

# Halcombe School



September, 2021.

**Dear Applicant,**

Thank you for your interest in the position of Scale A teacher in our school. We enjoy teaching and learning here, we have a great community and lovely students.

Positions in our school do not come up very often and we have a great team of people here. We want to know how you will add to our team, so it is important that in your application you point out your strengths both as a teacher and as a person.

To assist you with your thinking, we have included the following information:

- Position Advertisement
- Appointment timetable.
- Job Description.
- Person Specification.

For an application **we require a C.V. and covering letter** that states your preference for class level and your curriculum & extra-curricula strengths. Please note that in sending in an application, you also give us your approval to complete your background checks.

For more information please feel free to search us online and see what makes us special.

Please feel free to contact me to visit the school, or clarify any questions you may have. We look forward to receiving your application.

Kia pai to ra,  
Alastair Schaw,  
Principal.

## **Halcombe School Permanent Scale A Position: Senior School**

Come to a school where you can REALLY teach!

We have 200 students who love to learn and love to be challenged.

We seek an enthusiastic, collaborative team player to join our teaching staff, working in one of our senior classes. We are looking for a professional who demonstrates a passion and enthusiasm for learning, with a commitment to grow and develop our children and themselves. As well as having knowledge and application of the curriculum, you will show initiative, have high expectations, and bring your own talents to share with all of us.

Come join a team that is professional, hard-working and has fun together:

This is your opportunity to teach in our welcoming eight class rural school.

Visits to our school are welcomed and encouraged. See our school website: [www.halcombe.school.nz](http://www.halcombe.school.nz) to see some of what makes us great.

To apply please send:

- Your CV, stating your curriculum strengths, experience and any other talents & abilities, (include two names of referees).
- A Covering letter;

to: Alastair Schaw, Principal, Halcombe School, via email: [principal@halcombe.school.nz](mailto:principal@halcombe.school.nz).

Please phone (06) 3288845 for more information.

Applications close 3.30pm, 20th October.

### **Application Timeline:**

Applications open: 6th September

(Background and referee checks will be done as applications come in).

**Applications close: October 20th.**

Referee Checks completed.

Shortlist by 21st October.

Interview held during the week of 25<sup>th</sup>-30<sup>th</sup> October.

Recommendation to BoT and appointment offered by 2<sup>nd</sup> Nov.

Start at Halcombe School: by January 31st 2022.

(NB: this timeline may be brought forward at any time. Applicants will be informed if this occurs).

## Person Specification.

Our Strategic Plan states that we will "Employ proactive teachers with a PASSION for seeing chn achieve." Our EEO policy states that we will employ the best person suited to the position. We want someone who has a passion for teaching and is successful. We are open to having a good beginning teacher.

### **Specifications:**

(NB: These are not in a priority order)

1. Recent, successful experience in a multi-level class situation;
2. Proof of an exciting classroom, successful Behaviour Management, expectations of high quality work.  
As evidenced by referees, CV, by the class environment
3. Is clearly passionate about children's learning and achievement, especially in Literacy and Numeracy:  
Evidence: Applicants own personality reflects this, referees attest to it Class environment, chns work, CV.
4. Ability to establish and build positive professional relationships with parents and staff  
Evidence: Referees, personality, 'feel' for the applicant.
5. A fun, confident person, willing to have a go and be involved, shows initiative.  
Evidence: Personality, Referees, CV.
6. Other Strengths you bring, (hobbies, interests)  
Evidence: CV, Referees.

## Job Description – Teaching Staff



- Employed by the Halcombe School Board of Trustees
- Responsible to the Board of Trustees, Principal, Team Leader and Tutor Teacher (if applicable)
- This Job Description is based on The Standards for the Teaching Profession (STPs) and The Code of Conduct

### (1) Te Tiriti o Waitangi partnership

Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.

