



Appointment of:

Classroom Teacher



Dear Applicant,

Thank you for expressing an interest in the fixed term position of 'Classroom Teacher' at Upper Hutt School. This position will commence on the 29th January, 2018.

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, covering letter and the names of three referees by, **4.00 pm on the 20th October**.

Timeline:

25th September	Ad goes online
20th October	Applications close 4pm
25/ 26th October	Interview applicants
30th October	Successful applicant notified
1st November	Unsuccessful applicants notified

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



Upper Hutt School has a strong focus on supporting every child to be successful. We believe this can be achieved through collaboration, culture, curriculum and agency. This means developing rich and innovative programmes, using 'Teaching as Inquiry' to drive learning, incorporating digital technologies as a tool for learning, and working collaboratively as a school community.

Our school values are embedded in all we do.

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

In 2018 Upper Hutt School is involved in:

- Universal Design for Learning
- 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 yourself, your children and the Upper Hutt School Community at the 'centre' of all you 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 an innovative and life long learner
- Have a passion and commitment to relevant and purposeful learning for children
- Use 'Teaching as Inquiry' and a growth mind-set to continually inquire into your own teaching and learning
- Be willing to contribute and commit to school-wide initiatives (and to create some of your own)
- Be passionate and excited about learning, collaboration and agency
- 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

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: _____

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

Institution Attended	Year	Qualification Attained	Date Awarded

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

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 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.

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: _____



TEACHER JOB DESCRIPTION

Name:

Responsible to: Principal and Board of Trustees

PRACTISING TEACHER CRITERIA	
<p>PROFESSIONAL RELATIONSHIPS AND PROFESSIONAL VALUES Fully registered teachers engage in appropriate professional relationships and demonstrate commitment to professional values.</p>	
Criteria	
1. Establish and maintain effective professional relationships focused on the learning and well-being of ākonga	
Key Indicators	Expected Outcomes
.engage in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> o ākonga o teaching colleagues, support staff and other professionals o whānau and other carers of ākonga o agencies, groups and individuals in the community 	<ul style="list-style-type: none"> ● Positive and respectful working relationships with students, whanau and all colleagues ● Open and frequent communication with colleagues ● Regular personal communication with whanau to maximise student achievement and behaviour ● Professional behaviour and dress ● Regular participation and contribution to meetings ● Involvement in extracurricular activities
Criteria	
0. Demonstrate commitment to promoting the wellbeing of all ākonga	
Key Indicators	Expected Outcomes
.take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe i.acknowledge and respect the languages, heritages and cultures of all ākonga i.comply with relevant regulatory and statutory requirements	<ul style="list-style-type: none"> ● Classroom culture where individuals are encouraged, respected and challenged, intellectually, physically and socially ● Students feel safe, relaxed and committed to learn ● Diversity and individual needs are recognised and provided for ● Cultural heritage of students is recognised, respected and celebrated
Criteria	
0. Demonstrate commitment to bicultural partnership in Aotearoa New Zealand	
Key Indicators	Expected Outcomes
.demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi	Effective practice to improve outcomes for Maori students <ul style="list-style-type: none"> ● Commitment to learning about Te Reo and Tikanga Maori ● Active use of Maori contexts to support student learning
Criteria	

0. Demonstrate commitment to ongoing professional learning and development of personal professional practice	
Key Indicators	Expected Outcomes
<ol style="list-style-type: none"> 1. identify professional learning goals in consultation with colleagues 2. participate responsively in professional learning opportunities within the learning community 3. initiate learning opportunities to advance personal professional knowledge and skills 	<ul style="list-style-type: none"> • The school's vision and values is promoted • Active participation in and commitment to school appraisal process • Implementation of professional learning • Active participation in and commitment to school wide and personal professional learning • Participation in classroom observations of and by colleagues • Knowledge of current developments in curriculum and learning theory • Active participation in professional discussions about teaching, learning and achievement

Criteria	
0. show leadership that contributes to effective teaching and learning	
Key Indicators	Expected Outcomes
<ol style="list-style-type: none"> a. actively contribute to the professional learning community i. undertake areas of responsibility effectively 	<ul style="list-style-type: none"> • Contribution of ideas, resources and professional readings to support colleagues • Effective use of CRT (e.g. observations of colleagues, professional reading, student assessment, personal development) • Participation in network and cluster meetings/professional learning as appropriate • Willingness to take on additional responsibilities as required

