



Linwood Avenue School
Success Through Learning

Application Package :

Permanent Teacher

Starting Term 1 2022



Linwood Avenue School

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Tena koe

Thank you for your interest in applying for a permanent position of teacher at Linwood Avenue School.

We are looking for an outstanding, dedicated, NZ registered teacher who is collaborative, a positive thinker, and committed to making a difference for our learners, to join our team in 2022. This is a permanent position.

The ideal applicant will have strong literacy and mathematical knowledge and a good understanding of current best practice and pedagogy. Strengths in positive behaviour management and the ability to build to strong positive relationships with our tamariki, whānau and colleagues are essential.

We also want to know what else you can offer us. Applicants should state their strengths along with any additional supporting interests.

A commitment to the life and culture of the school is essential.

This package contains the following information

- Application Instructions
- School Description
- Job Description

We look forward to your application.

Ngā mihi

Gretchen Smith

Gretchen Smith
Principal
Linwood Avenue School



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Application Instructions

If you are interested in applying for this position, please email (as PDF files) your application, (which needs to include the following **THREE DOCUMENTS**) to arrive no later than 12pm on Friday 15 October 2021.

You must be a New Zealand Registered Teacher

Please send by email

- A covering letter
- Completed application form
- Current CV



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Linwood Avenue School is a U5, decile 2, state, co-educational contributing primary school situated in the Christchurch suburb of Linwood with a current roll of 381.

Our Management Team includes the Principal, two Deputy Principals and three Team Leaders (who each have full responsibilities for teaching). Our staff is made up of over 20 teachers, several part-time teachers and teacher aides, secretary, financial administrator, a kapa haka tutor pasifika tutors and a caretaker. The staff are highly competent, dynamic and very professional. They support one another and enjoy working together.

Inclusion, collaboration, leadership and are strong features of the school culture. The school hosts an attached satellite class of Ferndale School for moderately disabled children.

We have an independently run out-of-school-care programme 'Youthtown' operating on-site from 3:00 – 6:00 pm each day. They also operate a holiday programme for 10 weeks of the year. These programmes are valued by, and important to, many of our school families.

Approximately 28.6 % of the school's population is Māori, and there is a strong support for te reo Māori and tikanga Māori programmes from within our community. 18.1% of our roll identifies as Pasifika and New Zealand European makes up 32.8% of our roll. The school is well known for its inclusive practices and willingness to support each learner as a unique and valued individual. A strong learning support programme assists children with learning, behavioural, social and/or emotional challenges. There is a very positive and caring tone in the playground and learning spaces. Over the past years, we have become more culturally diverse and we have a proportion of families for whom English is a Second Language. The cultures that make up our school, give the school a rich diversity, where children grow appreciating other cultures and their beliefs.

Our focus areas for 2022 are:

- *Continuing a school wide development in "Play is the Way"*
- *Developing consistency across the school in Reading and developing our approach to 'Structured Literacy'*
- *Team Collaborative Inquiries*



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Dates

Timeline for Appointment

28 September

Positions advertised online in Education Gazette

Applications close at 12 noon Friday 15 October 2021

18 -22 October

Short-listing by Appointments Committee including contacting referees. Short listed candidates notified and timetable for interviews supplied. Interviews to be held

26 October

Complete job offer. Board of Trustees confirmation. Successful applicant's acceptance of the position.

January 2022

Successful applicant to take up position.

NB: The dates may be subject to change

Appointment Panel Format & Personnel

Panel

Principal

Gretchen Smith

Deputy Principals:

Jo Mauger

Trevor Proctor

Board Member



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Job Description Teacher

In your role as a teacher, you can expect that the school will, within its available resources, practices and policies:

- Support you personally and professionally to be the best practitioner in order to teach our learners
- Support your professional development to meet identified needs
- Treat you in accordance with the mutually agreed expectations for Linwood Avenue School Staff
- Provide a Professional Growth Cycle that meets the requirements of the Teachers Council

In return we expect that you will:

- Support and promote the school
- Promote and operate within our school values
- Engage in professional learning to enhance your practice
- Be an active supportive member of the learning community
- Abide by the mutually agreed team expectations for Linwood Avenue School Staff

Meet the tasks allocated to you below.

- Strive for exemplary teaching and learning practice
- Ensure students feel well supported and motivated
- Hold high expectations for learning, progress and behaviour for all students
- Create a safe, positive classroom environment that encourages self-management
- Individual and group needs are recognised in teaching and learning programmes
- Encourage and acknowledge student voice in determining teaching and learning programmes
- Set appropriate goals with students and whānau
- Adhere to deadlines set down in the school assessment plan and maintain data entry required using school SMS
- Use appropriate resources in teaching and learning
- Ensure relevant policies and procedures are adhered to
- Participate actively in whole school professional development
- Participate fully in our Professional Growth Cycle
- Participate and contribute fully in all meetings
- Student data is discussed and analysed regularly and used to inform teaching practice and next step learning
- Ensure students at risk of underachieving are being tracked and supported
- Support children and their Whānau
- Liaise with other agencies as necessary
- Be a team player and demonstrate inclusiveness and respect to all members of staff, children and the wider community
- Support the principal in her role of leading learning in a 21st century school.

Standards for the Teaching Profession



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



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