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

Teacher of English
Full time, long term relieving Term 1-2, 2020 (cover for parental leave)

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 noon on Wednesday 13 November 2019.

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

Title: Assistant Teacher

Responsible to: Head of Faculty
Curriculum Leader

Primary Goals:

1 To support the school's charter and work to implement the policies arising from the charter.

2 To meet classroom responsibilities to students.

3 To plan and carry out curriculum and organisational responsibilities.

4 To undertake professional development.

5 To make a general contribution to school life.

6 To carry out community responsibilities.

7 To undertake specific responsibilities.

Tasks	Performance Indicators	Expected Outcomes
1 School charter	a To support the school's charter and work to implement the policies arising from the charter.	a Visible support for policies arising from charter evident.
2 To meet classroom responsibilities to students	a Providing learning opportunities for every child relative to his or her needs, abilities and stage of development. b Deliver lessons in accordance with subject schemes of work, National Education Guidelines, school policies and the school charter. c Establishing effective relationships with students based on mutual respect. d Using a range of learning activities. e Providing and maintaining a purposeful working environment. f Meeting the requirements of the Code of Professional Responsibility and Standards for the Teaching Profession and the appropriate Professional Standards. g Teaching methods are suited to the age and ability level of the student.	a Effective relationships with students based on mutual respect are established. b Lessons reflect expectations of subject schemes of work, National Education Guidelines, school policies and the school charter. c All school policies on behaviour management are upheld in the everyday interaction between teachers and students - the Managing Student Behaviour (MSB) system is used effectively. d A range of learning activities is used. e A purposeful working environment is created. f The requirements of the Code of Professional Responsibility and Standards for the Teaching Profession and the appropriate Professional Standards are met. g Enthusiasm and high standards of achievement are evident in all subjects with due regard to the personality and ability of the student.
3 To plan and carry out curriculum and organisational responsibilities	a Preparing lesson plans in accordance with subject schemes and the school charter. b Developing and managing classroom resources in accordance with school and faculty guidelines. c Teaching subjects according to curriculum goals and objectives set by faculty and school charter. d Marking and evaluating student work.	a Lesson plans are prepared in accordance with subject schemes and the school charter. b Resources are developed and managed in accordance with school and faculty guidelines. c Lesson critiques confirm teaching to curriculum goals and objectives set by faculty and school charter. d Student work is regularly and helpfully assessed.

Tasks	Performance Indicators	Expected Outcomes
	e Assessing student progress and recording results and completing reports and profiles on students.	e Students' needs are assessed before and after teaching/learning and programmes are planned according to student need.
	f Evaluating teaching programmes.	f Adequate records of student progress are maintained as directed by school policy for both professional and parent use. Appraisal booklets show evidence of student evaluation of courses
	g Assisting the Curriculum Leader and Head of Faculty to develop and manage subject resources.	g Contributes to faculty organisation by efficiently developing and managing subject resources
	h Meeting deadlines which may be established from time to time.	h Assessment and reporting deadlines met
	i Providing students and parents with information regarding course objectives and assessment programmes in consultation with the Curriculum Leader and Head of Faculty.	i Students and parents will be well-informed of the demands of each subject for their personal planning needs.
	j Attending faculty and subject meetings, contributing to the formulation of goals and their implementation.	j Regarded as a team player by peers in faculty through attendance at meetings, contribution to the formulation of goals and their implementation.
	k Meeting the requirements of the Code of Professional Responsibility and Standards for the Teaching Profession and the appropriate Professional Standards.	k The requirements of the Code of Professional Responsibility and Standards for the Teaching Profession and the appropriate Professional Standards are met.
4 To undertake Professional Development	a Keeping abreast of subject and educational developments.	a Professional reading helps keep abreast of subject and educational developments.
	b Attending teacher development programmes.	b Each year undertakes at least one course/unit of professional development activity.
	c Participating in in-service courses.	c Attends and participates in professional meetings scheduled by the Principal.
	d Participating in the professional development cycle undertaking a personal annual appraisal, following the requirements of the Code of Professional Responsibility and Standards for the	d Participation in professional development and performance appraisals. The requirements of the Code of Professional Responsibility and Standards for the Teaching Profession and the

