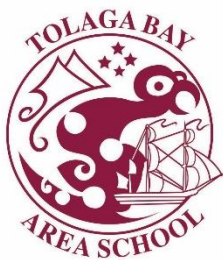




Unrelenting Achievement With Attitude



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Tolaga Bay Area School & Kahukuranui

**Teacher of Y9-13 English
Permanent Position 2027**

Information Pack



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Tolaga Bay Area School & Kahukuranui

Permanent Teaching Position 2027

Kia ora

Our school roll is 250 with an age range of 5 -18. We currently have 23 fulltime teaching staff and 26 support staff (full and parttime). Together, we form a very cohesive and committed team holding high expectations for our children and young people, their whanau and our community/iwi.

Our school is situated on the East Coast approximately 50 kms (40 minutes) north of Gisborne city. The school is by the Uawa river, which we use for a number of water sports, and the seashore is about 100 metres from the boundary fence. Given our 'idyllic' location, outdoor education is a strong focus in our curriculum, and the students thrive on it.

Ninety five percent of the students are of Te Aitanga a Hauiti and Ngati Porou descent. Reflecting this unique identity is a significant feature in our learning programmes both in and outside the classroom.

The school facilities are in excellent condition. All learning areas and spaces in the school have been upgraded in the last five years. All blocks in the school are now modern learning environments. Students have a 1:1 use of Chromebooks for their learning. We have specialised learning spaces – Gymnasium (full size court and weights room), Science Lab, Art room, Library, Food Technology (including a commercial kitchen for seniors, and purpose built kitchens for juniors), Music suite (including recording studio), and a special needs unit.

Students predominantly remain in home blocks for their learning, unless moving to a specialist area or activity. The students prefer this model and we have found they are much more settled in their learning.



Year 7 – 10 classes are either taught at each year level, or as a composite class depending on student numbers.

Year 11 – 13 NCEA classes are either taught at each level, or a mix of levels depending on student numbers in each subject. Teacher to student ratios is good and enables teachers to create strong learning relationships.

Year 12/13 Classics and/or History would be an option for the right candidate.

Our school participates in several community and iwi projects that are deeply embedded and integrated into our curriculum. Some of these include:-

- The Uawanui Project – an ecological restoration project based on developing and maintain our catchment as a sustainable and healthy environment;
- Te Ahika – a whole of community/iwi ‘dual heritage, shared future’ legacy project that includes Te Aitanga a Hauiti/Uawa and Ngati Porou history, the pioneering history of our community and region, and Aotearoa New Zealand history;
- Mahinga Kai – Indigenous foods and the harvesting of wild foods.
- Ka Tipu Te Whaihanga – Large scale community/iwi art exhibitions and events.

As a school, we are committed to teacher professional development. With significant changes to the NZ Curriculum and Te Marautanga o Aotearoa over the next few years we will be involved in a comprehensive PLD programme. We are currently involved in the following PLD:-

- Student Agency
- Professional growth Cycles
- Structured Literacy
- Pr1me Maths
- Science
- Writing
- PB4L Restorative Practice (we are a Tier 2 school)

We welcome innovation and creativity

Our latest ERO report can be found using the following link:

<https://www.ero.govt.nz/institution/212/tolaga-bay-area-school>



**Ko Titirangi te maunga
Ko Uawa te awa
Ko Te Aitanga a Hauiti te iwi**



The view from our playing field.



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APPLICATIONS: TEACHING POSITIONS AT TOLAGA BAY AREA SCHOOL & KAHUKURANUI

This full time, permanent position is based in our Y9-13 English Immersion classes. The successful applicant will be teaching a range of age groups and subjects, depending on curriculum strengths.

Applicants for the position must be familiar with and have some experience in delivering the current New Zealand Curriculum, and hold current registration with the New Zealand Education Council.

When making applications for positions at Tolaga Bay Area School & Kahukuranui, all applicants are asked to include:

1. a letter of application **or** a video clip (no longer than 3 minutes)
2. Curriculum Vitae
3. the Year levels you have taught
4. NZ Education Council Registration number and status
5. Name, position and contact details/numbers of two people who will be confidential professional referees.
6. The EEO Statistical Information is optional.

