

Rangiora High School



East Belt, Rangiora 7400
North Canterbury, New Zealand
Telephone +64 3 311 8888
admin@rangiorahigh.school.nz
rangiorahigh.school.nz

APPLICATION AND APPOINTMENT PROCEDURE

Curriculum Leader, ESOL & NESB (3R Payment)

Full time, permanent from 28 April 2020

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 1700 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 30 March 2020.

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. Short-listing 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 support system.

8. General

- The school's Charter is available [here](#) on the school's website: www.rangiorahigh.school.nz
- All staff are expected to be familiar with, and comply with, the Education Council of Aotearoa New Zealand'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

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POSITION DESCRIPTION

POSITION: Curriculum Leader, ESOL & NESB

TENURE: Full time, permanent

RESPONSIBLE TO:

1 Principal and
Head of Faculty

EXPECTED OUTCOMES:

- 1.1 Attend Curriculum Leaders' meetings.
- 1.2 Show support for the Rangiora High School and the decisions of the Head of Faculty and the Strategic Leadership Team.
- 1.3 Keep all curriculum correspondence.
- 1.4 Ensure requests are met.
- 1.5 Report to the Head of Faculty and the Strategic Leadership Team as required.

2 Staff

- 2.1 Timetable regular curriculum meetings to plan and review.
- 2.2 Ensure annual appraisal systems are implemented.
- 2.3 Make opportunities for professional development available.
- 2.4 Support staff in their professional practice.
- 2.5 Oversee curriculum delivery.

FUNCTIONAL RELATIONSHIPS:

1 Executive Officer

EXPECTED OUTCOMES:

- 1.1 Present annual budget and requests for major expenditure on facilities and equipment.
- 1.2 Inform of major maintenance or other concerns about facilities.
- 1.3 Inform of daily maintenance requirements.
- 1.4 Inform immediately of any vandalism.
- 1.5 Liaise over shared use of facilities and equipment, and bookings.
- 1.6 Account for all expenditure.

2 Community

- 2.1 Liaise and consult as appropriate with kaumatua and community.

Tasks	Performance Indicators	Expected Outcomes
<p>1 To support the school charter and provide leadership in determining how charter goals are to be achieved.</p>	<p>a Leadership is provided.</p>	<p>a Charter goals relating to student achievement are supported and progressed.</p>
<p>2 Professional Leadership <i>Provides effective leadership for staff and students by setting high standards and expectations.</i></p>	<p>a Assumes a leadership role through a cohesive team-building approach and supportive staff relationships when required.</p> <p>b Encourages colleagues to contribute to decision-making</p> <p>c Ensures sound leadership practices through effective communications as delegated.</p> <p>d Organises regular meetings, in-service initiatives and classroom support visits as delegated.</p> <p>e Provides for pro-active programme planning and evaluation where required.</p> <p>f Focuses policy towards achieving beneficial learning outcomes for students where delegated.</p>	<p>a Leadership roles are assumed through a cohesive team-building approach and supportive staff relationships.</p> <p>b Colleagues are encouraged to contribute to decision-making.</p> <p>c Sound leadership practices are achieved through effective communications as delegated.</p> <p>d Regular meetings, in-service initiatives and classroom support visits as delegated are organised.</p> <p>e Pro-active programme planning and evaluation are provided where required.</p> <p>f Policy is focused towards achieving beneficial learning outcomes for students where delegated.</p>

Tasks	Performance Indicators	Expected Outcomes
<p>3 Instructional Leadership and Curriculum Guidance <i>Provides instructional leadership in a specific curriculum area ensuring high standards of teaching and learning are maintained at all levels in the curriculum area.</i></p>	<ul style="list-style-type: none"> a Provides an informed perspective on broad curriculum developments. b Provides curriculum programmes with an appropriate profile in the school curriculum. c Encourages the use of a variety of learning and teaching methods by staff as delegated. d Implements and monitors classroom programmes to ensure learning is accessible to all students as delegated. e Takes responsibility for evaluation procedures as delegated. f Initiates and guides professional development particularly related to classroom practice as delegated. g Encourages staff to use computer technology in resource development and student learning. 	<ul style="list-style-type: none"> a An informed perspective on broad curriculum developments is provided. b Curriculum programmes are provided with an appropriate profile in the school curriculum. c A variety of learning and teaching methods by staff as delegated is encouraged. d Classroom programmes are implemented and monitored to ensure learning is accessible to all students as delegated. e Responsibility for evaluation procedures as delegated is taken. f Professional development particularly related to classroom practice as delegated is monitored. g Staff are encouraged to use computer technology in resource development and student learning.
<p>4 Learning Environment <i>Develops and maintains a quality learning environment.</i></p>	<ul style="list-style-type: none"> a Implements school policies designed to provide an orderly learning environment supportive of the needs of all students. b Assists students to take initiatives in maintaining an attractive and stimulating learning environment. c Develops a policy on classroom routines designed to enhance learning opportunities d Ensures facilities, equipment and resources are available to all staff and students as delegated. 	<ul style="list-style-type: none"> a School policies designed to provide an orderly learning environment supportive of the needs of all students are implemented. b Students are assisted to take initiatives in maintaining an attractive and stimulating learning environment. c A policy on classroom routines designed to enhance learning opportunities. d Facilities, equipment and resources are available to all staff and students as delegated.

