

29 June 2020



Dear applicant

Thank you for considering the fixed term Reading Recovery Teaching position at Banks Avenue School..

Being able to collaborate as a member of a team is essential. *Together is better.*

Please find enclosed the application package, which includes:

- Information about our school and community
- Job Description
- Person Specification
- Timeline

This fixed term Reading Recovery teaching position commences a.s.a.p

Your letter of application should clearly state which position(s) you are applying for and include your experience and suitability for the position(s). Please include an electronic copy of your curriculum vitae.

In applying for this position you give us permission to contact

- i) named referees,
- ii) current and/or previous employers,
- iii) current and/or previous principals,
- iv) NZEI and/or STA personnel, i.e., industrial advisor and
- v) any person referred to in your application or by your referees.

To apply, complete the Declaration Form and the Summary of Previous Employment in Education.

Please include a cover letter, a current CV and two referees and email this to office@banksave.school.nz

Applications must be received by **Friday 10 July 4.00pm 2020.**

We look forward to receiving your application.

Yours faithfully

Toni Burnside
Principal



Banks Avenue School



Application Information

School and Community Description

Our Motto

Living and Learning with HEART

Our Purpose

To develop an environment where each learner is nurtured, inspired, encouraged and challenged to be the best they can imagine, today and tomorrow.

Our Values

Our community has identified the following values that go with the acronym *H.E.A.R.T.*, i.e., Hauora, Excellence, Aroha, Respect and Togetherness.

Banks Avenue School was established in 1956. We are a large Decile 4 urban school situated in the Dallington/Shirley area and as a contributing school we cater for Year 1 – 6 students.

Our school will be rebuilt on the Shirley Boys site in North Avon Parade. We anticipate moving into our new school in 2021. Having our school rebuilt is a very exciting prospect and opportunity which we are planning and preparing for. We know we will be built as an innovative learning environment so therefore we are using the time before we relocate to grow and refine our collaborative teaching practises. Many of our existing classrooms have been modified allowing teachers to work collaboratively: most teachers are currently teaching in teams of two.

We have a variety of ethnicities here which we value highly. We have children from a range of Pacific Islands, Afghanistan, India, South Africa, Philippines and other Asian countries as well as children whose families have moved to New Zealand from Europe. We provide an ESOL programme. About 23% of our students are Māori.

Our school has a warm and welcoming atmosphere. Our staff is approachable and friendly, and we have been very active in promoting a partnership with our community. Communication with home is regular and detailed, and there is strong parental support and involvement in all aspects of school life. The resilience of our children, parents and whānau, the staff and school community has been demonstrated over the last eight years.

Our school is staffed by a very professional group of teachers with positive caring attitudes. They have high expectations of themselves and the children they teach. We have a balance of teaching experience and subject area strengths in our staff. Our current professional learning focus is on building our school culture through the lens of PB4L (positive behaviour for learning) and DMIC maths - developing mathematical inquiry communities.

We belong to the Ōtākaro Kāhui Ako, which provides support for local principals and teachers. In 2019 we have five teachers working in across school positions, within the kāhui ako to support wellbeing, maths, writing and cultural responsiveness. For further information, please refer to our school [website](#).

Person Specification

Attributes we are looking for in the successful candidate for the positions are:

- A belief in going the extra mile for our learners - because they are worth it.
- A belief that the wellbeing of the child is at the centre of all successful learning.
- A desire to grow professional capacity and to inquire deeply into practice.
- A willingness to collaborate and see what's possible together.
- A positive outlook, growth mindset and a sense of humour.
- A strength in building relationships and using positive behaviour strategies.
- A strength in relating positively with parents, staff and whānau.
- An in-depth knowledge of Reading Recovery..

Reading Recovery Teacher Job Description

Position

Fixed Term 0.60FTTE Reading Recovery Teacher

Terms of Employment	Primary Teachers' Collective Employment Contract 2019 / 2022
Teacher responsible to	The Principal
Directly Responsible To	Module Leader
Responsible For	<ul style="list-style-type: none">• Working with the Principal, staff and community in the spirit of the School Charter and New Zealand Curriculum, to provide the most effective educational environment for the benefit of the pupils.• The implementation of school policies and programmes as delegated and directed by the Principal.• Supporting and enforcing our school vision and values.

