



APPLICATION FOR TEACHING POSITION

Position applied for:	Guidance Counsellor/Teacher Full time Permanent position
Ability to teach the following subjects is required:	.8FTTE Guidance Counsellor .2FTTE Teacher
Commencement date:	By negotiation
Full name:	
Address:	
Email:	
Telephone:	
Teacher Registration:	Please include a signed copy of your registration card

PLEASE INCLUDE WITH THIS APPLICATION:

- This application form, completed and signed.
- Covering letter.
- Curriculum vitae including full employment history and qualifications, including drivers licence status.

Shortlisted applicants being interviewed will need to provide a photo ID and their teacher registration card

REFEREES:

Please give contact details for two referees who are happy to be contacted with respect to your application:

Name	Email	Telephone	Relationship to you

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DECLARATIONS:

Have you ever received a police diversion for an offence? Yes/No
If yes, please detail:

Have you ever been convicted of a driving offence which resulted in temporary or permanent loss of licence, or imprisonment? Yes/No
If yes, please detail:

Are you awaiting sentencing/currently have charges pending? Yes/No
If yes, please detail the nature of the conviction/cases pending:

In addition to other information provided are there any other factors that we should know to assess your suitability for appointment and ability to do the job? Yes/No
If yes, please elaborate:

Have you ever been the subject of any concerns involving student safety? Yes/No
If yes, please detail:

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 tasks of this position may aggravate or contribute to? Yes/No
If yes, please detail:

Please read the following statement and if you agree to it sign below.

In accordance with the Privacy Act 1993, I give consent for the Board of Trustees or their representatives to make enquiries from the referees listed in the application and give consent to the referees making such information available. Furthermore, I also give consent for the Board of Trustees or their representatives to approach persons other than the referees whose names I have supplied to gather information relating to my suitability in terms of filling the vacancy and give consent to those people providing such information.

Signature:

Date:

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Address your application to: The Principal
Mount Aspiring College
101 Plantation Road
Wanaka

Or by email to: learn@mtaspiring.school.nz

To be received by: 4.00pm, Wednesday 26th February 2020

CRITERIA FOR APPOINTMENT

In considering applications for positions the Board of Trustees shall appoint the person who in their view is best suited to the position.

In deciding who is best suited, the Board of Trustees shall give consideration to the experience, qualifications and abilities relevant to the position based on the following criteria:

1. Ability to meet the general requirements of the position as detailed in the Job Description relating to the position
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For more information about Mount Aspiring College please check our website:

www.mtaspiring.school.nz

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GUIDANCE COUNSELLOR – JOB DESCRIPTION

Name:

Mount Aspiring College Learning Vision

Our students will be creative, responsive, independent and resilient acting with kindness and respect.

Our curriculum will be broad emphasising student agency, critical thinking and collaborative approaches.

Reporting relationships

Responsible to the Principal, but on a day-to-day basis responsible to the Assistant Principal (Pastoral Care) and the Guidance Manager.

Primary Responsibilities

1. Working within the NZAC Code of Ethics to provide a confidential counselling service to individuals, groups and families which seek to address the specific issues and needs of students attending this school.
2. To act as a resource person for programmes in social, health education and vocational guidance within the National Educational guidelines for staff, students and their parents/caregivers.
3. To work with Senior Administration staff and Deans to develop and continue to refine the pastoral care system to meet the needs of students and staff within an inclusive and positive school climate.
4. To act as an agent for positive change within the school community in maintaining an inclusive school culture which will ensure the equality of educational opportunity for all students.
5. Following all relevant policies and procedures with respect to health and safety.
6. Shared responsibility of a Whanau class

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Key Tasks

Guidance:

1. To work collaboratively within the pastoral care system for the continuation of a positive and inclusive school environment conducive to achieving the holistic growth of each student.
2. When appropriate meet with students, staff and families to coordinate an intervention to identify and address the needs of students.
3. Assist with the entry of new students to school at all year levels.
4. To make referral to appropriate health and community facilities to meet specific student needs.
5. To coordinate a school/community interface to develop and foster independent student and family access.
6. To ensure the equality of educational opportunity for students by removing barriers to achievement by offering:
 - a. Individual counselling
 - b. Student advocacy
 - c. Assessment of student needs
 - d. Referral to outside agencies
 - e. Coordination of special programmes including Individual Behaviour Plans
 - f. Group counselling
 - g. Networking with families
 - h. Classroom group work/social education skills

Counselling:

1. Through an established counselling referral procedure, accept appropriate referrals from students, staff, parents/caregivers and outside agencies for individual and family counselling.
2. Organise and facilitate group counselling sessions appropriate to specific issues and desired outcomes.
3. To facilitate mediation in conflict situations within the school community.
4. Working in consultation with the Manager of International Students to accept appropriate referrals for enrolled international students.

