



# Southbridge School

*Te Kura O Te Whata*

Dear Applicant

Thank you for expressing interest in applying for the permanent position of Scale A school classroom teacher at Southbridge School. The specific teaching level of the position will be determined following the appointment of the successful applicant, so please state your preferences.

This package contains the following information:

- Application instructions page 1
- School description page 2
- Person specification page 3
- Classroom teacher job description pages 4 – 5
- Application summary and declaration form pages 7 – 9
- Equal Employment Opportunity information page 10

The position commences at the beginning of Term 1, 2018.

If you have any questions regarding this position, please contact me by email at [principal@southbridge.school.nz](mailto:principal@southbridge.school.nz)

Kind regards,

Tamara Bell  
Principal-Tumuaki

## Application Instructions

Candidates are strongly urged to keep application material succinct and highly relevant to the specifications of this position.

If you are interested in becoming a part of the Southbridge School community, please send:

- your completed Application Summary and Declaration Form (pages 7 - 10 of this document)
- a letter of application and
- your curriculum vitae

by email to: [principal@southbridge.school.nz](mailto:principal@southbridge.school.nz)

Electronic copies are preferred however if you would rather post a hard copy, please send to:

Tamara Bell, Principal  
Southbridge School  
25 Hastings Street  
SOUTHBRIDGE 7602

(If you would like your CV returned, please include a stamped, self-addressed envelope)

## Timeline

The proposed time frame for the process is as follows:

Position advertised on Education Gazette Online	Tuesday 26th September
Applications close	Tuesday 24th October, 9:00am
Shortlisting completed, referee checks	Wednesday 25th October
Interviews conducted	Saturday 28th October
Appointment confirmed	by Friday 3rd November

# General description of Southbridge School

*“Students are provided with a wide range of interesting experiences that contribute to their learning. Most students are achieving well in reading and writing against the National Standards.” ERO report 2014*



Southbridge School is a U4 rural school on the Canterbury Plains, between the Rakaia River and Te Waihora / Lake Ellesmere, about 40kms south of Christchurch. It is a co-educational state school for children from Years 1 - 6. The school is rated decile 8 with a roll of 160, a teaching staff of seven and a non-teaching principal. We serve the rural town of Southbridge and outlying farming districts from the Main South Road to the Coast.

The school was established in 1868 and has a long tradition of being an integral part of the community. Until the 1980s, Southbridge School was a District High School, the secondary school serving the entire Ellesmere District. Today we are one of three primary schools contributing to Ellesmere College in Leeston.

Southbridge is well known for its arable farming; both dairy and horticultural. There are a number of thriving businesses within the township and a number of parents commute to Lincoln, Rolleston, Ashburton and Christchurch for work. The community has a strong sporting tradition.

Our school values the input and involvement of parents, community and students; student voice is a feature of our school. Our productive and strong connections with our community, families and relevant agencies, improves outcomes for our students.

Southbridge School is recognised for its variety of programmes, kapa haka group, student voice, community involvement, effective relationship with Te Taumutu Rūnanga and Seeds of Learning (SOL) programme. The Board of Trustees provides strong leadership and direction for the school and strives to deliver the best possible learning environment for students to make progress and achieve success.

Southbridge School maintains close links with the Taumutu rūnaka and Ngāti Moki marae. In Māori the school's title is 'Te Kura O Te Whata', Te Whata being the storage house of Ruahikihiki, an ancestor of Taumutu.