Elaborations of the standard	What quality <u>practices</u> do we use at Halcombe School that connect with this standard?	Evidence which demonstrates this Standard
Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.	<ul style="list-style-type: none"> <li>● Take an active part in Marae visits, including, powhiri, waiata and te reo kori</li> <li>● Te reo me ona tikanga Māori are included in class programmes</li> <li>● Interactions show an understanding of Te Tiriti o Waitangi</li> <li>● Promote and actively support high aspirations and expectations for Māori students and their learning</li> <li>● Interactions show an understanding of the Treaty of Waitangi</li> </ul>	<ul style="list-style-type: none"> <li>● Planning includes consideration of tikanga Māori</li> <li>● A class culture where diversity is recognised and celebrated</li> <li>● Portfolios and ROCK book entries</li> <li>● Photos, for example, Marae visit, Kapa haka performance, te reo kori, mihi, pepeha, visual art</li> <li>● Blog posts</li> </ul>
Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.	<ul style="list-style-type: none"> <li>● Teach (reading, writing, visual art ) Māori myths and legends</li> <li>● Te reo kori is part of our annual PE programme</li> <li>● Hangi at Gala</li> <li>● Marae protocol taught and experienced through regular visits to a marae</li> <li>● Inviting iwi/tangata whenua in to school</li> <li>● Ka Hikitia goals and strategies are reflected in class programmes</li> <li>● Seek outside support when required (building relationships)</li> </ul>	<ul style="list-style-type: none"> <li>● Learning traditional games</li> <li>● Te reo kori unit</li> <li>● Bilingual labels/signage</li> <li>● Roll greetings</li> <li>● Teach waiata</li> <li>● Support for Kapa haka</li> </ul>

<p>Practice and develop the use of te reo and tikanga Māori.</p>	<ul style="list-style-type: none"> <li>● Pronounce the names of Māori learners, place names etc correctly</li> <li>● Mihi and pepeha</li> <li>● Waiata singing</li> <li>● Class commands, instructions etc</li> <li>● Class expectations re protocol for example no sitting on eating tables</li> <li>● Celebration of Māori language week</li> <li>● Regular staff meeting PD</li> </ul>	<ul style="list-style-type: none"> <li>● Use videos of pronunciation and waiata</li> <li>● Class environment</li> <li>● Children/staff use te reo</li> <li>● Karakia at the beginning of the day</li> <li>● Professional Development</li> </ul>
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**(2) Professional Learning**

**Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.**

<p><b>Elaborations of the standard</b></p>	<p><b>What quality <u>practices</u> do we use at Halcombe School that connect with this standard?</b></p>	<p><b>Evidence which demonstrates this Standard</b></p>
<p>Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.</p>	<ul style="list-style-type: none"> <li>● Teaching as Inquiry model</li> <li>● Critically evaluate teaching practice which is evidence based</li> <li>● Frequent whole staff meetings and discussion where ideas are shared and challenged</li> </ul>	<ul style="list-style-type: none"> <li>● Take responsibility for own PD through release, observations, readings, inviting observations, videoing and reflecting</li> <li>● Share learning, actions and reflections in staff meetings</li> <li>● Share ways new learning has been implemented/trialled in classroom</li> </ul>
<p>Critically examine how my 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.</p>	<ul style="list-style-type: none"> <li>● Acknowledge and respect all learners</li> <li>● Hold high expectations for all</li> <li>● Avoid stereotyping and labelling of students as a reason for level of achievement, for example, boys' reading</li> </ul>	<ul style="list-style-type: none"> <li>● Engage in conversations which improve outcomes for students</li> <li>● Student voice</li> <li>● Parent/caregiver feedback</li> <li>● Problems, issues and concerns are shared</li> <li>● Individual, team and staff PMIs</li> <li>● Make regular reflections in TAI</li> </ul>
<p>Engage in professional learning and adaptively apply this learning in practice.</p>	<ul style="list-style-type: none"> <li>● Quality PD is provided</li> <li>● Be open-minded and receptive to new ideas</li> <li>● Try new ideas and be flexible</li> <li>● Expectation that PD will be reflected/trialled in class practice, or challenged</li> <li>● Opportunities/space to try new ideas and initiatives</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Inquiry is shared with the BOT</li> <li>● Actively seek feedback on teaching practice</li> <li>● Identify professional learning goals</li> <li>● Initiate learning opportunities to advance personal professional knowledge</li> </ul>
<p>Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners including learners with disabilities and</p>	<ul style="list-style-type: none"> <li>● Engage in professional readings and acknowledge current research</li> <li>● Seek guidance from 'experts' and colleagues</li> <li>● Be unbiased and unprejudiced</li> </ul>	

