



Kia tupu ai ēnei kākano hei rakau nui
May these tender seedlings grow into mighty trees

Appointment of:

ORS Teacher (Fixed Term)



UPPER HUTT SCHOOL

Kia tupu ai ēnei kākano hei rakau nui
May these tender seedlings grow into mighty trees

**Martin Street
Upper Hutt**

Phone (04) 939 6634
admin@upperhutt.school.nz

September, 2019

Dear Applicant,

Thank you for expressing an interest for the position of ORS Teacher (Fixed Term) at Upper Hutt School commencing 30th January, and finishing on 16th December, 2020. This position is Fixed Term because it is based on the number of children we have at school with ORS funding. This can change across each year.

The following documents are included in this application pack:

- Criteria for appointment
- Job description
- Application for appointment

Information about our school can be obtained from the school www.upperhutt.school.nz.

Application is to be emailed to principal@upperhutt.school.nz with your CV, application form and covering letter by 4.00 pm on Friday 4th October, 2019.

Timeline:

16th September	Ad goes online
4th October	Applications close 4pm
10th - 11th October	Interview applicants
18th October	Successful applicant notified
30th January, 2020	Position begins

If you have any further questions please contact the Principal, Jo Grant, (04) 939 663 principal@upperhutt.school.nz

Yours sincerely

Jo Grant
Principal

Criteria for Appointment



At Upper Hutt School we are guided by and focused on achieving our community whakatauki through our school's vision and values.

Our whakatauki is: **Kia tupu ai ēnei kākano hei rakau nui**
May these tender seedlings grow into mighty trees

Our new 2019 school vision is: Every Learner Deserves A Positive Future.

Our school values are embedded in all we do.

P.R.I.D.E. (Partnership, Respect, Integrity, Determination & Empathy).

Our three key principles are C.A.R (Curiosity, Adaptability, Resilience)

In 2020 Upper Hutt School will focus on:

- Enabling the school vision
- Universal Design for Learning (UDL)
- Upper Hutt Cluster Initiative: 'Student Agency and Engagement'

The ORS Teacher we appoint will:

- Be an experienced, caring and successful Teacher
- Be committed to inclusion and value every learner as an individual
- Lead and support Teacher Aides
- Be passionate about working collaboratively with families/ whānau
- Develop personalised programmes and to teach children with ORS funding
- Convene and organise IEP meetings
- Write ORS and other applications/ reports to support children with ORS funding
- Work collaboratively with classrooms teachers and teacher aides
- Liaise and work with specialists and agencies that support our children with ORS funding and their families
- Willing to be part of the performance management for Teacher Aides
- Create and manage teacher aide timetables
- Be flexible, responsive and willing to contribute and commit to school-wide initiatives

Please respond to each of these criteria in your application.



Application for Appointment

TO: THE PRINCIPAL

POSITION APPLIED FOR: ORS TEACHER (Fixed Term)

PERSONAL DETAILS

Name: Miss / Mrs / Ms / Mr _____

Address: _____ Home Phone: _____

Email: _____ Work Phone: _____

I may be contacted at work Yes / No Mobile: _____

Are you a NZ registered teacher? Yes / No

Registration No: _____ Expiry Date: _____

Citizenship: _____ Ethnicity: _____

Do you have Full Registration or Provisional Registration or other (please circle) and add any further information:

Are you currently, or have you ever had a support and guidance programme under 10.1 of the Teacher

Collective Contract? Yes/ No

PRESENT EMPLOYER

Name: _____ Work Phone: _____

Address: _____ Other Phone: _____

_____ Mobile: _____

Position Held: _____ Date Commenced: _____

REFEREES

Name: _____ Work Phone: _____

Address: _____ Home Phone: _____

_____ Mobile: _____

Email: _____ Relationship: _____

Name: _____ Work Phone: _____
 Address: _____ Home Phone: _____
 Mobile: _____
 Email: _____ Relationship: _____

Name: _____ Work Phone: _____
 Address: _____ Home Phone: _____
 Mobile: _____
 Email: _____ Relationship: _____

TERTIARY EDUCATION QUALIFICATIONS

Successful applicants will be required to provide verified copies of qualifications.

Institution Attended	Year	Qualification Attained	Date Awarded

TEACHING SERVICE

Position	School	Date From	Date To

OTHER INFORMATION

Have you had any injury or medical condition which the tasks of this job may aggravate or contribute to, or know of any reason why you might have difficulty carrying out the role description attached?

Yes No

If yes, please give details below:

Do you have any matters relating to yourself currently or previously before the Teachers Council?

Yes No

Do you have a current full New Zealand driver's licence?