Southbridge School is looking for a very special teacher to join us in our journey to tomorrow's world, creating successful citizens empowered to learn. More information is available on our website:

[www.southbridge.school.nz](http://www.southbridge.school.nz)



# Person Specification



**Southbridge School**  
*Te Kura O Te Whata*

The applicant needs to have:

- **Strong interpersonal skills, underpinned by integrity, respect, openness and honesty**, that enable them to:
  - communicate effectively
  - build and maintain positive and professional relationships with all BoT members, staff, students, whānau and external agencies
  - be approachable (warm, friendly, a good listener)
  - have empathy, understanding and a sense of humour
  - take responsibility for his / her actions
- **Skills and experience** that will enable them to:
  - demonstrate commitment to the profession
  - contribute to a high-functioning and collaborative team
  - demonstrate effective classroom practice and have a willingness to improve their practice
- **Pedagogical knowledge and experience needed to deliver quality learning outcomes through:**
  - excellent, culturally responsive classroom practice
  - e-asTTle and National Standards moderation
  - inclusive and differentiated classroom practice that is sensitive to the unique needs of students with behavioural and / or learning needs
  - the use of restorative practices to promote and develop positive social behaviours
  - self-review processes, reflection and evaluation of programmes, systems and practice to inform next steps
  - the ability to use digital technology to promote student engagement and learning
- **A commitment to integrating inquiry into their classroom programme in a meaningful way through:**
  - modeling use of inquiry in their own practice
  - demonstrating an understanding of the pedagogy associated with inquiry teaching
  - using practices which enhance students' ability to successfully realise an inquiry
- **Effective time management skills** and the ability to make and meet deadlines, and support others to do the same
- **An understanding of formative assessment practices** that have been proven to raise student achievement
- **A commitment to being a life-long learner** and aspirations to further their professional career.

# Job description – Classroom teacher

The following job description is based on the relevant professional standards contained in the current Primary Teachers, Deputy Principals, Assistant Principals and other Unit Holders Collective Employment Contract. It will contribute to performance review and is an adjunct to any management unit duties and responsibilities that will be negotiated with the successful applicant.



**Southbridge School**  
Te Kura O Te Whata

<b>CLASSROOM TEACHING</b>	
<b>Key Objectives</b>	<b>Expected results / outcomes</b>
1.1 Use school assessment practices and processes to identify and monitor students' learning needs, progress and achievement	Class Description, term evaluations, student records and profiles, learning support and gifted & talented documentation and all other documentation is kept up to date.  Next step learning is identified and documented for students  Achievement of next steps is identified and documented for students.
1.2 Design, plan and teach to the identified needs of students, in line with school and NZ curriculum	Long term plans, unit / topic plans, learning objectives and learning intentions are consistent with identified needs and curriculum statements.  Planning detailed, flexible and checked by Roopu Leader
1.3 Evaluate planning and teaching, identifying next steps for teaching and learning	Unit / topic evaluations, checklists, cumulative student records and term evaluations up to date
1.4 Create an inclusive learning environment that recognizes, celebrates and supports, through differentiated learning programmes, the individual differences of the students in the class.	Students learn and make progress at their own level and rate  Flexible grouping, based on needs is in place in the classroom  Regular and specific feedback is provided
1.5 Use the Teaching as Inquiry cycle to focus and improve outcomes for students	Students work towards mastery of concepts / skills and apply prior learning to new contexts
1.6 Communicate in a timely manner with parents / caregivers regarding students' progress, achievement, behavioural, social and emotional needs, identifying next step learning and ways that whanau and school can work in partnership	Parents are fully informed and responded to regarding their questions and concerns  Teacher is available for discussions and meetings with parents as required to support next steps  Quality documentation of interactions is maintained  Class newsletters are produced at least once each term

<b>CLASSROOM CULTURE – To develop a classroom culture where students feel safe, and where they are encouraged, respected and challenged.</b>	
<b>Key Objectives</b>	<b>Expected results / outcomes</b>
2.1 Develop classroom environment where students feel safe, relaxed and committed to learning	Students enjoy learning, take risks with new concepts / skills, increasingly accept ownership for learning
2.2 Ensure tasks are within the capabilities of students, providing differentiation and scaffolding as required to support different students' needs	All students experience success, flexible grouping arrangements and differentiation for individual needs as appropriate
2.3 Maintain a classroom where success, praise and positive encouragement predominate	Students are encouraged and motivated to do their best  Students help and learn from each other
2.4 Ensure that the classroom is an inviting, orderly place where equipment and resources are well-managed and accessible	A stimulating, constantly-evolving 'learning space' is created  Students initiate some of their own learning activities  Students take care of furniture and equipment  Students' work is displayed and changed regularly