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.	<ul style="list-style-type: none"> <li>● ‘Walk throughs’ of all classrooms by all teachers</li> <li>● Staff meetings/meetings in different classrooms</li> <li>● Genuinely seek feedback from others</li> <li>● Support others to problem solve</li> <li>● Seek improvements for the purpose of redressing inequity, while simultaneously enhancing the quality of teaching and learning.</li> </ul>	

**(3) Professional relationships**

**Establish and maintain professional relationships and behaviours focused on the learning and well-being of each learner.**

Elaborations of the standard	What quality <u>practices</u> do we use at Halcombe School that connect with this standard?	Evidence which demonstrates this Standard
Engage in reciprocal, collaborative learning-focused relationships with: <ul style="list-style-type: none"> <li>● learners’, family and whānau</li> <li>● teaching colleagues, support staff and other professionals</li> <li>● agencies, groups and individuals in the community.</li> </ul>	<ul style="list-style-type: none"> <li>● Positive relationships exist</li> <li>● The school is a professional learning community</li> <li>● Build positive relationships with outside agencies</li> <li>● Attend and contribute to events that include the school community</li> <li>● ‘Open-door’ policy and proactive in reminding parents to call in/ring with concerns or problems</li> <li>● Books and portfolios are sent home regularly</li> <li>● Learning is shared in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>● All stakeholders are treated with respect and integrity</li> <li>● Respond to correspondence/emails in a timely manner</li> <li>● KIT book correspondence to parents are not focussed on negative behaviours</li> <li>● Blog posts highlight a wide range of learning opportunities</li> <li>● Class newsletters</li> <li>● Keep parents informed</li> <li>● Events such as PTA BBQ, Gala, Quiz, Pet Day</li> <li>● 3 way learning conferences</li> <li>● Blog posts</li> <li>● Bring correct resources/requirements to meetings</li> <li>● Record meetings on eTAP</li> <li>● Arrive on time for meetings</li> </ul>

<p>Communicate effectively with others.</p>	<ul style="list-style-type: none"> <li>● Communications are professional and positive</li> <li>● Discuss not argue</li> <li>● Keep an open mind and be objective</li> <li>● Look for opportunities to praise</li> <li>● Be proactive not reactive</li> <li>● Positive communication is the ability to convey messages, even negative ones, in a positive manner.</li> </ul>	<ul style="list-style-type: none"> <li>● Emails are checked frequently and actioned</li> <li>● Staffroom whiteboard,</li> <li>● Term calendars are used (online)</li> <li>● Entries in daily notice book are timely</li> <li>● Discussion in staff meetings – an open forum</li> <li>● Contributions are made to the school FB page.</li> <li>● Weekly newsletter</li> <li>● Invite and thank visitors</li> <li>● ‘Book’ staff meeting time for notices and communications which affect all</li> </ul>
<p>Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.</p>	<ul style="list-style-type: none"> <li>● Support others</li> <li>● Suggest areas for school improvement</li> <li>● Leadership opportunities</li> <li>● Clear guidelines for each area of responsibility</li> <li>● People feel informed and know what’s happening</li> </ul>	<ul style="list-style-type: none"> <li>● Correspondence and communications are clear and give plenty of time for others to act.</li> <li>● Planning, reports and other documentation is completed thoroughly and on time.</li> <li>● Contribute resources to the T drive</li> </ul>
<p>Communicate clear and accurate assessment for learning and achievement information.</p>	<ul style="list-style-type: none"> <li>● Gather assessment information formally and informally</li> <li>● Write in a professional manner</li> <li>● All reports are proofread</li> <li>● Suitable and appropriate Reporting to Parents comments are available.</li> <li>● Support is available</li> </ul>	<ul style="list-style-type: none"> <li>● Analyse and appropriately use assessment information</li> <li>● Keep clear and organised records of assessment</li> <li>● Reporting to parents clearly identifies progress, achievement and next steps for learning</li> <li>● Professional language used (not ‘teacher speak’) to report to parents</li> </ul>

