



Mount Hutt College

ORS SPECIALIST TEACHER JOB DESCRIPTION



1 Special Programmes

- ★ To work with individual students or groups of students who have ORS funding.

2 Professional Knowledge

- ★ Maintain understanding of the curriculum areas for which there is an assigned teaching programme.
- ★ Maintain, develop understanding of and administer the assessment tasks set out in the relevant schemes of work and in accordance with school policies.
- ★ Analyse the information gathered about students in assigned classes and use that information in planning, preparation and reporting.
- ★ Participate in school based opportunities through subject and faculty activities that ensure the teaching programmes are up to date and consistent with national and local curriculum needs.
- ★ Take opportunities in discussions and share information about curriculum and student development including Maori education.

3 Professional Development

- ★ Participate in school based teacher development activities including Departmental/Faculty meetings and staff opportunities such as Teacher Only Days and relevant In-Service Courses.
- ★ Seek opportunities, through subject associations and relevant In-Service Courses or extra studies, to ensure curriculum knowledge and student classroom practice is maintained.
- ★ Maintain understanding of the principles of the Treaty of Waitangi and take opportunities to increase understanding of Tikanga and Te Reo.
- ★ From time to time, and as recommended from Performance Appraisals, participate in appropriate teacher development or study programmes.

4 Teaching

- ★ Support and work alongside the Learning Support Coordinator to design, plan and deliver a modified, inclusive programme for ORS students and encourage student participation.
- ★ Provide 2.5 days (12 hours) a week 'direct and indirect' support for students who are ORS funded.
- ★ Plan and develop teaching programmes that reflect curriculum requirements and match the needs of students.
- ★ Support classroom teachers with creating and implementing the goals of the IEP or targeted learning programmes, in collaboration with class teachers and other specialists involved.
- ★ Use a variety of resources and technologies which support the goals for the student.
- ★ Keep a record and pass on a copy to classroom teachers, work done with individual students and their progress and achievement.
- ★ Willingly participate in all school-wide activities – including education outside the classroom.
- ★ Use a variety of approaches in order to assist each child to reach their current goals. These could be social, self- management, curriculum and life-skill goals.
- ★ Positively reinforce student effort – not just achievement.
- ★ Be willing to attend to the needs of other children and/or groups of children within the class/learning space
- ★ Help class teachers to provide ORS students with opportunities from modeling and expectations of appropriate classroom behaviour.
- ★ Create learner profiles for class teachers.
- ★ Consult on mid-year and final reports with class teachers.
- ★ Help class teachers plan a programme for individual needs.
- ★ Help class teachers assign ORS students to reading, maths and other classroom groups and help provide planned, differentiated learning within these groups.
- ★ In collaboration with class teachers, to assess ORS students' progress and next steps as well as the need for additional support and resources.

5 Communication

- ★ Work collaboratively with class teachers, specialist, other outside agencies, in order to help cooperatively design, plan and develop an IEP programme.

- ★ Read any information supplied about the child/ren you are working with, in order that you are well informed about each child's individual needs and the strategies which work for them.
- ★ Be involved in additional meetings in order to be kept up-to-date with any changes which may occur.
- ★ Willingly meet with others in order to exchange information which will support the individual learning needs of the students.
- ★ Be proactive in familiarising yourself with any changes which may impact on your work with a student.
- ★ Regularly communicate with class teachers about the progress of the child, together with any insights you have gained which could further contribute to the child's success as a learner.
- ★ In collaboration with classroom teachers, regularly communicate with families in a positive, professional manner.
- ★ Develop rich relationships with children, families, other agencies and staff.

6 Health & Safety

- ★ You may be required to assist with:
 - Supervision and/or assisting a student to eat.
 - Supervision of a student during break times.
 - Swimming. You may be required to go into the pool with a student.

7 Te Reo Tikanga

- ★ Use Maori terms correctly and use accurate pronunciation of basic Maori vocabulary.
- ★ Apply appropriate Maori protocols and demonstrate respect for Maori activities in the school curriculum.
- ★ Attend staff training in Te Reo and Tikanga when provided as part of the school-wide staff developmental programme.
- ★ Review teaching programmes to ensure appropriate activities, which relate to Maori Culture and to Maori Whanau are incorporated into the teaching programme.
- ★ Keep a record of achievement for students who are Maori as part of records of all students.

8 Support for Colleagues

- ★ Participate in staff activities that contribute to the teaching programme of the college.
- ★ Support and assist colleagues in positive ways that build effective working relationships.

- ★ Share in supporting the professional development programmes of the college.
- ★ Carry out all assigned duties.

9 Contribution to the School

- ★ Actively contribute to the extra-curricular opportunities to the curriculum of the College.
- ★ Attend parent Interviews when they are held for students in your teaching programme.
- ★ From time to time, where possible, undertake activities that extend the life and opportunities of the College.
- ★ Demonstrate, when approached by parents or members of the community, a positive advocacy for the College and the work of students and staff.
- ★ Actively contribute to the Wednesday Active Programme.



