

Salford School

Application Package

New Entrant Classroom Teacher



We are respectful, we are responsible, we are caring and
we work hard.

Appointment process

Thank you for your inquiry about the teacher vacancy at Salford School advertised in the Education Gazette. This position is a Fixed Term position for a New Entrant class. The position is fixed term due to role growth.

We are seeking a dedicated and enthusiastic New Entrant teacher who loves working with children, is a strong team player and can build excellent relationships with students, their whanau and the wider community. Strengths in literacy and numeracy are essential, with an interest in play based learning.

Please find attached information about the school and a job description for this position.

I invite you to apply by submitting the following:

- A cover letter outlining your suitability for the position
- A curriculum vitae
- A completed application form

Timeline:

1. Applications close: **4:00pm Friday 14th February 2020**
2. Shortlisting and referee checks: 18th – 21st February
3. Interviews: 20th and 21st February
4. Successful applicant notified: Saturday 22nd February
5. Position commences: Tuesday 28th April 2020

Applications can be emailed to the Office Manager, Judi Devine (admin@salford.school.nz).

We look forward to receiving your application. If you would like to discuss anything about the application process or the school, feel free to call me (03) 2179521 or email (sarahg@salford.school.nz).

Yours sincerely

Sarah Gibbs
Principal



About Salford School

Salford School provides education to children from Year 1 to 6. Located in the north Invercargill suburb of Rosedale, the school has a lovely setting with a very pleasant rural outlook, huge grounds and excellent playground facilities. Salford has a student roll of around 260 students, in 11 classrooms.

We have an enthusiastic and very capable team of teachers who are committed to doing the best for children. We work hard to ensure that children feel that they belong here and that they feel safe and supported in the school environment. We aim to maintain the highest possible teaching and learning standards for all children. We want children to experience a rewarding and enjoyable education and leave the school confident and well equipped to succeed at the next level.

We are an inclusive school community and warmly welcome families to assist in a partnership with us as we strive to provide high quality education.

Our Vision

Developing respectful, responsible, caring and hardworking students.

Our Strategic Plan Goals

1. Enhance student achievement.
2. Support staff to excel in their work.
3. Provide effective governance.
4. Support community engagement to enhance children's learning.

Our Core Values

Respect / *Whakaute* – Responsibility / *Noho Haepapa*

Caring for others / *Manaakitanga* – Perseverance / *Pukumahi*

Thank you for your interest in applying for a position at Salford School.
Please feel welcome to come and visit so that you can learn more about our school.

Sarah Gibbs
PRINCIPAL



SALFORD SCHOOL APPLICATION FORM

Position applying for

PERSONAL DETAILS:

Title	
First Name	
Surname	
Email address	
Phone number	

PRESENT POSITION

School/Company	
Position title	

Referees: *Please provide the names/contact phone numbers and email address of two referees.*

Full Name	
Contact number/s	
Email address	

Full Name	
Contact number/s	
Email address	

DECLARATIONS:

PLEASE NOTE: *If you answer "yes" to any of the following, please provide detailed information on a separate sheet. Thank you.*

a.	Have you ever been convicted of a criminal offence?	Yes	No
b.	Have you ever been dismissed from a position?	Yes	No
c.	Are you aware of any medical condition which Salford School should take into consideration in deciding whether to appoint you to the position?	Yes	No
d.	Are there any reasons why you should not be employed to work in a school environment?	Yes	No
e.	In accordance with the Privacy Act, I authorise the Salford School Appointment Committee to obtain further information from the referees listed in my application and consent to the referees disclosing such information to the Appointment Committee.	Yes	No
f.	If I am successful in the application I agree that the appointment is dependent upon a police vet (satisfactory to the Appointments Committee) of myself.	Yes	No

I certify that the information given in this application is to the best of my knowledge correct. I understand that this may be verified.

Applicant's Signature _____ Date _____

JOB DESCRIPTION	
STANDARDS	ELABORATION
 <p>Learning-focused culture</p> <p>Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p>	<ul style="list-style-type: none"> • Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand. • Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. • Practise and develop the use of te reo and tikanga Māori.
 <p>Design for learning</p> <p>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.</p>	<p><i>Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.</i></p> <ul style="list-style-type: none"> • Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures. • Engage in professional learning and adaptively apply this learning in practice. • Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters. • Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning focused collegial discussions
 <p>Professional relationships</p> <p>Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p>	<p><i>Engage in reciprocal, collaborative learning-focused relationships with: – learners, families and whānau</i></p> <ul style="list-style-type: none"> – teaching colleagues, support staff and other professionals – Agencies, groups and individuals in the community. • Communicate effectively with others. • Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility. • Communicate clear and accurate assessment for learning and achievement information.

 <p>Learning-focused culture</p> <p>Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p>	<ul style="list-style-type: none"> • Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. • Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks. • Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. • Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety. • Create an environment where learners can be confident in their identities, languages, cultures and abilities. • Develop an environment where the diversity and uniqueness of all learners are accepted and valued. • Meet relevant regulatory, statutory and professional requirements.
 <p>Design for learning</p> <p>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.</p>	<ul style="list-style-type: none"> • Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. • Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required. • Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership. • Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. • Design learning that is informed by national policies and priorities.
 <p>Teaching</p> <p>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<ul style="list-style-type: none"> • Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all. • Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. • Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners. • Provide opportunities and support for learners to engage with, practice and apply learning to different contexts and make connections with prior learning. • Teach in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning. • Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.