**(4) Learning-focussed culture**

**Develop a culture which is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.**

<p><b>Elaborations of the standard</b></p>	<p><b>What quality <u>practices</u> do we use at Halcombe School that connect with this standard?</b></p>	<p><b>Evidence which demonstrates this Standard</b></p>
<p>Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.</p>	<ul style="list-style-type: none"> <li>● Negotiating the curriculum</li> <li>● Student choice</li> <li>● Learning intentions/success criteria shared</li> <li>● High expectations</li> <li>● Student relationships are highly valued (Kevin Knight)</li> </ul>	<ul style="list-style-type: none"> <li>● Student Goal setting, reflection and evaluation</li> <li>● Wall displays</li> <li>● All student books and evidence of learning.</li> <li>● AAA Values</li> <li>● Must do/Can do</li> </ul>

	<ul style="list-style-type: none"> <li>● Genuine interest in all students and their pastoral care</li> </ul>	<ul style="list-style-type: none"> <li>● Student choice, for example, Inquiry Topic</li> </ul>
Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.	<ul style="list-style-type: none"> <li>● Healthy relationships</li> <li>● Keeping AAA Values alive</li> <li>● Manners acknowledged and valued</li> <li>● Effort is appreciated and celebrated – reach beyond comfort zone</li> <li>● We learn from mistakes</li> <li>● Strong stance on bullying</li> </ul>	<ul style="list-style-type: none"> <li>● Praise for effort</li> <li>● Assemblies and AAA values celebrate effort</li> <li>● Start of year camps</li> <li>● Camp planning</li> <li>● Class ‘Treaties’</li> <li>● Teacher modelling eg join in Wheels Day</li> </ul>
Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.	<ul style="list-style-type: none"> <li>● Advocate to ensure learners with disabilities and learning needs, have their needs identified and have access to specialist services and support</li> <li>● Ensure expectations relate to interests, needs and goals and provide challenges that stretch learning</li> <li>● A ‘can-do’ attitude of encouragement and rewarding effort</li> <li>● A climate of inclusiveness</li> </ul>	<ul style="list-style-type: none"> <li>● Regular home contact to share goals and initiatives</li> <li>● Liaise with SENCOs re support for students</li> <li>● Organise full participation and inclusiveness whenever possible</li> </ul>
Manage the learning setting to ensure access to learning for all and to maximise learners’ physical, social, cultural and emotional safety.	<ul style="list-style-type: none"> <li>● PE gear available and comprehensive PE programme</li> <li>● Buddy classes</li> <li>● All teachers interact with all students</li> <li>● Establish rules based on respect for ourselves, each other and our environment</li> <li>● Building/safety checks</li> <li>● Sexuality Education</li> <li>● How to deal with bullying or those who say/do things we don’t like.</li> </ul>	<ul style="list-style-type: none"> <li>● Classrooms reflect high expectations</li> <li>● Print rich environment</li> <li>● Rooms are organised</li> <li>● Resources are easily accessible to all</li> <li>● Flexible learning spaces</li> <li>● Red ‘Help’ card</li> <li>● Brain Gym</li> <li>● Brain food</li> <li>● Reinforce assertiveness re bullying</li> </ul>
Create an environment where learners can be confident in their identities, languages, cultures and abilities.	<ul style="list-style-type: none"> <li>● Differentiated learning</li> <li>● Celebrate differences, strengths,</li> <li>● Greetings in other languages</li> </ul>	<ul style="list-style-type: none"> <li>● Wall displays reflect bi-cultural NZ</li> <li>● Content, process, product or environment are adapted to differentiate learning</li> <li>● Flexible grouping</li> </ul>