Application for Employment Teaching Position

Mount Hutt College - Te Kura o Opuke

Position applied for	Vacancy/Reference Number (EdGazette)

Tick one:

Mr Mrs Ms Miss Mx

Or other preferred title:

Surname/Family Name	First names (in full)

Birth name (if applicable)

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Are you known by any other name(s)? (if yes please provide below) Yes No

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Full postal address

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Email address

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Contact telephone numbers

Personal:	Business:
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Identity Verification, Criminal Record and Right to Work

Please tick the appropriate boxes:

<u>Immigration information</u>		
Are you a New Zealand citizen?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If not, do you have resident status, or	Yes <input type="checkbox"/>	No <input type="checkbox"/>
A current work permit	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have you ever had a criminal conviction?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If "Yes" please detail:		
<i>(A board may not employ or engage a children's worker who has been convicted of an offence specified in Schedule 2 of the Vulnerable Children Act 2014. The Clean Slate Act does not apply to schedule 2 offences.)</i>		
Have you ever received a police diversion for an offence?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If "Yes" please detail:		
Have you ever been discharged without conviction for an offence?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If "Yes" please detail:		
Do you have a current New Zealand driver's licence?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have you ever been convicted of a driving offence which resulted in temporary or permanent loss of licence, or imprisonment?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If "Yes" please detail:		
Are you awaiting sentencing or do you have charges pending?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If "Yes" please state the nature of the conviction/cases pending:		
In addition to other information provided are there any other factors that we should know to assess your suitability for appointment and your ability to do the job?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If "Yes", please detail:		



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<p>Have you ever been the subject of any concerns involving child safety? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>If "Yes" please detail:</p>
<p>Have you had any injury or medical condition caused by gradual Yes <input type="checkbox"/> No <input type="checkbox"/> process, disease or infection, such as occupational overuse syndrome which the tasks of this position may aggravate or contribute to?</p> <p>If "Yes", please detail:</p>
<p>For teaching/principal positions:</p> <p>Do you hold a current practising certificate from the Education Council Yes <input type="checkbox"/> No <input type="checkbox"/> of Aotearoa New Zealand?</p> <p>Please enter your registration number:</p>
<p>New "Use of Physical Restraint In Schools" rules and guidelines (7 February 2023):</p> <p>Have you undertaken the online learning module "Understanding the New Rules and Guidelines" provided by the Ministry of Education? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><i>(It is mandatory for all Primary and Secondary kaiako and authorised staff to have undertaken this by 7 February 2024)</i></p>

Authority to approach other referees

I authorise the Board, or nominated representative, to approach persons other than the referees whose names I have supplied, to gather information related to my suitability for appointment to the position.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I authorise the Board, or nominated representative, permission to access any information held by the Education Council of Aotearoa New Zealand (EDUCANZ) or any other educational organisation, including information regarding matters under investigation, to gather information related to my suitability for appointment to the position.	Yes <input type="checkbox"/>	No <input type="checkbox"/>

I certify that:

- The information I have supplied in this application is true and correct.
- I confirm in terms of the Privacy Act 1993 that I have authorised access to referees.
- I know of no reason why I would not be suitable to work with children/young people.
- I understand that if I have supplied incorrect or misleading information, or have omitted any important information, I may be disqualified from appointment, or if appointed, may be liable to be dismissed.

Signature _____ Date _____

Note: If completing this electronically a hard copy (signed) must be provided.





Application for Employment

Mount Hutt College - Te Kura o Opuke

***OFFICE USE ONLY:** This page must be retained on file as part of the application; it must not be removed or destroyed.

Important Notes for Applicants

Thank you for applying for a position with our school. Please ensure you have a copy of the position description and person specification before completing this application.

1. Please fully complete this form personally. First, read it through, then answer all questions and make sure you sign and date where indicated on the last page.
2. Attach a curriculum vitae (CV) containing any additional information, if necessary.
3. Copies only of qualification certificates should be attached. If successful in your application you will be required to provide the originals as proof of qualifications.
4. If you are selected for an interview you may bring whānau/support people at your own expense. Please advise if this is your intention.
5. Failure to complete this application and answer all questions truthfully may result in any offer of employment being withdrawn or appointment being terminated, if any information is later found to be false.
6. All applicants will be required to give consent to a Police vet.
7. a) Applicants may not be employed as a children's worker if they have been convicted of a specified offence listed in [Schedule 2 of the Vulnerable Children Act 2014](#), unless they obtain an exemption. The Criminal Records (Clean Slate) Act 2004 will not apply to these specified offences and these offences will be included in your Police vetting results.
b) The Clean Slate Act provides certain convictions do not have to be disclosed providing:
 - you have not committed any offence within 7 consecutive years of being sentenced for the offence
 - you did not serve a custodial sentence¹ at any time
 - the offence was neither a [specified offence under the Clean Slate Act 2004](#) nor a [specified offence under the Vulnerable Children Act 2014](#)
 - you have paid any fines or costs

Please note that you are not obliged to disclose convictions if you meet the above conditions but can do so if you wish. If you are uncertain as to whether you are eligible contact the Ministry of Justice.

8. Shortlisted applicants being interviewed will need to provide originals of both a primary identity document (e.g. passport) and a secondary identity document (e.g. New Zealand driver license). A list of acceptable primary and secondary documents is available in the last sections of the [Vulnerable Children Regulations 2015](#).
9. This application form and supporting documents will be held by the board. You may access these in accordance with the provisions of the Privacy Act 1993. If you have any queries, please contact the person cited in the advertisement.

¹**Custodial sentence** means a sentence of imprisonment and includes corrective training, preventive detention, a sentence of imprisonment served by home detention, borstal training, detention centre training and any other sentence that requires the full-time detention of an individual. **Non-custodial sentence** includes, but is not limited to, a community-based sentence, a sentence of home detention, a sentence of a fine or reparation, a suspended sentence of imprisonment, and a specified order.

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