 <i>Rangiora High School's Connected Curriculum</i>. ● 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	
<p>Ensures that programmes and decision making are consistent with national guidelines and with Rangiora High School's policies and practice.</p>	<p>Learning Programmes Develops and implements learning programmes which:</p> <ul style="list-style-type: none"> ● meet the requirements of the <i>Rangiora High School Connected Curriculum</i> and the <i>New Zealand Curriculum learning objective</i>; ● 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. <p>Assessment Programmes</p> <ul style="list-style-type: none"> ● 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.

	<p>Reporting</p> <ul style="list-style-type: none"> • 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.	<p>Design for Learning</p> <ul style="list-style-type: none"> • Actively seeks to improve pedagogical practice, in particular: <ul style="list-style-type: none"> ○ 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.
	<p>Learning Focussed Culture</p> <ul style="list-style-type: none"> • Works collaboratively with the school leaders and other staff to build a culture consistent with <ul style="list-style-type: none"> ○ Rangiora High School’s vision, mission, values and strategic goals ○ the values and principles of the <i>Rangiora High School Connected Curriculum</i> • Demonstrates commitment to <ul style="list-style-type: none"> ○ 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.	<p>Professional Relationships</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ 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	<p>Professional Learning and Development</p> <ul style="list-style-type: none"> • Demonstrates a high level of commitment to further developing own professional development.

improve professional capability.	<ul style="list-style-type: none"> • 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 Te Tiriti o Waitangi. <p>Professional Growth Cycle</p> <ul style="list-style-type: none"> • Ensures the annual Professional Growth Cycle process is completed. • Supports colleagues and provides advice and guidance as required. • 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.	<p>Administration</p> <ul style="list-style-type: none"> • Complies with school systems, processes, practice and expectations. <p>Health and Safety (including Education Outside the Classroom)</p> <ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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
<p>Te Tiriti o Waitangi Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>
<p>Professional learning Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the wellbeing of all learners.</p>
<p>Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p>

<p>Learning-focused culture Develop a culture that is focused on growing student wellbeing, and is characterised by respect, inclusion, empathy, collaboration and safety.</p>
<p>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.</p>
<p>Teaching Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>

Declaration

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

Name:	
Signature:	
Date:	