Tasks	Performance Indicators	Expected Outcomes
<p>5 Advice and Guidance <i>Provides advice and guidance for teachers.</i></p>	<p>a Contributes to the management policies, procedures and delegations of the school for the guidance of teachers.</p> <p>b Assists teachers with issues raised during appraisal reviews and provides them with recommendations following appraisals.</p> <p>c Provides advice and guidance support in the interests of improved student learning.</p>	<p>a Contribution is made to the management policies, procedures and delegations of the school for the guidance of teachers.</p> <p>b Assistance is given to teachers with issues raised during appraisal reviews and recommendations following appraisals are provided.</p> <p>c Advice, guidance and support are provided in the interests of improved student learning.</p>
<p>6 Management and Administration <i>Achieves effective management and efficient administration of a curriculum area.</i></p>	<p>a Follows the school management plans and faculty goals within a school management context.</p> <p>b Recognises communications as the key to good management.</p> <p>c Encourages colleagues to be involved in decision-making.</p> <p>d Ensures resources are managed effectively as delegated.</p> <p>e Plans and promotes future facilities and equipment development as delegated.</p> <p>f Ensures delegations are understood and carried out effectively.</p>	<p>a The school management plans and faculty goals within a school management context are followed.</p> <p>b Communication is recognised as the key to good management.</p> <p>c Colleagues are encouraged to be involved in decision-making.</p> <p>d Resources are managed effectively as delegated.</p> <p>e Future facilities and equipment development is planned as delegated.</p> <p>f Delegations are clearly explained and are carried out effectively.</p>

Tasks	Performance Indicators	Expected Outcomes
<p>7 School Climate <i>Supports the Principal in developing a school climate conducive to effective learning and supportive of all students.</i></p>	<p>a Assists, through classroom practice and policies followed within the faculty, the development of a positive school climate.</p> <p>b Assists in ensuring the curriculum is appropriate, well planned and effectively delivered across the curriculum area.</p> <p>c Encourages feedback on the performance of the curriculum area in meeting learning needs of students.</p> <p>d Assists in the implementation of policies supportive of staff and students.</p> <p>e Provides an open style of leadership.</p> <p>f Works co-operatively with the Head of Faculty and other curriculum leaders and staff to ensure the functions of the curriculum area operate efficiently.</p>	<p>a The development of a positive school climate is developed through classroom practice and policies followed within the faculty.</p> <p>b The curriculum is appropriate, well planned and effectively delivered across the curriculum area.</p> <p>c Feedback on the performance of the curriculum area in meeting learning needs of students is formally given.</p> <p>d The implementation of policies supportive of staff and students is undertaken.</p> <p>e An open style of leadership is provided.</p> <p>f Co-operation with the Head of Faculty and other curriculum leaders and staff ensures the functions of the curriculum area operate efficiently.</p>
<p>8 Community Involvement <i>Assist the Principal to enhance the school-community partnership.</i></p>	<p>a Establishes effective links with the community.</p> <p>b Increases parental awareness of the curriculum and assessment policies of the faculty.</p> <p>c Involves the community as a resource within teaching programmes.</p> <p>d Encourages consultation and continuing dialogue with parents.</p> <p>e Accepts and accommodates, as far as practicable, the views of parents.</p> <p>f Ensures that parents feel welcome in the school.</p>	<p>a Effective links with the community are established.</p> <p>b Parental awareness of the curriculum and assessment policies of the faculty is increased.</p> <p>c The community as a resource within teaching programmes is involved.</p> <p>d Consultation and continuing dialogue with parents is apparent.</p> <p>e The views of parents and students are accepted and accommodated.</p> <p>f Parents feel welcome in the school.</p>

