

KAIKORAI VALLEY COLLEGE



APPLICATION FOR TEACHER OF SPECIAL NEEDS

Position applied for	Location
Teacher of Special Needs (full time, fixed term: 18 February - 8 November 2019)	Kaikorai Valley College, Dunedin, Years 7 – 13

Preferred title: Mr Mrs Ms Miss Other

Surname/Family Name	First Names (in full)

Full Postal Address

Contact Telephone Number		
Private:	Business:	Cellphone:

Date of Birth	E-mail Address

Current Position	School

Registration Number	Expiry Date

Please tick the appropriate response:

Are you a New Zealand citizen?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If not, do you have resident status, or	Yes <input type="checkbox"/>	No <input type="checkbox"/>
A current work permit?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have you ever had a criminal conviction?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If "Yes" please detail:		

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

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

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

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

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 job may aggravate or contribute to? Yes No
If "Yes", please detail:

Do you have a current full driver's license? Yes No

Please Note:

- You may be asked to provide a copy of the relevant Court record(s) obtainable from the Registrar of the Court concerned.
- Failure to provide true and correct details of any conviction or reason for possible unsuitability will make you liable for dismissal from the employment of the Board of Trustees, should you be the successful applicant.

Privacy Act Statement

I agree that the Board of the School or its agents may make written or oral inquiry regarding my suitability for this position from my nominated referees, and/or previous employers, and/or other persons, and/or institutions deemed necessary to satisfy the Board as to my suitability for the position as stated at Kaikorai Valley College.

Signature of Applicant: Date:

KAIKORAI VALLEY COLLEGE



APPLICATION FOR TEACHER OF SPECIAL NEEDS

Instructions for Applicants:

1. Applications for this position close at 3.00pm on Friday 23 November 2018. The official starting date for the position will be Monday 28 January, 2019.
2. This is a full time, fixed term position from Monday 18 February until Friday 8 November 2019 (32 weeks). . No assurances can be given beyond the 2019 school year.
3. All inquiries are to be directed to the Office 03 453 6035 ext 812 or by email to principal@kvc.school.nz.
4. Applications should be directed to the Principal's secretary at principal@kvc.school.nz. Applications that **are not submitted on this form** will not be considered.
5. Your application should consist of the following items:
 - The attached application form, clearly signed and dated, with a current teacher registration number.
 - A covering letter of application.
 - A curriculum vitae containing at least the following information:
 - Biographical details
 - Details of training and practising certificate number
 - Details of teaching experience, and any other employment history covering at least the last five years
 - One primary form of identity e.g. current passport or birth certificate
 - One secondary form of identity e.g. driver's licence
 - Other relevant experience and/or expertise
 - Any other information you feel may assist the Senior Management and Board to make its decision.
 - Names and contact addresses/phone numbers of up to three people who have agreed to act as referees on your behalf. These should preferably be people able to comment on your teaching ability. Contact details **MUST** include home phone numbers.
 - Please ensure that referees know they have been nominated and that you authorise them to disclose information about you to the Board or its agents for the purpose of determining your suitability for the advertised position should we chose to contact them.

All appointment procedures shall adhere to the Kaikorai Valley College Equal Employment Opportunities policy which is designed to ensure that no irrelevant factors are considered during the appointment processes, and the Kaikorai Valley College Appointments Policy. The Board of Trustees or its agent may make inquiry to previous employers, or other persons, or institutions deemed necessary to satisfy the Board/Principal as to the suitability of the applicant for the advertised position.

JOB DESCRIPTION: SPECIAL NEEDS TEACHER



Position: Teaching - full time, fixed term

Responsible to: HOD of Special Needs and the Principal

Teacher Level: Classroom

General Statement of Responsibilities

1. Curriculum Delivery

Ensures that all learning programmes are appropriately planned taking into account individual needs, te reo me ona tikanga, using assessment as a means of identifying needs, maintains current levels of professional knowledge and ensures an appropriate learning environment.

2. Curriculum Content

Programmes must provide full coverage of learning areas in line with National Curriculum Statements and school schemes. Programmes will take account of the learning needs of Māori and impart essential skills, attitudes and values.

3. Assessment of Achievement

Through accurate monitoring and recording of student progress and achievement teachers will be able to appropriately report as required and to inform their planning to meet student needs.

4. General Contribution to the School

Teachers are expected to participate and support the corporate and extra-curricular activities of the school

