

Permanent Scale A Teacher

Rakaia Primary School U4 170 students

Rakaia School The Inspirational Choice. We are looking for a Permanent Scale A teacher with inspiration, enthusiasm, creativity, compassion and a sense of humour to work with an amazing staff and BOT.

Interest in EOTC encouraged. We are a Structured Literacy School and welcome trained teachers in this approach to join a progressive team.

Middle /Senior School - TBC

Closing Thursday September 8 at 12 noon. Addressed to Principal ,Rakaia School Dunford Street Rakaia 7710.



INSPIRING MINDS  CELEBRATING SUCCESS

www.rakaia.school.nz

APPLICATION PROCEDURES

Applications must be made on the enclosed Rakaia School application form.

Referees will need to complete the attached forms and return them in their – self address envelope.

A current Curriculum Vitae is required. Your CV will be returned after the appointment process. Please include a **Self Addressed envelope** for the return of your CV.

Short-listed applicants will be notified of their short-listing and the possibility of being asked to attend an interview.

Not all short listed applicants will be asked to attend an interview.

All applicants are expected to list referees who can verify claims made in the application.

All applicants are expected to include at least one professional teaching reference in their CV

The Board of Trustees reserves the right to contact referees, together with any other persons it feels may provide information so that the best person for the position can be appointed.

All applications should be addressed to the Chairperson, Board of Trustee's, Rakaia School, Dunford Street Rakaia 7710 and marked 'Confidential – Application for Appointment'.

The starting date for the new appointment will be **Term 1 2023**

Rakaia School operates an Equal Opportunities programme and encourages all possible applicants to apply for the position.

Appointment Timeline

August 16 2022	Position advertised in Education Gazette online and in print 20 July
September 8 2022	Applications close 12 noon
September 9 2022	Appointments Committee meets – Short listing
The week of September 12-16	Interviewing of Short listed applicants
	Applicants notified by – September 19
Term 1 2023	Anticipated start

SCHOOL DESCRIPTION

Rakaia is a full primary school, catering for children from Year 0 – 8, with a current roll of 169. We have 3 collaborative teaching teams. These are split Years 1-2, 3-4 and 5-8.

The school is Decile 6 and approximately half of the children bus in from the surrounding farming area.

The school has 9 classrooms and a large library/hall. We have a school pool and two large basketball/tennis courts for the children to play on. We have recently erected a new playground and have another two smaller ones for the children to play on.

The school has an open door policy and welcomes parents and relatives contributing to school programmes.

Rakaia School is a friendly full primary school with the values of **Partnership, Quality and Respect**. We hope that you can take the chance to visit and meet the team.

2022 JOB DESCRIPTION - Name: Teacher Rakaia School

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

TEACHING ~ To take full responsibility for teaching a group of learners within a collaborative teaching team	
Key Objectives	Expected results/outcomes
1.1 Contribute to a collaborative teaching team in order to effectively carry out objectives 1.2-1.7	Highly functioning team that has shared understandings, practices and communication to ensure optimum student outcomes
1.2 Use school assessment practices and processes to identify and monitor students' learning needs, progress and achievement	Learning Hub Description, term evaluations, pupil records and profiles, Learning Support & G&T Register, and other required documentation is kept up to date in line with the school's Assessment & Reporting Schedule

	<p>Next-step learning identified and documented with students</p> <p>Achievement of next-steps is identified and documented with students</p>
1.3 Design, plan and teach to the identified needs of students, in line with the School and NZ Curriculum	Long term plans, unit/topic plans. Learning objectives - learning intentions consistent with identified needs and curriculum statements;
1.4 Evaluate planning and teaching, identifying next steps for teaching and learning	Unit/topic evaluations, checklists, cumulative pupil records, term evaluations
1.5 Create an inclusive learning environment which recognises, celebrates and supports, through differentiated teaching programmes, the individual differences of the children	<p>Pupils learn and make progress at their own level and rate,</p> <p>Flexible grouping within the learning space is based on needs</p> <p>Regular and specific feedback is provided</p> <p>Children receive the necessary individualised supports and scaffolds to empower them to reach their potential in their learning</p>
1.6 Use the Teaching as Inquiry cycle to focus and improve outcomes for students	<p>Pupils work towards mastery of concepts/skills and apply prior learning to new contexts</p> <p>Teacher is highly focused on how practice impacts on student achievement as a result of completed and documented Teaching as Inquiry cycles</p>
1.7 Communicate in a timely manner with parents/caregivers regarding children's progress, achievement, behavioural, social and emotional needs, identifying next step learning and ways that whānau and school can work in partnership	<p>Parents are fully informed and responded to regarding their questions and concerns.</p> <p>Teacher is available for discussions and meetings with parents as required to support next steps.</p> <p>Quality documentation of interactions is maintained and shared as required.</p> <p>Produce regular Team newsletters - weekly or fortnightly</p>

LEARNING ENVIRONMENT CULTURE ~ To develop a culture where children feel safe, and where they are encouraged, respected and challenged.

