



**INVERCARGILL
MIDDLE SCHOOL**

2027

**PERMANENT TEACHER
APPLICATION PACK**

Start Date - January 2027

E Tu Atu Nei

Stand up, stand strong, and be proud



Kia ora and thank you for your interest

We are delighted that you are considering joining Invercargill Middle School for the 2027 school year.

We are a small, vibrant and wonderfully diverse inner-city primary school where relationships matter, children are known well, and staff genuinely work together. Our vision, E Tu Atu Nei - Stand up, stand strong, and be proud - sits at the heart of who we are.

We are seeking two teachers who combine warmth and strong relationships with high expectations, excellent curriculum knowledge and explicit, high-quality teaching. We want people who believe every child can experience success and who are willing to contribute fully to the life of our school.

You will thrive at IMS if you...

- ☒ build strong, authentic relationships with tamariki and whanau;
- ☒ create calm, structured and engaging learning environments;
- ☒ have strong curriculum knowledge and deliver explicit, high-quality teaching;
- ☒ understand the importance of consistency, routines and high expectations;
- ☒ are reflective, responsive to feedback and committed to continually improving your practice;
- ☒ value inclusion and understand that behaviour is communication;
- ☒ are willing to embrace our trauma-informed and relationship-based approaches;
- ☒ enjoy being part of a close-knit team where people support one another, have a laugh and get stuck in; and
- ☒ bring your own strengths, passions and personality to our school.

Eligibility: Applicants must hold a current New Zealand practising certificate and have recent experience in the New Zealand primary school context. For beginning teachers, New Zealand-based initial teacher education placements meet this context expectation.

We welcome site visits and look forward to learning more about who you are as a teacher, what you would bring to IMS, and why our school sounds like the place for you.

Nga mihi



Sarah Calder
Principal

POSITION INFORMATION

Permanent Scale A Teacher Position

Position	Scale A Teacher
Employment	Full-time, Permanent
Commences	27 January 2027
School	Invercargill Middle School
School type	U4 contributing primary school
Current roll	Approximately 156 students
Address	31 Jed Street, Invercargill
Email	principal@middle.school.nz
Contact	Sarah Calder, Principal - 027 465 7249

Appointment timeline

14 October 2026	Education Gazette advertisement online
28 October 2026, 4.00pm	Applications close
3 November 2026	Shortlisted applicants notified
7 November 2026	Interviews
8 November 2026	Applicants advised of outcome

The School Board reserves the right to alter the appointment timeline if required.

Appointments panel

- Sarah Calder - Principal
- Amber Spence - Presiding Member
- Vanessa Hyde - Deputy Principal
- Maddie Paul - Senior Syndicate Leader

Small school. Strong relationships. High expectations.

Invercargill Middle School is a U4 contributing primary school situated in the heart of Invercargill. Our size is one of our strengths: staff know children and families well, relationships extend across the school, and every person has the opportunity to make a visible contribution.

Our vision

E Tu Atu Nei - Stand up, stand strong, and be proud.

The IMS Learner

Our values are captured in the IMS Learner: I show Integrity, I do great Mahi, I Support Others.

Our community

Our multicultural community is a source of real strength. We value the identities, languages, cultures and experiences our tamariki and whanau bring to school. We are committed to inclusive and culturally responsive practice and to honouring Te Tiriti o Waitangi through our relationships, curriculum and everyday practice.

How we work

- Relationships and connection come first. We intentionally build trusted relationships with learners and whanau.
- We are trauma-informed and relationship-based. We seek to understand what sits beneath behaviour while maintaining clear, consistent expectations.
- We believe calm, predictable routines and well-structured classrooms create the conditions for learning.
- We hold high expectations for progress and achievement and use assessment purposefully to identify next teaching steps.
- We value explicit, evidence-informed teaching and are continuing to strengthen practice across the refreshed New Zealand Curriculum.
- We work as a team. Professional dialogue, feedback, coaching and shared responsibility are part of how we improve.

What matters in our classrooms

Great relationships and great teaching are not separate at IMS. Our teachers create environments where learners feel safe, known and ready to learn, while maintaining clear expectations and a strong focus on progress.