2.5 Ensure that 'class rules' / 'class code of conduct' helps students resolve disputes and misunderstandings in a positive manner, including through the use of restorative chats and mediation	Distractions and disruptions are minimal  Disputes are resolved quickly and effectively using restorative practice
--	--

**SCHOOL CULTURE – To share responsibility for maintaining a healthy school climate and for promoting the school's professional standing in the community.**

<b>Key Objectives</b>	<b>Expected results / outcomes</b>
3.1 Meet the professional expectations of the school and positively support and promote the school within and outside the school	A smooth running school; policies are implemented.
3.2 Support and positively promote Southbridge School within the local and wider community.	Community perception of Southbridge School is enhanced and consistently promoted in a positive way
3.3 Promote the aim of the school's mission statement at all times	Commitment to mission statement values evident in work with students, parents and staff  Visitors feel welcome, parent input is acknowledged and valued, staff participate and support school events
3.4 Use restorative practice as the basis for developing, promoting, modeling and teaching about appropriate behaviour and relationship development	Listening and other courtesies will be modeled.  Staff will be available for individual help and advice, will support students to positively manage their own behaviour, will help students resolve playground conflicts using appropriate restorative strategies, will act fairly and will show a sense of humour
3.5 Share responsibility for establishing and maintaining sound staff relationships	Staff relationships are positive, collegial and collaborative  Conflict resolution is found using a win-win approach

**PERSONAL PROFESSIONAL LEARNING – To demonstrate a commitment to on-going personal professional growth.**

<b>Key Objectives</b>	<b>Expected results / outcomes</b>
4.1 Participate and fully contribute to individual, team, school-based and external professional learning programmes.	Teams function collaboratively and in-step with school-wide focuses and procedures  Individuals and teams are reflective and constantly seeking to ensure practice and programmes promote quality teaching and learning
4.2 Participate fully in the appraisal process and commit to working on own next step learning as a professional.	Personal professional goals are set and met  New learning opportunities in areas of identified need and / or interest are actively sought and utilized  Evidence of professional learning and reflection is kept
4.3 Keep up-to-date professionally, transferring new learning into classroom practice and contributing to team- and school-wide developments	Robust and evidence-based practice is evident in the classroom and a range of best-practice strategies are available to be utilized in teaching repertoire
4.4 Meet the requirements of the New Zealand Practising Teachers' Criteria and Tataiako competencies	A high level of teacher competency is maintained  A culturally responsive classroom and school is apparent

# Application instructions



**Important note for all applicants – please include pages 8 - 10 of this document in the application you send.**

1. Please fully complete this form, making sure you sign and date where indicated on page 9.
2. Attach a *curriculum vitae* (CV) containing any additional information. If you include written references, please note that we may contact the writers of the references.
3. Copies only of qualification certificates should be attached (as PDF if appropriate). If successful in your application you will be required to provide originals as proof of qualifications.
4. If you are selected for an interview you may bring whānau / support people at your own expense. Please advise if this is your intention.
5. Failure to complete this application and answer all questions truthfully may result in any offer of employment being withdrawn or appointment being terminated if any information is later found to be false.
6. In terms of a Criminal Conviction, the Criminal Records (Clean Slate) Act 2004 provides certain convictions do not have to be disclosed providing:
  - You have not committed any offence within 7 (consecutive) years of being sentenced for the offence **and**
  - You did not serve a custodial sentence at any time (this would exclude serious offences such as murder, manslaughter, rape and causing serious bodily harm) **and**
  - The offence was not a specified offence (specified offences are in the main sexual in nature) **and**
  - You have paid any fine or costs

Custodial sentences include a sentence of preventive detention and corrective training. Non-custodial sentences include fines, reparation orders, community-based sentences and suspended sentences. Please note that you are not obliged to disclose convictions if you are an eligible individual but can do so if you wish. If you are uncertain as to whether you are eligible contact the Ministry of Justice.