Standards for the Teaching Profession

Standard	Elaboration <i>aligned to our school HEART values</i>
Respect	
<p>Te Tiriti o Waitangi Partnership Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand</p>	<p>Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand. • Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. • Practise and develop the use of te reo and tikanga Māori.</p>
Excellence	
<p>Professional Learning 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. • 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. • Engage in professional learning and adaptively apply this learning in practice. • 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. • Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaboration.</p>
Together	
<p>Professional Relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p>	<p>Engage in reciprocal, collaborative learning-focused relationships with: – learners, families and whānau – teaching colleagues, support staff and other professionals – agencies, groups and individuals in the community. • Communicate effectively with others. • Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility. • Communicate clear and accurate assessment for learning and achievement information.</p>
Hauora and Aroha	
<p>Learning Focused Culture Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner</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. • Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks. • Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. • Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety. • Create an environment where learners can be confident in their identities, languages, cultures and abilities. • Develop an environment where the diversity and uniqueness of all learners are accepted and valued. • Meet relevant regulatory, statutory and</p>

	professional requirements.
Excellence	
<p>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.</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. • 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. • Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand. • Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. • Design learning that is informed by national policies and priorities.</p>
<p>Teaching 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, and monitor the extent and pace of learning, focusing on equity and excellence for all. • Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. • 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. • Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning. • Teach in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning. • Ensure learners receive ongoing feedback and assessment information and use this to guide further learning.</p>

Specific to Reading Recovery Role

- To effectively deliver daily half hour lessons to each child in the programme to achieve accelerated progress.
- Attend appropriate in-service sessions.
- Communicate regularly with Tutor.
- Teach a child at an in-service session as required.
- Participate in colleague visits as appropriate.
- Liaise with Junior team Leaders about who will enter the programme.
- Maintain close and regular links with the class teachers of children receiving Reading Recovery.
- Develop and maintain home-school links for the children on the programme.
- Welcome parents to observe a lesson and discuss the programme and their child's part in it.
- Welcome other staff to observe Reading Recovery lessons.
- Administer the Observation Survey and use the data to build a profile of the knowledge and skills of the child to inform the teaching, (Predictions of Progress).
- Maintain careful records on each child as a basis for instruction.
- Compile and submit data for national monitoring as required.
- Follow set procedures for discontinuing and for the referral of those who cannot be successfully discontinued from Reading Recovery.
- Meet with the deputy principal at regular intervals to discuss the progress of children.
- Provide copies of documentation when asked.
- Prepare two reports each year, and interim and a final, for the BOT on the success of the intervention. *(DP will provide guidelines for expectations around these reports.)*

Application Form

Previous Employment in Education

School	Position	Class Level	Date duties began

Timeline

Below is the timeline for three positions advertised.

These dates are a guide only, however, the appointments committee will do their best to ensure that we keep as close to them as possible.

	Position advertised in the Education Gazette
Friday 10 July	Applications close at 4:00pm
Monday 13 July	Short listed applicants notified
a.s.a.p after 13 July	Interviews held
Monday 20 July	Appointment made and applicants notified

Declaration Form

Applicant's personal details

Name:

Address:

Contact phone number:

E-mail:

CONFIRMATION: In accordance with section 9 of the Privacy Act 1993 I authorise the Banks Avenue School Board of Trustees to contact any of the following to obtain information to assist the Board to assess my suitability for the above position.

- i) named referees
- ii) current and/or previous employers
- iii) current and/or previous principals
- iv) Union and/or STA personal (i.e. industrial advisors)
- v) any person referred to in your application or by your referees.

The confidentiality of this information to the Board of Trustees and those involved in the selection process is protected under Section 29 (iii) of the Privacy Act 1993.

CONVICTIONS AGAINST THE LAW AND OTHER DECLARATIONS

- Have you ever been convicted of any offence against the law (apart from minor traffic offences **not** involving disqualification or imprisonment), received police diversion, or are you awaiting sentencing or currently have charges pending? YES / NO

If you have please enclose a certified copy of the entry in the Criminal Record Book relating to the conviction(s), obtained from the registrar of the court concerned. You may wish to enclose comments regarding the offence. A conviction may not necessarily prevent you from being appointed to the position.

- In addition to the above, are there any other factors we should know about to assess your suitability for the appointment and ability to carry out your duties? YES / NO If yes please provide the details:
- Have you had any injury or medical condition caused by gradual process, disease or infection, such as occupational overuse syndrome, stress or repetitive strain injuries which the duties of this position may aggravate or contribute to? YES / NO If yes please provide the details:
- Do you have any previous or current injury or medical condition that may be affected by the duties of this position? YES / NO If yes please provide the details

I agree to the Board obtaining a Police clearance. YES / NO

I certify that the information given in this application is, to the best of my knowledge, correct. I understand that this information may be verified.

Applicant's Signature:

Date: