



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

# Appointment of Classroom Teacher: Fixed Term

September 2019



Dear Applicant,

Thank you for expressing an interest in the fixed term position of 'Classroom Teacher' at Upper Hutt School. The successful applicant will start in January and finish in December 2020. The level of the classroom will be negotiated with the successful applicant.

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 website [www.upperhutt.school.nz](http://www.upperhutt.school.nz).

Application is to be emailed to [principal@upperhutt.school.nz](mailto:principal@upperhutt.school.nz) with your CV, application form, covering letter and the names of three referees by, 4.00 pm on the 4th October, 2019

Timeline:

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

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

Yours sincerely,

Jo Grant  
Principal

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Martin Street, Upper Hutt, New Zealand

Phone: 64-4-9396634

Email: [admin@upperhutt.school.nz](mailto:admin@upperhutt.school.nz)



## 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 Classroom Teacher we appoint will:*

- Be committed to developing their own cultural competence. Understanding, respecting and valuing the culture of every learner and their whanau
- Have the hauora of themselves, their children and the Upper Hutt School Community at the 'centre' of all they do
- Have highly effective pedagogy that accelerates the progress of every child
- Be able to build strong, collaborative and respectful relationships with children, whanau and colleagues
- Be part of a Team that is developing Play Based Learning
- Be an innovative and lifelong learner
- Have a passion and commitment to relevant and purposeful learning for children
- Use 'Teaching as Inquiry' and a growth mindset to continually inquire into the effectiveness of their teaching and learning
- Be willing to contribute and commit to school-wide initiatives (and to create some of their own)
- Be passionate and excited about learning, collaboration and agency (empowered learners)
- Live the school vision and values

*Please respond to each of these criteria in your application.*

**Application for Appointment**



TO: THE PRINCIPAL  
POSITION APPLIED FOR: CLASSROOM TEACHER - FIXED TERM

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**PERSONAL DETAILS**

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Name: Miss / Mrs / Ms / Mr

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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

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**PRESENT EMPLOYER**

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Name: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Address: \_\_\_\_\_ Other Phone: \_\_\_\_\_

Mobile: \_\_\_\_\_

Position Held: \_\_\_\_\_ Date Commenced: \_\_\_\_\_

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## REFEREES

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Name: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Address: \_\_\_\_\_ Home Phone: \_\_\_\_\_

\_\_\_\_\_ Mobile: \_\_\_\_\_

Email: \_\_\_\_\_ Relationship: \_\_\_\_\_

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Name: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Address: \_\_\_\_\_ Home Phone: \_\_\_\_\_

\_\_\_\_\_ Mobile: \_\_\_\_\_

Email: \_\_\_\_\_ Relationship: \_\_\_\_\_

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Name: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Address: \_\_\_\_\_ Home Phone: \_\_\_\_\_

\_\_\_\_\_ Mobile: \_\_\_\_\_

Email: \_\_\_\_\_ Relationship: \_\_\_\_\_

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## TERTIARY EDUCATION QUALIFICATIONS

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Institution Attended	Year	Qualification Attained	Date Awarded

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

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TEACHING SERVICE

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Position	School	Date From	Date To

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OTHER INFORMATION

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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:*

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Do you have any matters relating to yourself currently or previously before the Education 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.*

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PRIVACY ACT 1993 (TO BE SIGNED BY APPLICANT)

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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

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or any other person who may assist in establishing my suitability for the position of teacher at this school.

APPLICANT'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

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## DECLARATION

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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 :

## TEACHER JOB DESCRIPTION



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 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"> <li>· learners', family and whānau</li> <li>· teaching colleagues, support staff and other professionals</li> <li>· agencies, groups and individuals in the community.</li> </ul> <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>

Signed:

\_\_\_\_\_

*Teacher*

\_\_\_\_\_

*Principal*

\_\_\_\_\_

*Date*