Yes

No

Do you give permission for your police record to be checked?

Yes

No

Have you changed your name by deed poll/statutory declaration?

Yes

No

Other names known by: _____

The successful applicant will be required to provide two forms of photo identification.

PRIVACY ACT 1993 (TO BE SIGNED BY APPLICANT)

This Application is submitted with the understanding that any further information given is for the use of the employer and their authorised representatives who may at any time have access to this information.

Furthermore consent is given for members of the Upper Hutt School Appointments Committee or its advisor to make enquiries of my present or past employers or colleagues or any other person who may assist in establishing my suitability for the position of teacher at this school.

APPLICANT'S SIGNATURE: _____

DATE: _____

DECLARATION

HAVE YOU EVER BEEN CONVICTED OF AN OFFENCE AGAINST THE LAW? (apart from minor traffic offences); received police diversion for an offence, have charges pending or know of any reason why you should not be employed to work in a school environment?

Yes No

If YES, please provide date and details of offence(s) on a separate sheet. Please note that you may be asked to provide a copy of the relevant court records available from the registrar of the court concerned.

I certify that I am registered (or provisionally registered) as a New Zealand teacher. I solemnly and sincerely declare that to the best of my knowledge and belief the information given in this application and in my CV is correct.

APPLICANT'S SIGNATURE: _____

DATE: _____

Job Description - ORS Teacher (Fixed Term)



Job Title: ORS Teacher

Reports to: SENCO, Deputy Principals, Principal

Purpose of the position: To support the class teacher in designing and delivering a modified and inclusive learning programme for students with ORS funding.

Key Responsibilities
<p><u>In-class support:</u></p> <p>Support and work alongside the class teacher to design, plan and deliver a modified, inclusive programme for the ORS student and encourage full student participation. To provide 2.5 hours a week 'direct and indirect' support for .1 student, and 5 hours a week 'direct and indirect' support for .2 students.</p>
<p><u>Communication:</u></p> <p>Communicate either orally and /or in writing in a professional and positive way to a variety of key personnel e.g: teachers, teacher aides, parents, outside agencies.</p>
<p><u>Health and Safety:</u></p> <p>To assist with student's health, safety and well-being.</p>
<p><u>Special Programmes:</u></p> <p>To work with individual students or groups of students who have ORS funding.</p>

Specific Tasks and Duties

In-class support in collaboration with the class teacher:

- To release the classroom teacher to work hands on with the ORS student when required.
- To support the classroom teacher with creating and implementing the goals of the IEP or targeted learning programmes, in collaboration with the class teacher and other specialists involved.
- To use a variety of resources and technologies which support the goals for the student.
- To keep a record and pass on a copy to the classroom teacher, work done with an individual student 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-skills 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
- To help class teachers to provide ORS students with opportunities from modeling and expectations of appropriate classroom behaviour.
- To create learner profiles and communication passports for class teachers.
- To consult on mid-year and final reports with the class teacher.
- To help class teachers plan a programme for individual needs.
- To 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.

Communication:

- Work collaboratively with the class teacher, specialist, other outside agencies, in order to help cooperatively design, plan and develop an IEP (or IEB) 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 the class teacher 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 the classroom teacher, regularly communicate with families in a positive, professional manner.
- Develop rich relationships with children, families, other agencies and staff.

Specific Responsibilities of the ORS Teacher:

- To release the classroom teacher to work hands on with the ORS student if required. The ORS teacher does not necessarily have to work directly with the child, but is required to support the teacher in programme delivery, resources etc.
- To meet with and work alongside the classroom teacher to ensure students are best catered for.
- To have an understanding of how specific disabilities may present themselves and how best to address these needs in the mainstream classroom.

Teacher aides

- To train staff working with the ORS student.
- To provide co-supervision of teacher aides.
- To model correct teaching practices for teacher aides.

Assessments

- To assist the classroom teacher in the assessment and review of student learning. Provide pre level 1 assessment tools that cater for ORS students.

- To arrange specialised assessments as well as screenings for sensory or other issues that could interfere with learning with Ministry therapists (OT's, SLT's, Physiotherapists and SEA's)

Specialised Equipment

- To review and facilitate the maintenance of student specific equipment including Information Technology.
- To train the classroom teacher and teacher aide as required in the use of equipment and Information technology specific to the student.
- To liaise with Therapists from the MOE.

IEP's

- To support the classroom teacher to organise IEP meetings at least twice a year.
- To write up and distribute IEP notes.