PRACTISING TEACHER CRITERIA	
PROFESSIONAL KNOWLEDGE IN PRACTICE	
Fully registered teachers make use of their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all ākonga.	
Criteria	
0. conceptualise, plan and implement an appropriate learning programme	
Key Indicators	Expected Outcomes
<ol style="list-style-type: none"> a. articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice i. through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents 	<ul style="list-style-type: none"> • Clear articulation of beliefs about teaching pedagogy • Needs and interests of all students reflected in classroom programmes • Thorough planning reflecting the NZC and school based curriculum documentation • Knowledge and implementation of effective teaching practice • Classroom culture that enables all students to learn

Criteria	
0. promote a collaborative, inclusive and supportive learning environment	
Key Indicators	Expected Outcomes
.demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate ākonga i.foster trust, respect and cooperation with and among ākonga	<ul style="list-style-type: none"> • Inclusive classroom culture • Students develop positive relationships with others • Knowledge and implementation of strategies that engage students in learning • Well organised learning resources and environment • Teachers care about their learners, what they think and why
Criteria	
0. demonstrate in practice their knowledge and understanding of how ākonga learn	
Key Indicators	Expected Outcomes
.enable ākonga to make connections between their prior experiences and learning and their current learning activities i.provide opportunities and support for ākonga to engage with, practise and apply new learning to different contexts i.encourage ākonga to take responsibility for their own learning and behaviour i.assist ākonga to think critically about information and ideas and to reflect on their learning	<ul style="list-style-type: none"> • Students' backgrounds and prior learning experiences included in classroom programmes • Classroom programmes incorporate authentic learning opportunities • Student voice addressed when planning programmes • Learning activities allow for student choice • Students regularly engaged in self/peer assessment and reflection • Learning styles are catered for • High expectations for students to take responsibility for learning, both at school and at home • High expectations of Maori learners succeeding as Maori

Criteria	
0. respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga	
Key Indicators	Expected Outcomes
.demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural contexts of learning in Aotearoa New Zealand i.select teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse ākonga i.modify teaching approaches to address the needs of individuals and groups of ākonga	<ul style="list-style-type: none"> • Identity and diversity is recognised and supported amongst individuals and groups • Students' strengths, interests and needs inform teaching programmes • Planning and teaching is responsive to individuals and incorporates learners' choice • Planning and teaching is differentiated and provides culturally responsive and engaging contexts for learning • Digital Learning tools are integrated into teaching and learning programmes in a purposeful way
Criteria	

0. work effectively within the bicultural context of Aotearoa New Zealand	
Key Indicators	Expected Outcomes
<p>.practise and develop the relevant use of te reo Māori me ngā tikanga-a-iwi in context</p> <p>i. specifically and effectively address the educational aspirations of ākonga Māori, displaying high expectations for their learning</p>	<ul style="list-style-type: none"> • A growing knowledge of te reo Maori and tikanga Maori • Te reo Maori and tikanga Maori integrated into teaching and learning programmes wherever possible • Maori student voice gathered and used to inform planning • High expectations are held for all students and communicated regularly • Participation of whanau and people with knowledge of local contexts
Criteria	
0. analyse and appropriately use assessment information, which has been gathered formally and informally	
Key Indicators	Expected Outcomes
<p>.analyse assessment information to identify progress and ongoing learning needs of ākonga</p> <p>i. use assessment information to give regular and ongoing feedback to guide and support further learning</p> <p>ii. analyse assessment information to reflect on and evaluate the effectiveness of the teaching</p> <p>iii. communicate assessment and achievement information to relevant members of the learning community</p> <p>v. foster involvement of whānau in the collection and use of information about the learning of ākonga</p>	<ul style="list-style-type: none"> • A range of formal and informal assessment information is gathered and analysed • Effective use of assessment information to inform future teaching and learning • Students receive regular feedback, know about their achievement and next steps for learning • Involvement in moderation and monitoring meetings • Parents and whanau aware of student achievement and how they can help at home, and contribute to learning • Learning programmes evaluated and next steps established
Criteria	
0. use critical inquiry and problem-solving effectively in their professional practice	
Key Indicators	Expected Outcomes
<p>.systematically and critically engage with evidence and professional literature to reflect on and refine practice</p> <p>i. respond professionally to feedback from members of the learning community</p> <p>ii. critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākonga</p>	<ul style="list-style-type: none"> • Teaching as inquiry model effectively implemented and modifications to practice made • Currency in knowledge and understanding of learning theory and its application in context • Involvement in teaching observations and self reflection of practice • Ongoing reflection of teaching values and beliefs

Signed: _____
Teacher

Principal

Date