Tasks	Performance Indicators	Expected Outcomes
<p>9 Assessment <i>Monitors and guides the faculty's assessment of student achievement.</i></p>	<p>a Contributes to ensuring assessment practice in the curriculum area conforms to school policy and contributes to the assessment plan.</p> <p>b Assists in ensuring assessment procedures are understood by colleagues and students and parents are kept informed.</p> <p>c Assists in monitoring assessment profiles compiled in the curriculum area for each student to ensure they provide positive feedback.</p> <p>d Reports assessment concerns to students and their parents.</p>	<p>a Assessment practice in the curriculum area conforms to school policy and contributes to the assessment plan.</p> <p>b Assessment procedures are understood by colleagues and students and parents are kept informed.</p> <p>c Assessment profiles compiled in the curriculum area for each student provide positive feedback and are monitored.</p> <p>d Assessment concerns are reported to students and their parents.</p>
<p>10 Resource Management <i>Provides and manages the material resources necessary to deliver the curriculum effectively.</i></p>	<p>a Uses the school's resources allocation system effectively.</p> <p>b Assists in providing resources to meet the learning and special needs of all students.</p> <p>c Assists in ensuring efficient and economic use of resources is established.</p> <p>d Implements resource management systems and ensures guidelines are known.</p> <p>e Supports the management of curriculum resources through clear delegations of responsibility where appropriate.</p> <p>f Ensures the curriculum resources are fully accounted for as required.</p> <p>g Ensures spending is fiscally responsible.</p> <p>h Make applications for appropriate funding and administer such funds.</p>	<p>a The school's resources allocation system is used effectively.</p> <p>b Resources are provided to meet the learning and special needs of all students.</p> <p>c Efficient and economic use of resources is established.</p> <p>d Resource management systems and guidelines are known.</p> <p>e The management of curriculum resources through clear delegations of responsibility where appropriate is achieved.</p> <p>f The curriculum resources are fully accounted for as required.</p> <p>g Spending is fiscally responsible.</p> <p>h Applications for appropriate funding are made and these funds are administered as per the school's finance and budget requirements.</p>

Tasks	Performance Indicators	Expected Outcomes
<p>11 Teaching Duties <i>Undertake teaching duties at the appropriate level, meeting the requirements as set down in the Professional Standards for teachers.</i></p>	<ul style="list-style-type: none"> a Fulfil classroom responsibilities to students. b Meet planning, curriculum and organizational responsibilities including taking responsibility for a form class. c Undertake professional development. d Make a general contribution to school life including participating in extra-curricular activities. e Assist in communicating effectively with students, parents and the community. f Teach subjects commensurate with the teacher's training and qualifications by agreement with the Senior Leadership Team. 	<ul style="list-style-type: none"> a Classroom responsibilities are fulfilled to students. b Planning, curriculum and organizational responsibilities including taking responsibility for a form class are filled. c Professional development is undertaken. d A general contribution to school life including participating in extra-curricular activities is made. e Communication is effective with students, parents and the community. f Subjects commensurate with the teacher's training and qualifications by agreement with the Senior Leadership Team are taught.
<p>12 Tasks Assigned by Principal <i>Undertakes tasks as may be assigned by the Principal from time to time.</i></p>	<ul style="list-style-type: none"> a Duties as allocated will be completed in a professional and timely manner. 	<ul style="list-style-type: none"> a All duties allocated are completed in a professional and timely manner

DECLARATION:

I accept this position description.

Signature: _____ Date: _____

CURRICULUM LEADER PERSON DESCRIPTION

PERSONAL QUALITIES

The person appointed to this position will:

- be a strong communicator of ideas and beliefs
- show enthusiasm and commitment to promoting their subject.
- show leadership, respect and support to staff.
- have a clear understanding of the wider issues of education in the school environment

QUALIFICATIONS

The person appointed to this position will:

- hold a relevant tertiary qualification.
- be trained as a teacher and be registered with the Education Council of Aotearoa New Zealand (or have applied for such registration).

KNOWLEDGE AND UNDERSTANDING

The person appointed to this position will:

- be able to show an interest in, and an understanding of, education issues.
- be up to date with new education developments particularly as they apply to the National Curriculum and the National Qualifications Framework.
- have a detailed knowledge and understanding of the New Zealand Curriculum Framework.
- have detailed knowledge, understanding and experience of current assessment practices in NCEA and in the junior school.

SKILLS

The person appointed to this position will:

- relate effectively to young people.
- have excellent oral and written communication skills.
- be a strategic planner and thinker.
- relate effectively to parents.
- establish priorities, defining tasks and seeing them through to completion.
- have the ability to effectively manage curriculum resources and practical equipment.
- have the required ICT skills.

EXPERIENCE

The person appointed to this position:

- may have had experience as a middle manager.
- will have knowledge of how to plan, develop and maintain effective financial control over a budget.

EQUITY

The person appointed to this position will:

- have an awareness of the intent and spirit of the Treaty of Waitangi.
- be culturally sensitive to students from all cultural backgrounds.
- demonstrate an awareness of the needs of male and female students.
- demonstrate an awareness of the needs of students with physical and intellectual disabilities.
- be able to work confidently and fairly with all staff, students, parents and caregivers.