



24 February 2020

Dear Applicant

Thank you for expressing an interest in the permanent Scale A teaching position at Evans Bay Intermediate School. The position will all begin at the start term 2 2020.

You will need the following information to make your application:

- This letter which includes the position description/specification and teacher job description
- Application form

Additional information about our school can be obtained from the school website 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.

The 2020 - 2022 Charter is also available from the school's website. Please ensure that your application clearly addresses the person specification which is the criteria for appointment.

Scale A position timeline

Position advertised – 25 February 2020

Close – 18 March 2020 8am

Shortlisting – 13 March 2020

Interviews – 20 March 2020

Your application form must be returned with your CV and a covering letter on or before 8am Wednesday 18 March 2020 to: Suzanne Hendry eo@ebis.school.nz

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

Position Description/Specification

Responsible to: Principal, Deputy Principal, Assistant Principal, Team Leader and Appraiser	
Person Specification	Competency teaching year 7 and 8
	Well-developed interpersonal skills and relationship building
	Competently use ICT
	Interest in developing and shaping PE and Sport
	Uphold the school's vision, beliefs, values and code of conduct
	Ability to collaborate with and support all staff
	Willingness to contribute extracurricular strengths to the life of the school

SCALE A TEACHER JOB DESCRIPTION

POSITION RESPONSIBILITIES	
MANAGING SELF	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 into your classroom
	Participate in 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
RELATING TO OTHERS	
RELATING TO OTHERS	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 school wide
PARTICIPATING AND CONTRIBUTING	
PARTICIPATING AND CONTRIBUTING	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
THINKING	Use the school curriculum plan, co-constructing contexts and developing strategies etc.
	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
	Regularly participate in coaching, observations and reflection on The Standards and Code for Education throughout the year
USING LANGUAGE, SYMBOLS AND TEXTS	Plan and implement a literacy programme incorporating listening, reading, viewing, speaking, writing and presenting
	Group children in reading according to learning needs, to ensure they receive regular planned targeted instruction
	Group children for writing according to learning needs, to ensure they receive regular planned targeted instruction
	Regularly model explicit literacy strategies for children
	Plan and implement a balanced mathematics programme across all strands of mathematics including numeracy
	Group children for maths according to learning needs, to ensure they receive regular planned targeted instruction
	Ensure inquiry planning is complete in advance of each term using the schoolwide template with AO's etc. and termly assessment is carried out and recorded
	Ensure children receive regular feedback about their next learning step/s using the school matrices
	Base classroom planning on documented, effective assessment and evaluation procedures reflecting students' needs and school practices
	Carry out reporting to parents throughout the year as required by the school
	Ensure all assessment is entered into the appropriate place in the required timeframes