Applications close on 13 November at 4.00pm and should be addressed to:-

Nori Parata
Principal
Tolaga Bay Area School
Resolution Street
Tolaga Bay
EAST COAST
School contact: Ph: 06 862 6765 Fax: 06 862 6698
Email: tolaga.school@uawa.ac.nz



TEACHING POSITION

1. This position is predominately based in our Te Kahawhitia and Te Kupenga a Hauiti Syndicates (Y9 – 13 English Immersion).
2. The teacher will be responsible to the Principal through the Syndicate Leader.
3. The teacher shall take part in the corporate life of the school.
4. The teacher shall abide by the Professional Standards for conduct and competency, and meet the Professional Teacher Criteria as defined by the NZ Education Council.
5. Unless the teacher requests otherwise, the teacher will be employed under the terms of the *Area School Teachers' Collective Agreement*.

Remuneration

A base salary as per the Area School Teachers Collective Agreement (ASTCA) scale.



Tolaga Bay Area School

Job Description for Teachers

Name:	<i>Teacher of English</i>
Position:	Classroom Teacher of English
Tenure:	Full Time Permanent
Responsible To:	The Principal – On behalf of the Board of Trustees
Report to:	Senior Syndicate Leader
Responsible For:	Raising student achievement by carrying out the professional duties of a teacher according to the policies of the Board and to assist with the successful implementation of the National Education Guidelines.

KEY AREA	KEY TASKS	EXPECTED RESULTS
PROFESSIONAL KNOWLEDGE	To have a sound knowledge and understanding of the requirements of teaching English with the New Zealand Curriculum Framework, curriculum content, programme documentation and learning theory.	♦ National curriculum standards are reflected in schemes and teaching. ♦ Curriculum planning is responsive to new trends and policies. ♦ Curriculum knowledge is continually updated.
	To use knowledge of students learning needs in planning programmes.	♦ Delivers teaching programmes that reflect knowledge of differing learning needs and rates of progress of students.
	To use knowledge of assessment theory to set realistic achievement objectives for students.	♦ Designs achievement objectives that reflect knowledge of differing learning needs and rates of progress of students. ♦ Programmes are modified according to evaluation. ♦ Sound formative and summative assessment practice ♦ Sound analysis of student achievement data
	To understand the implications of the Treaty of Waitangi and its influence on teaching practice.	♦ Is comfortable operating in a predominantly Maori environment. ♦ Displays knowledge of the interests and cultural background of students.

	To plan and deliver high quality English programmes in which engage Hauiti and Ngati Porou learners.	♦ Planning and practice reflects an appreciation of the students cultural background. ♦ Pronunciation of Maori names, place names and greetings is accurate. ♦ Participates in community and iwi events and activities.
KEY AREA	KEY TASKS	EXPECTED RESULTS
PROFESSIONAL PRACTICE	To manage the learning environment and behaviour of students effectively.	♦ A stimulating learning environment is established; ♦ Standards of acceptable behaviour are clearly stated, taught and consistently and fairly applied as per the <i>Positive Behaviour for Learning PB4L</i> programme; ♦ Praise is used effectively to reinforce desirable behaviour; ♦ Established routines reinforce co-operation, mutual respect and helpfulness.
	To encourage students to perform to the best of their ability.	♦ Positive rapport with students is established; ♦ Expectations for each student are clearly expressed, realistic and challenging; ♦ Student effort, achievement and improvement is acclaimed; ♦ Students are encouraged to take responsibility for their own learning.
	To plan a balanced programme that: ♦ structures learning activities that focus on the achievement of learning objectives; ♦ varies the teaching techniques to take account of differing learning needs; ♦ provides learning experiences that gain a high level of student attention and involvement.	♦ Curriculum requirements are met; ♦ A balanced programme is delivered; ♦ Student needs are known and planning occurs to meet these needs; ♦ Lesson planning is thorough and includes relevant homework.
	Utilises a range of effective teaching techniques in the delivery of programmes.	♦ Classroom activities and teaching methods differentiate for a wide range of learning style; ♦ Lessons are well organised; ♦ Students are on task and involved; ♦ Uses sound questioning techniques.