Our current teaching priorities

- Structured Literacy approaches across the school, with explicit and systematic teaching of foundational literacy knowledge and skills.
- Strengthening mathematics teaching in line with current curriculum expectations, with a focus on explicit teaching, progression, pace and purposeful practice.
- Using assessment evidence to know learners well, identify precise next steps, adapt teaching and monitor progress.
- Purposeful, engaging learning that connects curriculum content with learners, their lives and the wider world.
- Consistent routines, strong classroom organisation and positive behaviour support.
- Inclusive practice that responds to diverse learning, language, cultural, social and emotional needs.

Professional learning

We expect teachers to be learners too. Staff are supported to engage in professional learning, coaching, observation, collaborative planning and professional conversations. We value people who can receive feedback openly, reflect on its implications and translate it into strengthened practice.

2027 professional framework

Teaching practice at IMS will be understood within Nga Tikanga Matatika | The Code of Professional Responsibility and the 2026 Standards for the Teaching Profession, alongside school policies, procedures and our Professional Growth Cycle.

Scale A Teacher - Purpose of the role

To provide high-quality teaching and learning that enables every learner to make meaningful progress and experience success. The teacher will build strong professional relationships, enact the curriculum with confidence, maintain a safe and supportive learning environment, use assessment responsively, and contribute positively to the wider life of Invercargill Middle School.

1. Teaching and learning

- Demonstrate strong knowledge of the curriculum content being taught and how to teach it effectively.
- Plan coherent, well-organised learning that reflects curriculum expectations, learner needs and appropriate progressions.
- Use explicit, evidence-informed teaching approaches and adapt teaching in response to learner understanding.
- Set high expectations for every learner and provide appropriate support, scaffolding and extension.
- Maintain an appropriate pace of learning and maximise meaningful learning time.
- Design learning that is engaging, purposeful and responsive to learners' cultures, backgrounds, strengths and interests.
- Foster literacy and numeracy as foundational capabilities across the curriculum.

2. Assessment and responsive practice

- Gather and use high-quality assessment information regularly and purposefully.
- Know where learners are at, identify clear next steps and use this knowledge to inform teaching.
- Monitor the extent and pace of progress and respond when learners require additional support, adaptation or extension.
- Provide clear, constructive feedback that helps learners understand their progress and next steps.
- Maintain accurate, timely and accessible records using school systems, including EDGE and Google Drive as required.
- Communicate clear and accurate information about learning and progress to parents, caregivers and whanau.

3. Relationships, wellbeing and learning environment

- Build genuine, respectful relationships with tamariki and create a strong sense of belonging.
- Establish calm, consistent routines and clear boundaries that support engagement and learning.
- Use preventative, restorative and trauma-informed approaches to support positive behaviour.
- Create an inclusive environment where learners' identities, languages, cultures and abilities are valued.
- Work collaboratively with whanau, colleagues, learning support staff and external agencies in the interests of learners.
- Model the professional behaviours, values and standards expected at Invercargill Middle School.

4. Professional responsibilities

- Meet the expectations of Nga Tikanga Matatika | The Code of Professional Responsibility and the 2026 Standards for the Teaching Profession.
- Participate actively in the school Professional Growth Cycle and use evidence and reflection to strengthen practice.
- Invite, receive and act on professional feedback and coaching.
- Participate in school professional learning and apply relevant learning in classroom practice.
- Follow school policies, procedures, health and safety requirements and agreed systems consistently.
- Seek support proactively when required and raise concerns promptly through appropriate channels.
- Use digital technologies, including artificial intelligence, safely, responsibly, ethically and in accordance with school expectations.

5. Contribution to IMS

- Be an active, reliable and supportive member of allocated teams and the wider staff.
- Contribute to school-wide events, activities and opportunities for learners.
- Communicate professionally, respectfully and appropriately with colleagues, learners and whanau.
- Bring strengths, interests and ideas that add to the life and culture of the school.
- Complete reasonable delegated responsibilities associated with the role.

The teacher we are looking for

We are looking for a capable, reflective and relational teacher who combines strong professional knowledge with warmth, consistency and a genuine commitment to children.

Essential

- A current New Zealand practising certificate.
- Recent experience in the New Zealand primary school context; for beginning teachers, this may include New Zealand-based initial teacher education placements.
- Strong curriculum and pedagogical knowledge and the ability to deliver explicit, engaging teaching.
- High expectations for all learners and a commitment to equity, inclusion and progress.
- Effective use of assessment information to identify learner needs and next teaching steps.
- The ability to establish calm, well-organised and consistent classroom environments.
- Strong relationship-building and communication skills with tamariki, whanau and colleagues.
- A commitment to culturally responsive practice and Te Tiriti o Waitangi partnership.
- Professionalism, reliability and sound judgement.
- A reflective approach and willingness to seek, receive and act on feedback.
- The ability to work collaboratively and contribute positively to a close-knit team.