7. This application form and supporting documents will be held by the school. You may access it in accordance with the provisions of the Privacy Act 1993.

If you have any queries, please contact the principal.

# Application summary and declaration



**Southbridge School**  
Te Kura O Te Whata

**Position: Permanent Scale A classroom teacher**

*Please complete by making brief notes (please don't put "refer to CV") and return this summary sheet and the declaration with your CV. It will aid us in our selection.*

<b>Name:</b>	
<b>Address:</b>	
<b>Contact telephone number(s):</b>	
<b>Email address:</b>	
<b>Current position:</b>	
<b>Registration number and status:</b>	
<b>Professional qualifications:</b>	

## Teaching Experience Summary:

School / workplace	Position	Classes taught	Period employed

**Other relevant work / life experience (summarise briefly):**

**Briefly summarise personal strengths in relation to the Person Specification for this position:**

**Briefly summarise curriculum strengths and interests:**

**Referees:**

Please provide the names of three people to act as referees for you. At least two of these should be able to attest to your work performance and it would be preferable if one was also your current principal. If you have included written references from people other than those recorded below, please note that we may also contact the writers of those references.

Name	Address	Telephone & email contacts	Relationship (eg principal, employer)

**Please tick the appropriate boxes:**

- 1 Are you a New Zealand citizen? Yes  No   
 If not, do you have resident status, or Yes  No   
 A current work permit? Yes  No
- 2 Have you ever had a criminal conviction? Yes  No   
*(Convictions that fall under the Clean Slate scheme do not have to be disclosed)*  
 If 'yes', please detail:
- 3 Have you ever received police diversion for an offence? Yes  No   
 If 'yes', please detail:
- 4 Have you ever been convicted of a driving offence that resulted in temporary or permanent loss of license or imprisonment? Yes   
 No
- 5 Are you awaiting sentencing / do you currently have charges pending? Yes  No   
 If 'yes', please state the nature of the conviction / cases pending:
- 6 In addition to other information provided, are there any other factors that we should know about to assess your suitability for appointment and ability to do the job? Yes  No   
 If 'yes', please detail:

7 Have you had any injury or medical condition caused by gradual process, disease or infection, such as an 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:

8 If you have any disability or medical condition for which you would need support to effectively carry out the tasks detailed in the job description, please give details of the support required: Yes  No

9 If appointed, I agree to keep all information about students and staff confidential.

10 I give permission for the Southbridge School Board of Trustees to check my record with the New Zealand Police.

*"I solemnly and sincerely declare that, to the best of my knowledge and belief, the information given in this application is true and correct. I understand that this may be verified and that the conditions of my employment may be jeopardised if the claims are found to be false. I agree to the referees provided to the Southbridge Board of Trustees in respect to my application being used for the purposes of considering my suitability for the position. I also agree to the board making further verbal or written inquiries with the referees provided and, if appropriate, my previous employer(s) and colleagues."*

Name (printed): \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Equal Employment Opportunity Information



**Southbridge School**  
*Te Kura O Te Whata*

Applicants are asked to complete the following questionnaire and return it with their application for the position. This information will be used to assist in building a profile of the people applying for positions at Southbridge School.

Gender:                    Male / Female (please circle)

Position applied for: **Permanent Scale A classroom teacher**

Ethnic identity:        (Please tick the one or two ethnicities that clearly describe you)

New Zealand European / Pākehā

Māori

Pacific Islands (e.g., Samoan, Niuean, Tongan, Fijian)

Other (please specify): \_\_\_\_\_