Programming

- To create and monitor resources/activities that specifically addresses IEP goals.
- To provide resources, task box activities, file folder games and independent activities that support the student's learning goals in consultation with the classroom teacher.
- To assist with planning and implementation of inclusive activities outside the classroom.
- In consultation with the class teacher, help adapt the classroom programme for the student's participation and inclusion.

Learning goals

- To plan, set and discuss student goals and outcomes with the classroom teacher. Write these goals in a format for easy reference for the teacher and teacher aide.

Learner profiles, Communication Passports

- To create learner profiles and communication passports, thereby identifying students' strengths, abilities and interests and gaining a better understanding of the implications disabilities have for students' learning and social participation.

Visuals and Classroom supports

- To form and create classroom instructional and visual supports - visual timetables, etc.

Administration

- In consultation with the class teacher, Ministry lead worker, complete the teacher aide moderation form when required.

Meetings

- To attend staff and team meetings.

Health and 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.

During your interaction with the children you will endeavour to manage their behaviour through positive means. When presented with extreme behaviour, where the safety of the child and others is compromised, it may then be necessary to 'physically support' a child. This will be done in accordance with the document "Dealing with Challenging and Non-Compliant Behaviour", the Seclusion and Restraint Policy and any school policy or procedure that provides guidance and expectations for when dealing with challenging behaviour (Behaviour Management Plan, Vulnerable Children's Act etc). NO child will ever be put into seclusion.

Skills and Abilities:

Requirements include:

- To actively support your colleagues in their day-to-day interactions with children.
- Display flexibility and understanding, especially when the usual routine has to change.
- The ability to work in a professional, collaborative, respectful and ethically appropriate way with students, staff and families within the Upper Hutt School community.

Professional Development

As part of your job, you will be required to:

- Participate in on-going programmes of professional development in order that you continue to improve and further develop your skills as a specialist teacher.
- Attend professional development courses and be prepared to discuss any new learning with colleagues.
- Regularly meet with a small group of colleagues in order to set and evaluate your own professional learning goals.
- Observe others and be willing to be observed as part of your on-going professional learning.
- Participate in 6 monthly attestation meetings.
- Participate in 'Teaching as Inquiry' to continually reflect on your teaching practice.

Specialist Teachers – Key Competencies

Professional Requirements:

- Maintain confidentiality, except where withholding information could have a negative impact on the wellbeing of a student.
- Work effectively as a team member – with TA's, class teachers, Specialist Teachers and outside agencies.
- Manage time effectively and efficiently.
- Continually demonstrate your willingness to be life-long learner.

Interpersonal Skills

- Communicate respectfully, professionally and positively.
- Maintain professional relationships with the whole team.
- Be sensitive to the cultural values of the student, their family and the school.
- Be receptive to constructive feedback.
- Request help when needed.

This job description will form the basis of your regular performance management process which will be reflected in your level of remuneration.

Teacher Standards & Code



Name:

Responsible to: Principal and Board of Trustees

Quality Practice - *Standards for the Teaching Profession*

Standard	Elaborations of the standard
<p>Te Tiriti o Waitangi partnership</p> <p>Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>	<p>Understand and recognise of the unique status of tangata whenua in Aotearoa New Zealand.</p> <p>Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.</p> <p>Practise and develop the use of te reo and tikanga Māori</p>
<p>Professional Learning</p> <p>Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p>	<p>Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.</p> <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> <p>Engage in professional learning and adaptively apply this learning in practice.</p> <p>Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners including learners with disabilities and learning support needs; and wider education matters.</p> <p>Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem-solving and learning-focused collegial discussions.</p>

<p>Professional relationships</p> <p>Establish and maintain professional relationships and behaviours focused on the learning and well-being of each learner.</p>	<p>Engage in reciprocal, collaborative learning-focused relationships with:</p> <ul style="list-style-type: none"> · learners', family and whānau · teaching colleagues, support staff and other professionals · agencies, groups and individuals in the community. <p>Communicate effectively with others.</p> <p>Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.</p> <p>Communicate clear and accurate assessment for learning and achievement information.</p>
<p>Learning-focused culture</p> <p>Develop a culture which is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</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> <p>Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.</p> <p>Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.</p> <p>Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety.</p> <p>Create an environment where learners can be confident in their identities, languages, cultures and abilities.</p> <p>Develop an environment where the diversity and uniqueness of all learners is accepted and valued.</p> <p>Meet relevant regulatory, statutory and professional requirements.</p>
<p>Design for learning</p> <p>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>	<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> <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> <p>Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.</p> <p>Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.</p> <p>Informed by national policies and priorities.</p>

<p>Teaching</p> <p>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<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> <p>Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.</p> <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> <p>Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.</p> <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> <p>Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.</p>
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