Key Objectives	Expected results/outcomes
2.1 Develop an environment where children feel safe, relaxed and committed to learning	Children enjoy learning, take risks with new concepts/skills, increasingly accept ownership for learning
2.2 Ensure tasks are within the capabilities of children, providing differentiation and scaffolding as required to support different children's needs and utilising the strengths of the teachers working collaboratively in the learning hub	All children experience success, flexible group arrangements, and differentiation for individual needs as appropriate.
2.3 Maintain a strengths based environment founded on success, praise and positive encouragement	<p>Children are encouraged and motivated to do their best.</p> <p>Children help and learn from each other</p>

	Children see themselves as successful learners
2.4 Ensure that the learning space is an inviting, orderly place where equipment and resources are well managed and accessible	<p>A stimulating, constantly evolving learning space is created</p> <p>Children initiate some of their own learning activities</p> <p>Children have voice in the organisation and construction of their learning</p> <p>Children take care of furniture and equipment</p> <p>Children's work is displayed and changed regularly</p>
2.5 To promote our school values as a vehicle to developing positive relationships.	<p>Effective positive relationships are valued by all</p> <p>Restorative practice is the default strategy used for conflict resolution</p> <p>Distractions and disruptions are minimal</p> <p>Disputes are resolved quickly and effectively using a restorative practice</p> <p>Staff will support children to positively manage their behaviour, help children resolve playground conflicts using appropriate restorative strategies and will act fairly</p>

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

Key Objectives	Expected results/outcomes
3.1 Meet professional expectations of the school and positively support and promote the school within and outside the school	<p>Staff operate in a professional work environment based on mutual respect and trust</p> <p>A smooth running school; policies are implemented;</p> <p>Community perception of Rakaia School is enhanced and consistently promoted in a positive way</p>
3.2 Promote the aim of the school's mission statement and vision at all times	<p>Our vision and values underpin all of our work and interactions</p> <p>Visitors feel welcome, parent's input is acknowledged and valued, staff participate and support school events</p>
3.3 Use professional timely and important conversations to communicate with colleagues, parents and the wider community.	<p>Staff are solution-focused and strengths based</p> <p>Staff operate in a professional work environment based on mutual respect and trust</p>

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

Key Objectives	Expected results/outcomes
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4.1 Participate in and fully contribute to individual, team, school-based and external professional learning programmes	Learning 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 both the Appraisal, and Teaching as Inquiry processes, 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 utilised, Evidence of professional learning, Teaching as Inquiry, and reflective practice are documented
4.3 Keep up-to-date professionally, transferring new learning into teaching practice and contributing to team and school-wide developments	Robust and evidence based practice is evident and a range of best-practice strategies are available to be utilised in teaching repertoire.
4.4 Meet all the requirements of the New Zealand Practising Teacher Criteria and Tataiako competencies.	A high level of teacher competency is maintained Culturally responsive teaching and learning is evident

Expectations of a classroom teacher at Rakaia School

- Read weekly news
- Carry out duty as set on the timetable , this will be set equitably
- Leave the room tidy before you leave
- Arrive prior to 8:30 so you are prepared before children arrive so you can focus on meet and greet from 8:30. This time is for children and their whānau NOT preparation time
- Remain on site until 3:30pm. If you leave prior to this you need to let the Principal know. If they are not available DP or AP.

Being part of the whole school team

- Support the principal in his role of leading learning in a 21st century school and help build a collaborative respectful culture
- Participate and support the principal in professional development meetings
- Live and model the school values
- Participate in any Teacher Only Days or call back days throughout the year
- Show initiative, wisdom and perseverance in leading things that matter in your team
- Be prepared to seek feedback and feedforward on your effectiveness as a classroom teacher
- Be a team player and demonstrate inclusiveness and respect to all members of staff, student body and the wider community.
- Dress for purpose, but in general tidy casual is what is expected
- Have a sense of humour and balance in one's personal and professional life
- Maintain the confidentiality of other staff members, children and parents at all times
- Avoid discussing confidential school matters during the process of decision making
- Speak as one voice when discussing school policies, processes and procedures

- Have high levels of ICT skills
- Have an understanding and commitment to evidence based practice and follow our Pedagogy of Learning and Teaching
- Be committed to and have skills in mediation and restorative justice strategies
- Have high levels of oral communication skills on a one to one basis, groups of staff and students, and to larger community audiences
- Have an understanding and skills in research methodology
- Support staff to plan, organise and implement the NZ Curriculum
- Understand the importance of, and have the skills to teach, higher level thinking skills.
- Be open, warm, and flexible in dealing with colleagues, students and community.
- Be willing to share and contribute at all levels of the school.

