



27 May 2019

Dear Applicant

Thank you for expressing an interest in the permanent position of head of wellbeing at Evans Bay Intermediate with 2 units.

The following documents are included in this application pack:

- Letter to applicant and person specification
- Job description
- Application form

Information about our school can be obtained from the school website [www.ebis.school.nz](http://www.ebis.school.nz) If you would like to visit the school or ask any questions please contact me on 04 9393247 or [principal@ebis.school.nz](mailto:principal@ebis.school.nz). The 2019-2021 Charter is available from the school's website.

Please ensure that your application clearly addresses the first three sections of the person specification which is below and is the criteria for appointment.

**Person Specification Scale A teacher head of Well Being at Evans Bay Intermediate**

1. Interest and ability in staff and student wellbeing
2. Interest and ability in nutrition and foods technology
3. Interest and ability in PE/Sports/Health curriculum
4. Competently and innovatively use ICT within the classroom as well as for personal communication
5. Be a team player, supporting all staff at EBIS by participating and contributing positively to the life of the school
6. Uphold the school's vision, beliefs and values
7. Adhere to the school's Code of Conduct
8. Well-developed skills in Maori in order to support the staff and children

Your application form must be returned with your CV and a covering letter on or before 8am Monday 24 June 2019.

Suzanne Hendry [eo@ebis.school.nz](mailto:eo@ebis.school.nz) . Or mail to: Appointments Committee, Evans Bay Intermediate School, PO Box 14-084, Wellington, 6241.

I would like to wish you all the very best in completing your application and we look forward to receiving it and meeting with you if you are successfully shortlisted.

Kind regards

Louise Bray-Burns  
Principal

<b>POSITION RESPONSIBILITIES</b>	
<b>MANAGING SELF</b>	Make purpose of learning clear with the use of learning intentions
	Implement a system of individual goal setting with children
	Assist children to put systems meet their organisational requirements
	Provide opportunities for children to have responsibilities
	Model teacher managing self consistently
	Keep up to date with new approaches to learning and teaching and implement these into classroom programmes
	Participate in coaching and the appraisal process
	Ensure emails are cleared at least twice daily
	Ensure prompt attendance at all meetings and use calendar and planners to keep up to date
<b>RELATING TO OTHERS</b>	Promote ongoing opportunities for community members to dialogue in a meaningful way.
	Use of school procedures to facilitate dialogue between community members to resolve issues and maintain settled classroom and school environment.
	Use school values and karakia as part of everyday practice
	Implement schools behaviour management procedures consistently with students
	Teach communication strategies through modelling and explicit teaching e.g. collaboration, negotiation, problem solving,
	Foster positive and respectful relationships with all children.
	Ensure a safe, secure learning environment for everyone.
	Acknowledge and celebrate all cultures in class and schoolwide
<b>PARTICIPATING AND CONTRIBUTING</b>	Use local, national, and global contexts within the learning programme
	Provide opportunities for children to participate in local and wider community activities
	Plan for classroom instruction and personalisation of learning in classrooms
	Actively take on and lead positions of responsibility within the school
	Actively support and contribute to extra-curricular and school-wide activities
	Use teacher directed and student selected grouping strategies within class programmes
	Implement school-wide procedures consistently
	Attend and contribute to IEP's as required
	Regular integration of Te Reo and Tikanga in class programme
	Participate in professional development and implement new skills learnt
<b>THINKING</b>	Use school curriculum planning, co-constructing contexts and developing strategies etc. when planning
	Complete LTP's and unit plans on a term basis and file for reference
	Deliberate and strategic use of thinking tools and other collaborative structures
	Use of wait time in class
	Provide programmes for children with special needs and target children

	Make it safe for the children to take risks in learning
	Provide opportunities for children to practise their learning
	Plan for and provide learning opportunities for children using ICT
	Actively reflect on job description and goals for performance appraisal and attestation
	Regularly reflect on own practice against the Teacher Professional standards at appropriate level
	Regularly reflect on and collect evidence for Practising Teacher Criteria throughout the year (Appendix 2)
<b>USING LANGUAGE, SYMBOLS AND TEXTS</b>	Plan and implement a two year wellbeing programme incorporating foods technology, PE/Sport and Health curriculums
	Ensure the program has explicit links to the schoolwide inquiry planning
	Ensure classroom planning is complete in advance of each term using AO's etc. and termly assessment are carried out and recorded
	Base all classroom planning on documented, effective practice reflecting students' needs and school practices
	Group children according to learning needs, to ensure they receive regular planned targeted instruction
	Ensure children receive regular feedback about their next learning step/s
	Carry out reporting to parents four times each year with reports completed by the agreed dates and proof read for errors by a peer before sending to Principal
	Ensure sports team management and administration is organised and completed in advance of sporting events, and includes school wide sporting fixtures for lunches and whole school participation
	Ensure wellbeing programmes for staff and students are planned and developed, reflecting staff and student needs from year to year

### Position requirements

Have a passion for mental, physical and emotional well-being of our akonga.

This will involve:

- Lead the wellbeing program for the whole school (this includes teachers and students). With a small team you will create a program making sure the wellbeing of every member of EBIS is priority
- Be part of the school's specialist program delivering the following:
  - Five hours teaching of healthy and nutritional food program
  - Five hours of teaching of physical health. (This can include any organised physical activities focusing on getting students active and learn teamwork strategies)
- Be part of the PE/Sports/Health Department. This includes administration and management of sports teams schoolwide