Desirable

- Experience with Structured Literacy.
- Experience with evidence-informed mathematics teaching.
- Understanding of trauma-informed and relationship-based practice.
- Experience supporting learners with diverse learning, behavioural, language or wellbeing needs.
- Strengths or passions that could enrich wider school life.

We want to know who you are as a teacher

Please submit the following by email to principal@middle.school.nz by 4.00pm Wednesday 28 October 2026:

- a covering letter;
- your completed application form;
- a current CV; and
- contact details for three referees.

In your covering letter

Please tell us a little about who you are as a teacher, what you would bring to IMS, and why our school sounds like the place for you. We are interested in authentic examples from your practice rather than generic statements.

Before you apply

Please check that you meet the eligibility requirement: you must hold a current New Zealand practising certificate **and** have recent experience in the New Zealand primary school context. Beginning teachers may demonstrate this through New Zealand-based initial teacher education placements.

Site visits

We welcome prospective applicants who would like to visit IMS and get a feel for our school. Please contact the Principal to arrange a suitable time.

Come and do great mahi with us!

APPLICATION FORM

Personal and professional details

Surname	
Given names	
Preferred name	
Postal address	
Mobile	
Email	
Current school / workplace	
Current position	

New Zealand practising certificate

Do you hold a current NZ practising certificate?	
Certificate category	Tuturu / Pūmau / Other
Registration / certificate number	
Expiry date	

A current New Zealand practising certificate is an essential requirement for these positions.

Preferred teaching level

Please indicate: Years 0-3 ☐ Years 4-6 ☐ Either ☐

Current principal / professional leader

May we contact your current principal or professional leader if you are shortlisted? Yes ☐ No ☐

APPLICATION FORM - EXPERIENCE

Qualifications

Qualification	Year completed	Institution

Teaching and relevant employment history - last five years

School / employer	Position	Dates	Year level(s)

Breaks in service

Please identify any significant breaks in service during the last five years and briefly state the reason.

Recent professional learning

Briefly outline professional learning from the last two years that has had the greatest impact on your teaching practice.

APPLICATION FORM - YOUR PRACTICE

Short response questions

Please answer each question briefly. You may attach a separate page if you prefer. Aim for no more than 200 words per response.

1. Who are you as a teacher, and what would you bring to IMS?

2. What does high-quality, explicit teaching look like in your classroom?

3. How do you build strong relationships while maintaining high expectations for learners?

DECLARATIONS & SAFETY

Applicant declaration

- ☐ I certify that the information provided in this application is, to the best of my knowledge, true and correct.
- ☐ I understand that information relevant to my application may be checked and that deliberately false, misleading or materially incomplete information may affect my application or employment.
- ☐ I authorise Invercargill Middle School to contact the referees I have nominated if I am shortlisted and to verify relevant registration and employment information.
- ☐ I understand that appointment is subject to the school completing all required employment and safety checks.

Suitability to work with children

Have you ever been the subject of a substantiated complaint, disciplinary finding, investigation or other matter relevant to the safety or wellbeing of a child or young person? Yes ☐ No ☐

If yes, please provide relevant details (you may attach a confidential statement):

Do you have any criminal convictions or pending charges, other than matters you are not legally required to disclose, that may be relevant to your suitability for this role? Yes ☐ No ☐

If yes, please provide relevant details:

I know of no reason why I would not be suitable to work with children or young people. True ☐ False ☐

Applicant signature: _____ Date: _____

REFEREES

Please provide three professional referees

At least one referee should be your current principal, professional leader or most recent employer where possible. Referees will normally be contacted only for shortlisted applicants. Referee information will be treated as confidential within the appointment process, subject to applicable law.

Referee 1

Full name	
Position / organisation	
Relationship to you	
Mobile	
Email	

Referee 2

Full name	
Position / organisation	
Relationship to you	
Mobile	
Email	

Referee 3

Full name	
Position / organisation	
Relationship to you	
Mobile	
Email	