<p>Develop an environment where the diversity and uniqueness of all learners is accepted and valued.</p>	<ul style="list-style-type: none"> <li>● Foster a positive school spirit eg wheels day</li> <li>● being caring, open-minded, and conscious of diversity.</li> <li>● value every individual – their experiences and needs</li> <li>● respect diversity – non-sexist, non-racist and non-discriminatory</li> <li>● provide equitable opportunities for all students</li> <li>● recognise and meet the learning needs of all students.</li> </ul>	<ul style="list-style-type: none"> <li>● all work is displayed (not only best)</li> <li>● pride taken in class environments</li> </ul>
<p>Meet relevant regulatory, statutory and professional requirements.</p>	<ul style="list-style-type: none"> <li>● Professional development</li> <li>● Input in to the ‘system’</li> <li>● Assessment Schedule</li> <li>● Requirement are clear and in advance (eg end of term requirements)</li> <li>● Email communications between management and staff</li> </ul>	<ul style="list-style-type: none"> <li>● Paperwork is completed in a timely manner</li> <li>● New initiatives are implemented</li> <li>● Registrations are current</li> </ul>

**(5) 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><b>Elaborations of the standard</b></p>	<p><b>What quality <u>practices</u> do we use at Halcombe School that connect with this standard?</b></p>	<p><b>Evidence which demonstrates this Standard</b></p>
<p>Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.</p>	<ul style="list-style-type: none"> <li>● Staff meetings discuss curriculum</li> <li>● Curriculum Delivery Plan is reviewed</li> <li>● All teachers have copies of relevant resources and curriculum materials</li> <li>● Teaching approaches and strategies are shared</li> <li>● Experienced teachers share knowledge and expertise</li> <li>● Professional development eg running records and based on best practice</li> </ul>	<ul style="list-style-type: none"> <li>● Planning – links to CDP and identified student needs</li> <li>● Modelling books</li> <li>● Reflections on appraisal goals</li> <li>● Reflections from readings/research</li> <li>● Knowledge of students’ needs/next steps</li> <li>● Use of Exemplars and Standards</li> <li>● Classroom environment</li> </ul>

<p>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.</p>	<ul style="list-style-type: none"> <li>● A range of assessment strategies and tools are used</li> <li>● Teacher Judgements are valued</li> <li>● Moderation within and beyond school</li> <li>● PAT workshop – understanding the PATs</li> <li>● Data entered on eTAP</li> <li>● Wedge graphs</li> <li>● Teacher Aide timetables are flexible and responsive to needs</li> </ul>	<ul style="list-style-type: none"> <li>● Analysis of student achievement data (what/so what/now what). What is the data telling me</li> <li>● Feedback in books</li> <li>● Conferencing comments</li> <li>● 'I Can' sheets to show next steps</li> <li>● Appraisal books</li> <li>● Anecdotal notes</li> <li>● Reports to parents</li> </ul>
<p>Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.</p>	<ul style="list-style-type: none"> <li>● Have high expectations for Māori learning and foster a learning environment that enables Māori learners to reach their full potential</li> <li>● Value te ao Māori and support learning about local tikanga and history</li> <li>● Build and value positive relationships with whanau</li> </ul>	<ul style="list-style-type: none"> <li>● Use opportunities to affirm te reo</li> <li>● Planning which takes account of tikanga Māori</li> <li>● Student reflections</li> </ul>
<p>Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.</p>	<ul style="list-style-type: none"> <li>● Value and use student interests and backgrounds</li> <li>● Share news – students and teachers</li> <li>● Genuine interest in all students (Kevin Knight – relationships)</li> <li>● Access community contacts and resources</li> <li>● Wide range of topics</li> <li>● Value teacher and student choice</li> </ul>	<ul style="list-style-type: none"> <li>● Wonder walls</li> <li>● Student Inquiry topics</li> <li>● Fostering curiosity</li> <li>● Student reflections</li> </ul>
<p>Informed by national policies and priorities.</p>	<ul style="list-style-type: none"> <li>● OTJs based on our 3 jigsaws</li> <li>● Understanding the Achievement Standards</li> <li>● Discuss current policies/changes in staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Handouts</li> <li>● Reflections</li> </ul>