Traumatic incident intervention:

1. To share a coordination role in the School Traumatic Incident Response Team.
2. To coordinate and provide a school counselling service, specific to the incident, with outside agency personnel.

Programme work:

1. To coordinate, plan and facilitate guidance programmes to meet specific student outcomes.

Administration:

1. Keep appropriate records of counselling work, ensuring they are kept securely and confidentially.
2. Complete mutually agreed school administrative tasks.

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Liaison:

1. When appropriate, act as student advocate (e.g. at BOT discipline hearings, family group conferences etc.)
2. Act as a consultant and resource person within the school community.
3. Ongoing consultation and involvement in community agencies and organisations actively facilitating student and family support.

Professional Development:

1. Maintain regular supervision as negotiated with the Principal.
2. Maintain ongoing professional development by attendance at relevant training workshops and conferences.

Whanau teacher responsibilities

You will share the responsibility for a whanau class with the other Guidance Counsellor. The whanau group incorporates students from Years 7 to 13 and meets for morning registration for 10 minutes at the start of the school day, and once a week for 25 minutes. The role of the whanau teacher is to build a caring and supportive family group, and to relate to students on an individual basis showing an appreciation of them, a concern for their needs and an interest in their goals.

Specific responsibilities include:

1. Establishing whanau routines early and consistently, and promoting good whanau attitudes, tone and morale.
2. Reinforcing school-wide values and expectations with the whanau group.
3. Taking the roll each day and following up on unexplained absences with parents.
4. Referring any persistent lateness and absences to the dean, and working positively with the dean, the parents and the student to establish better patterns of attendance.
5. Getting to know the students and their families and offering guidance and support as appropriate, referring students to careers and guidance staff when necessary.
6. Collating, editing and commenting on progress via written reports and fortnightly reports.
7. Goal Setting with students in February and reviewing in July on the Parent Portal

Wider responsibilities and expectations

The Guidance Counsellor is also expected to:

1. Be a positive role model for students both inside and outside of the school environment.
2. Participate in assemblies, house and whanau activities on a shared basis.
3. Be involved in the performance management system on an annual cycle, and participate in relevant further training and professional development as identified.
4. Take responsibility for gathering evidence to support teacher registration, if applicable.
5. Participate in meetings at the school relating to the curriculum, pastoral or administrative organisation of the school.
6. Be involved in at least one co-curricular activity.

You are expected to be on-site for your allocated hours, and fulfil other duties and meeting attendance, including award ceremonies. If leaving the school during this time you are expected to sign out at the office and indicate a time of return.

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The Guidance Counsellor at Mount Aspiring College will:

1. Preferably hold a current New Zealand teacher registration.
2. Have appropriate Guidance counselling qualifications and experience
3. Have a current NZAC Annual Practising Certificate.

Conditions of Employment

Guidance Counsellors are generally employed under the terms and conditions of the Secondary Teachers Collective Agreement 2019-2022, either as part of the Collective Agreement or as an Individual Employment Agreement. However, if not teacher registered, they may be employed under an Individual Employment Agreement

Specifics of this Position

- The Guidance role is 0.8FTE of the position and 0.2FTE Teacher

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Mount Aspiring College TEACHING JOB DESCRIPTION

Name:

Mount Aspiring College Learning Vision

Our students will be creative, responsive, independent and resilient acting with kindness and respect.

Our curriculum will be broad emphasising student agency, critical thinking and collaborative approaches.

Reporting relationships

All teachers are responsible to the Principal, but on a day to day basis are expected to follow the direction of the appropriate Head of Department and the Deputy Principal.