Name:.....

Signed:.....

Principal:.....

Date:



Please post your Application to:
 Appointments Committee,

Rakaia School
 Dunford Street Rakaia
 7710
 Ashburton.

Please mark your envelope
“Confidential”



APPLICATION FOR STAFF APPOINTMENT

PERSONAL DETAILS: NAME: _____ ADDRESS: _____ CONTACT PHONE NUMBERS: Home: () Work ()
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Educational Qualifications	Date awarded

Positions held – relevant to this application. Commence with current position.

School	Position	Grade	Period Employed - Include months

Referees	1	2
Name		
Address		
Phone Numbers: Home: Work:		
Capacity person is known to you		

REGISTRATION:

Registration Number: _____

Practicing Certificate Number: _____

Expiry Date: _____

DECLARATION:

- Have you ever been convicted of an offence against the law apart from minor traffic convictions or otherwise known of any reason why you should not be employed to work in the school environment.
 - If yes please supply relevant details of the offence.
- I agree to the Rakaia Board of Trustees or its agents contacting any of my past employers and professional colleagues, in addition to the names supplied as referees.
- I declare that all of the information given in this application and in my Curriculum Vitae are true and correct, I understand that this may be verified.

Applications signature: _____ Date: _____

REFEREE'S REPORT

The Board of Trustees of **Rakaia SCHOOL**

Appreciate the time and effort you will give in completing this form.

ALL INFORMATION GIVEN WILL BE STRICTLY CONFIDENTIAL

AFTER THE INTERVIEWS ALL REFEREES' STATEMENTS WILL BE DESTROYED.

ENVELOPES SHOULD BE ENDORSED 'CONFIDENTIAL APPLICATION'

Referee's name: _____

Phone Number: _____

Name of Applicant: _____

Position applied for: _____

Name of School: _____

In what capacity have you known the applicant: _____

Length of time applicant has been known to you: _____

Your present position: _____

(Please comment on the following aspects as they relate to the applicant's suitability for the position indicated above.)

Personal qualities: _____

Relationship with children: _____

Ability to meet individual needs: _____

Relationship with colleagues: _____

Professional competence:

Teaching skills: _____

Administrative skills: _____

Willingness to relate, and effectiveness in responding to community needs: _____

Ability to develop areas to responsibility: _____

Known strengths: _____

General comment about the applicant:

(Continue on a separate sheet if necessary)

Signature of referee: _____

Date:

Thank you again for your help.

Please post this report to:

**The Principal,
Rakaia Primary School
Dunford Street Rakaia
7710
ASHBURTON.**

The report should be received no later than September 8 2022 at 12 noon

GUIDANCE TO REFEREES:

You may find the following guidelines helpful as you complete the applicant's report.

PERSONAL QUALITIES: These may include the applicant's attitude to the role of a teacher; ability to understand and utilise new knowledge; vitality; initiative; bearing and manner inside and outside the classroom; and applicant's understanding of the aims of education, communication skills.

RELATIONSHIPS WITH CHILDREN: This may include comment on the applicant's classroom relationships and control; participation in the wider activities of pupils.

RELATIONSHIPS WITH COLLEAGUES: These may include the ability to establish satisfactory working relationships; comment on the acceptance and recognition by professional colleagues of the applicant's leadership or participation in the school's programme.

PROFESSIONAL COMPETENCE: This should include quality of planning; implementation; and evaluation of appropriate learning programmes; awareness of pupils' needs and problems of pupil development, selection and use of appropriate teaching methods and resources. Ability to develop programmes and activities outside the classroom and in aiding other pupils and teachers to gain from their expertise.

KNOWN STRENGTHS: Comment on the strengths the applicant has within the classroom for the benefit of the school and in the community.

RELATIONSHIPS WITH THE COMMUNITY: These may include communication of school aims to parents and the wider community, and the nature of the applicant's participation in community life.

AREAS OF RESPONSIBILITY: Should include comment on applicant's ability to delegate, to guide, and to supervise professional colleagues, to initiate and effect school programmes; to win enthusiasm and support for educational and school goals.

GENERAL: Please make any general comment you feel may assist the Board to fill the position as advertised on the basis of qualification, professional competency and relevant experience.

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