**(6) Teaching**

**Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.**

<p><b>Elaborations of the standard</b></p>	<p><b>What quality <u>practices</u> do we use at Halcombe School that connect with this standard?</b></p>	<p><b>Evidence which demonstrates this Standard</b></p>
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<p>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</p>	<ul style="list-style-type: none"> <li>● Progress of Special Needs students tracked</li> <li>● Assessment schedule – expectations for regular assessment</li> <li>● Focus students in key areas of reading, writing and maths</li> <li>● Regular student goal setting and reflections</li> <li>● Wedge graphs</li> </ul>	<ul style="list-style-type: none"> <li>● Anecdotal notes and observations</li> <li>● Celebrate progress and achievement</li> <li>● Strong class culture where students are encourage to take risks</li> <li>● Flexible grouping</li> <li>● Maths and Writing tracking sheets provide evidence (knowledge and skills)</li> <li>● Standardised tests analysed</li> <li>● Assessment records – analysis of data – so what.</li> </ul>
<p>Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.</p>	<ul style="list-style-type: none"> <li>● School and whanau relationships</li> <li>● High expectations and aspirations</li> </ul>	<ul style="list-style-type: none"> <li>● Analyse trends</li> <li>● TAI reflections</li> <li>● Student goal setting</li> <li>● Ensure Ka Hikitia goals are reflected</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Thinking Toolbox specifically Hats, Graphic Organisers and Keys</li> <li>● Flexible and cross grouping</li> <li>● Learner centred classrooms</li> </ul>	<ul style="list-style-type: none"> <li>● Modelling books</li> <li>● Student/parent voice, for example engagement</li> <li>● Planning includes consideration of ICT, Tikanga Maori and Thinking Toolbox</li> <li>● Visual timetables</li> <li>● Clear expected learning outcomes/success criteria</li> <li>● Use of digital technologies</li> <li>● Recognise and consider learning styles</li> <li>● Clear routines</li> </ul>
<p>Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.</p>	<ul style="list-style-type: none"> <li>● Buddy classes</li> <li>● Real life contexts and experiences</li> <li>● Topics integrated across curriculum when possible</li> <li>● Broad curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● Brainstorming</li> <li>● Student voice</li> <li>● Photos</li> <li>● Student Inquiry</li> </ul>
<p>Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning.</p>	<ul style="list-style-type: none"> <li>● Group/pair/independent</li> <li>● EOTC</li> <li>● Implement school AAA Values</li> <li>● Collaborative opportunities</li> </ul>	<ul style="list-style-type: none"> <li>● Range of collaborative groups</li> <li>● Supportive classroom</li> <li>● Flexible groups and settings</li> <li>● Praise agency</li> <li>● Classroom resources well maintained/organised and accessible</li> </ul>
<p>Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning</p>	<ul style="list-style-type: none"> <li>● RR analysis</li> <li>● Assessment guides planning</li> <li>● Books and portfolios are sent home regularly for viewing and feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Reflections</li> <li>● Comments</li> <li>● School reports to parents</li> <li>● Next learning steps known to students through Learning Intentions and success criteria</li> </ul>

**Additional Responsibilities as detailed in the 'Areas of Responsibility':**

TBC if any.

**Signatures:**

Employee:

Date:

Principal:

Date:

(on behalf of the BOT)