Tasks	Performance Indicators	Expected Outcomes
	Teaching Profession and the appropriate Professional Standards. e Following-up on the outcomes of the performance review which is part of that cycle.	appropriate Professional Standards are met. e Actively follows up on the outcomes of performance appraisal.
5 To make a general contribution to school life	a Carrying out pastoral duties, including acting as a Form Teacher or in other negotiated pastoral care roles. b Carrying out general supervision duties as required. c Participating in negotiated extra-curricular activities. d Meeting the requirements of the Code of Professional Responsibility and Standards for the Teaching Profession and the appropriate Professional Standards.	a Regards the Form Teacher role as an important part of being a teacher at Rangiora High School. b Duties performed diligently without prompting. Leads by example supporting standards expected of students. c Participates in negotiated extra-curricular activities. d Supports the wider educational, collegial and cultural life of the school. Participates in whole school events and support community and school programmes.
6 To carry out community responsibilities	a Reporting to parents/caregivers and other relevant community groups on student progress, following the format established by the school. b Being available on occasions to meet parents/caregivers and to make other such formal and informal contact as may be necessary, in consultation with school leadership staff. c Meeting the requirements of the Code of Professional Responsibility and Standards for the Teaching Profession and the appropriate Professional Standards.	a Reports to parents/caregivers and other relevant community groups on student progress, following the format established by the school. b As a Form Teacher telephones all new students at the start of the year and is available to meet parents/caregivers on occasions and provide information for them indirectly through the administration, pastoral and/or counselling staff. c The requirements of the Code of Professional Responsibility and Standards for the Teaching Profession and the appropriate Professional Standards are met.
7 To undertake specific responsibilities	a Teach subjects or undertake specific duties as assigned by the Curriculum Leader and Head of Faculty. b Teach classes in other subject areas as determined by	a Subjects are taught and specific duties as assigned by the Curriculum Leader and Head of Faculty are undertaken. b Classes in other subject areas may be taught.

Tasks	Performance Indicators	Expected Outcomes
	qualifications and experience and as may from time to time be agreed upon between the appointee and the school leadership staff.	

DECLARATION:

I accept this position description.

Signature: _____ Date: _____

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PERSON DESCRIPTION

Personal Qualities

The person appointed to this position will:

- show a commitment to our school's values: Aspire/Wawatahia, Respect/Whakautea, Contribute/Tohaina.
- show a commitment to our school's vision to be a caring, community-based environment inspiring life-long learning.
- show a commitment to the school's ethos of students at the centre.
- show a commitment to positive student relationships.
- show a commitment to the vision, values and principles of the New Zealand Curriculum.

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).
- hold a current practising certificate from the Education Council of Aotearoa New Zealand.

Knowledge and Understanding

The person appointed to this position will:

- have a knowledge and understanding of the New Zealand Curriculum.
- have knowledge, understanding and experience of current assessment practices in NCEA and in the junior school.
- be up-to-date with new educational developments particularly as they apply to the New Zealand Curriculum and the National Qualifications Framework.
- be able to show an interest in, and an understanding of, wider educational issues.
- be familiar with, and comply with, the Code of Professional Responsibility and Standards for the Teaching Profession.

Skills

The person appointed to this position will:

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

Equity

The person appointed to this position will:

- demonstrate a commitment of the intent and spirit of the Treaty of Waitangi.
- demonstrate a commitment to culturally responsive behaviour.
- demonstrate a commitment to the needs of all genders.
- demonstrate a commitment to the inclusion of students with physical and intellectual difference.
- be able to work confidently and fairly with all staff, students, parents, whānau and caregivers.