Professional duties

Classroom teaching

This involves, but may not be limited to:

- Planning and preparing programmes and lessons, with an emphasis on differentiation.
- Teaching classes according to the educational needs of the students.
- Incorporating 'Teaching as Inquiry' into the classroom programme.
- Assessing, recording, analysing and reporting on development, progress and attainment of students on our student management system.
- Real time reporting in writing on the Parent Portal, including fortnightly reports and through parent/student interviews.
- Contributing to Departmental or Curriculum meetings to ensure a team approach towards teaching and learning.
- Providing class-based data and analysis to the head of department for curriculum reporting purposes.
- Promoting the well-being of students through positive feedback and mentoring.
- Working positively with whanau teachers and year level deans to support the pastoral needs of individual students.
- Following all relevant policies and procedures with respect to health and safety both in the classroom and whilst involved in education outside the classroom.

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Whanau teacher responsibilities (by negotiation)

Most members of staff act as whanau teachers. The whanau group incorporates students from Years 7 to 13 and meets for morning registration for 10 minutes at the start of the school day, and once a week for 25 minutes. The role of the whanau teacher is to build a caring and supportive family group, and to relate to students on an individual basis showing an appreciation of them, a concern for their needs and an interest in their goals.

Specific responsibilities include:

- Establishing whanau routines early and consistently, and promoting good whanau attitudes, tone and morale.
- Reinforcing school-wide values and expectations with the whanau group.
- Taking the roll each day and following up on unexplained absences with parents.
- Referring any persistent lateness and absences to the dean, and working positively with the dean, the parents and the student to establish better patterns of attendance.
- Getting to know the students and their families and offering guidance and support as appropriate, referring students to careers and guidance staff when necessary.
- Collating, editing and commenting on progress via written reports and fortnightly reports.
- Goal Setting with students in February and reviewing in July on the Parent Portal

Wider responsibilities and expectations

The teacher is also expected to:

- Be a positive role model for students both inside and outside of the classroom.
- Participate in assemblies, house and whanau activities.
- Respect and support all colleagues.
- Be loyal to colleagues and the college in the wider community.
- Be involved in the Personal Development System (PDS) on an annual cycle, and participate in relevant further training and professional development as identified.
- Take responsibility for gathering evidence to support teacher registration.
- To understand that being a Teaching Professional includes two components: Classroom Teaching Practice and Professional Practice.
- To be aware of acting within the code of ethics for all certificated teachers.
- Participate in meetings at the school relating to the curriculum, pastoral or administrative organisation of the school.
- Carry out supervisory duties during breaks and lunchtimes as reasonably requested.
- Record any relevant student pastoral issues on KAMAR.
- Record the attendance and absence of students on daily basis for each class taught.
- Do internal relief as required on the reasonable request of the relief coordinator.
- Be involved in at least one co-curricular activity.

Teachers are expected to work the hours necessary to fulfil the requirements of the role. During term time this includes, but may not be limited to:

- Being at school and available between the hours of 8.35am and 3.15pm for timetabled classes, internal relief and duty as required. If leaving the school during this time the teacher is expected to sign out at the office and indicate a time of return.
- Attendance at meetings as required outside those hours (but not normally after 5.00pm).

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- Attendance at parent-related functions such as option evenings, parent interviews and award ceremonies which are held outside of normal working hours.
- In addition, teachers are required to attend for up to two teacher-only days at the beginning and end of the summer holidays.

Part-time teachers are expected to attend parent interviews and award ceremonies, to be on-site for their allocated teaching hours and paid non-contact hours, and fulfil other duties and meeting attendance on a pro-rata basis and/or by negotiation with the Principal.

Teachers at Mount Aspiring College must:

- Hold current New Zealand teacher registration and teaching / academic qualifications appropriate to the role applied for.
- Meet the criteria for quality teaching as outlined in the Professional Standards for Secondary Teachers appropriate to their level of experience as a teacher.

Conditions of Employment

Teachers are employed under the terms and conditions of the Secondary Teachers Collective Agreement 2019-2022, either as part of the Collective Agreement or as an Individual Employment Agreement.

Specifics of this Position

- The Guidance role is 0.8FTTE of the position and 0.2FTTE Teacher

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