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	To comprehensively monitor and document progress and achievement.	◆ Appropriate student assessment and evaluation procedures are operating according to school policy; ◆ Student learning is assessed in a way that is fair, valid, reliable and useful; ◆ Assessment records show the progress of students.
KEY AREA	KEY TASKS	EXPECTED RESULTS
PROFESSIONAL PRACTICE	The effectiveness of teaching programmes are formally reviewed.	◆ Student assessment is analysed and results used to determine future teaching activities; ◆ Teaching programmes are refined to suit identified student needs.
	To follow school systems and policies regarding reporting to parents.	◆ Parents and whanau are kept informed of individual student progress.
	To utilise technology, resources and resource people in a relevant way that effectively contributes to the achievement of learning objectives.	◆ Use of technology reflects relevant and sound application; ◆ There is an awareness of available resources and these are used to enhance learning; ◆ Personal skills in information technology are continually updated.
KEY AREA	KEY TASKS	EXPECTED RESULTS
BUILDING AND SUSTAINING RELATIONSHIPS	To consult with colleagues, share information and ideas and actively contribute to team planning and resource development.	◆ Teaching resources and ideas are shared with colleagues; ◆ Responds positively to feedback from peers, students and their families; ◆ Provides collegial support.
	To develop professionally.	◆ Reflects on teaching with a view to improvement; ◆ Actively participates in the school appraisal cycle; ◆ Participates in professional development and provides feedback; ◆ Takes responsibility for own enhancement of knowledge and skills.
	To maintain confidentiality, trust and respect.	• Follows agreed school procedures for the resolution of concerns and complaints; • Respects privileged relationship with students.



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KEY AREA	KEY TASKS	EXPECTED RESULTS
BUILDING AND SUSTAINING RELATIONSHIPS	To carry out school administration procedures and tasks assigned by management.	◆ Decisions taken by the board and management are actively supported; ◆ Administrative tasks assigned are carried out as required.
	To contribute positively to the daily operation of the school.	◆ School policy requirements are met; ◆ Rostered duties are carried out; ◆ The staff code of conduct is respected and followed; ◆ Punctuality is observed.
	To actively contribute to co-curricular activities.	◆ A contribution to sport, social and cultural activities is made.
	To promote the school.	◆ Maintains positive relations with the school community; ◆ Represents the school in a positive light.
KEY AREA	KEY TASKS	EXPECTED RESULTS
COMMUNICATION	To demonstrate the skills of effective communication with students, colleagues and families.	◆ Communicates clearly and accurately in te reo o Ngati Porou and/or English; ◆ Participates and contributes constructively at hui.
	To support an "open school" policy and be available to communicate with families about their children's learning.	◆ Families are encouraged and feel welcome to visit the classroom.
KEY AREA	KEY TASKS	EXPECTED RESULTS
SCHOOL WIDE RESPONSIBILITIES	Contribute towards the effective functioning of the school by carrying out the following specific tasks: (Specific duties, roles and responsibilities of the individual teacher).	



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Cover Sheet for Application

Surname: _____

First Names: _____

Preferred Name: _____

DOB: _____

Current NZ Education Council Teacher Registration No: _____

Please state number of years experience as a fulltime teacher in New Zealand or overseas.

No. of years

Is your teaching experience:-

Primary

Secondary

Composite

Other

If other, please state: _____

Have you ever had, or been charged with, a criminal conviction in a court of law in New Zealand or overseas?

Yes

No

If yes, please state: _____

Applicants Signature: _____ Date: _____



Professional Referees

Please provide names of:-

Professional Referees (Verbal):-

1. _____

Position: _____

Ph No: _____

2. _____

Position: _____

Ph No. _____



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EEO Statistical Information
(This form is optional)

So that we can monitor our EEO programme we would like you to provide the following information.

Position Applied For: _____

Date of application: _____

Male ☐ Female ☐

Date of birth: _____

1. What is your present marital status? _____

2. Do you have any dependents, eg children, parents? _____
(list number and relationship)

3. What ethnic group(s) do you belong to? _____

4. Describe any disabilities or impairments you might have.

5. With reference to your answers to questions 4 & 6, describe any aids or modification to the work place that you may require to work here.

6. Describe any disabilities or impairments you have had in the past.