KEY TASKS	DESIRED OUTCOMES
<p>1. Curriculum Delivery</p> <ul style="list-style-type: none"> ▪ Provides appropriate learning programmes ▪ Includes elements of Treaty of Waitangi ▪ Monitors and records ▪ Participates in the schools performance management programme ▪ Uses a wide range of educational resources ▪ Uses appropriately a range of teaching techniques ▪ Ensures a conducive classroom environment through sound management techniques 	<ul style="list-style-type: none"> ▪ Programmes are carefully planned to meet individual needs, based upon guidelines set out in the school scheme or curriculum plan and appropriate to the general level of students. ▪ Through planned programmes and delivery, attention is paid to Treaty obligations and incorporates where appropriate aspects of Te reo Māori and tikanga Māori. ▪ Uses a range of assessment methods as an overall strategy ▪ Regular monitoring and recording of student progress against the national achievement objectives ▪ Use is made of student assessment to identify levels of achievement for analysis of possible barriers to learning. Strategies are to be developed and implemented which address identified learning needs to overcome these barriers ▪ Appropriate in-class support is to be provided to those having special needs to ensure success in learning ▪ All teaching staff will participate fully in the school's performance management programme in line with mandatory requirements ▪ High levels of teacher performance will be maintained through participation in the professional development programme ▪ Effective use of educational resources, available from within the school, will be expected to help enhance meaningful learning ▪ Where appropriate specialist resource personnel will be available to support and develop special programmes ▪ It is expected that there will be a range of techniques and approaches utilised to address appropriately student needs ▪ Teachers will be expected to use appropriate role models to lead students towards achievable success ▪ Classrooms should be conducive to learning by being as attractive, positive and supportive of children's learning as possible ▪ Routines should be appropriate, well established and understood by all students ▪ Role models appropriate interactions associated with developing respect and understanding ▪ Maintenance of maximum use of learning time ▪ Develop positive, good relationships with students which demonstrates a respect for their individual needs and cultural backgrounds ▪ Ensure that as far as possible the classroom is physically safe ▪ Provision is to be made of a purposeful working atmosphere ▪ All discipline procedures are to be in line with school policies and with sound practice, which is mindful of the rights of all students

KEY TASKS	DESIRED OUTCOMES
<p>2. Curriculum Content</p> <ul style="list-style-type: none"> ▪ Follows the requirements of the National Curriculum Framework ▪ Addresses the learning needs of Māori ▪ Takes account of cultural diversity ▪ Ensures programmes encourages development of essential skills and reflects attitudes and values of NZ society 	<ul style="list-style-type: none"> ▪ These programmes must be in line with the National Curriculum Statements and take account of all strands within each learning area ▪ Teachers will demonstrate a sound knowledge of curriculum content and assessment at the appropriate levels to which they are teaching ▪ It is expected that teachers will maintain a high level of commitment to their own learning which takes into account curriculum development and learning theory ▪ Opportunities should be provided, where appropriate to integrate programmes that advance Māori Education Initiatives including, where possible, education in Te reo Māori ▪ Programmes should reflect the multi-cultural nature of New Zealand society. They should demonstrate an understanding of diverse cultural backgrounds, which also show a valuing of those backgrounds ▪ Teaching programmes must reflect values that include honesty, reliability, respect for others, respect for the law, tolerance, caring, non-sexism and non-racism ▪ Programmes should also encourage and develop the essential skills of communication, information, problem solving, self-management social and co-operative, physical and work and study
KEY TASKS	DESIRED OUTCOMES
<p>3. Assessment of Achievement</p> <ul style="list-style-type: none"> ▪ Works towards motivation and engagement of students in learning ▪ Uses a range of assessment tools to measure student progress ▪ Keeps accurate records of progress and reports on this as required 	<ul style="list-style-type: none"> ▪ Provides an environment in which learning and achieving is valued and in which there is recognition of success ▪ Ensure that students are aware of the progress they are making in achieving objectives by providing appropriate feedback ▪ Assessment is to be an integral part of the teaching and learning programme ▪ Teachers should use a range of both formal and informal methods of assessing student-achievement ▪ Assessment methods should be appropriate to enable the measurement of student progress against the defined achievement objectives ▪ For each student records should enable the profiling of their progress and should provide the basis for assessing the effectiveness of the teaching programme ▪ Accurate and detailed records are to be kept for each student which demonstrates the levels of achievement across all curriculum areas ▪ Record keeping is to be in line with schoolwide requirements and should be available on request from appropriately delegated staff ▪ Teachers will be required to provide student progress records in line with school policy ▪ When required teachers will report of each students' progress to parents and/or caregivers ▪ Reports should provide clear, accurate and constructive information on student progress and achievement ▪ Reporting will involve both written form and interview and may, by arrangement be conducted at any time during the year
KEY TASKS	DESIRED OUTCOMES
<p>4. General Contribution to the School</p> <ul style="list-style-type: none"> ▪ Establishes sound collegial relationships that is professionally supportive ▪ Participates and supports school activities 	<ul style="list-style-type: none"> ▪ Behave in a manner that is professional and supportive of other members of the school staff in their teaching and learning duties ▪ Share, as appropriate, pedagogical information with colleagues ▪ Co-operate with and seek support as necessary from colleagues ▪ Establish and maintain effective collegial working relationship ▪ Follow professional code of ethics ▪ Participate in and/or support, as directed, all school activities relating to the enhancement of the general life of the school ▪ These will include cultural, sporting , social and community activities ▪ Where appropriate either co-operate in or lead the organisation of school activities

Specific Tasks

- The successful applicant will work directly with ORS funded students both in mainstream and within the Centre.
- Liaise with mainstream classroom teachers around ORS student programme adaption and assessment.
- Liaise with HOD around student programming.
- Facilitate IEPs for students.
- Work with outside agencies as appropriate for individual students.
- Provide interval or lunch time break time support in the Brathwaite Centre as requested.
- Attend department meetings as requested.

Proposed timeline for Appointment of Special Needs Teacher

1. Advertisement placed on line in the Education Gazette on 6 November 2018.
Advertisement placed in the ODT 10 November 2018.
2. Applications close at 3.00pm on Friday 23 November
3. Short-listing candidates to take place 26-30 November, with interviews hopefully to take place the same week.
4. All candidates notified at conclusion of interview process.
5. New appointment to begin on Monday 28 January 2019.