



WAIHO-I-TE-TOKA-TU-MOANA

TANGAROA COLLEGE

Teacher:

(LTR February 2017 to December 2017)

Contents of Application Package:

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TANGAROA COLLEGE

application process

1. **Method of application**

Applicants should complete the application forms (personal profile) and enclose their curriculum vitae.

Please note that applications must be received by the date specified in the advertisement at Tangaroa College, PO Box 61 476, Otago (Haumia Way, Otago). Either by post, hand-delivered or emailed to hr@tangaroa.school.nz.

Receipt of application information will be acknowledged by either post or email.

2. **Referees**

Candidates are to provide in their application form the names, addresses and contact details of three (3) referees.

3. **Appointment process**

The Principal will facilitate the appointment process.

TANGAROA COLLEGE Job Description

Job Title	LTR Teacher
Date	February 2017 to December 2017
Directly Responsible to:	Principal
Functional Relationship with:	Head of Learning Area: Computing/Digital Technologies, Computing/Digital Technologies staff, DPs, all staff and students, wider school community, outside agencies involved in the school.

Primary Objectives:

1. To deliver curriculum content as per plans and schemes.
2. To assess students' progress, monitor progress and record and report on student progress.
3. To make a general contribution to the school through participation in tutor programme, pastoral care, professional development, meetings, duty, co-curricula activities

Tangaroa College Job Description

TEACHER

Key Tasks	Expected Outcomes
Curriculum Delivery	<p>LEARNING PROGRAMMES</p> <ul style="list-style-type: none"> • Curriculum programmes are carefully planned to meet individual and group needs, based on the guidelines set out by department schemes • Programmes are delivered in a manner appropriate to the general level of the students • Attention is paid to Treaty of Waitangi obligations by incorporating aspects of Te Reo Maori and Tikanga Maori into teaching programmes <p>STUDENT PROGRESS</p> <ul style="list-style-type: none"> • Where appropriate and within the constraints of school and departmental policies a range of assessment methods are used • Regular monitoring and recording of student progress against curriculum achievement objectives and in line with departmental and school policies • Use is made of assessment to identify levels of achievement for analysis of student needs both individually and in groups • Appropriate in-class support of provided to those with special learning needs <p>PERFORMANCE MANAGEMENT</p> <ul style="list-style-type: none"> • Participation in the school's performance management system • High levels of teacher performance will be maintained through participation in the school's and the department's professional development programmes <p>USE OF TEACHING RESOURCES</p> <ul style="list-style-type: none"> • Effective use of educational resources available from within the school will be expected to help enhance student learning • Effective and appropriate use of relevant technology <p>TEACHING TECHNIQUES</p> <ul style="list-style-type: none"> • A range of teaching techniques and approaches utilised to address varying student needs and differing learning styles • Appropriate role models will be used. <p>CLASSROOM MANAGEMENT AND ENVIRONMENT</p> <ul style="list-style-type: none"> • Classroom should be conducive to learning and as attractive as possible • Routines should be established as appropriate and readily understood by students • Attendance is checked every period and attendance/non-attendance concerns referred to tutor teacher • Role modelling is associated with developing respect and understanding • Maximum use of learning time is maintained • Positive, good relationships are developed with students • As far as possible a safe physical environment is maintained • Provision is made of a purposeful working atmosphere • Students are encouraged to respect the rights of others, their values and beliefs and to appreciate others • Staff respect the rights, cultures and values of students

	<ul style="list-style-type: none"> All discipline procedures are carried out in line with school policies and with sound practice which is mindful of the rights of students
Curriculum Content	<p>CURRICULUM FRAMEWORK, COURSE PRESCRIPTION</p> <ul style="list-style-type: none"> Programmes delivered meet all requirements set down in the department or faculty scheme and where appropriate set national prescriptions Programmes must be in line with the National Curriculum Statements within each learning area Teachers are expected to demonstrate a sound curriculum knowledge within areas being taught and a sound understanding of assessment methods at appropriate levels in line with policies It is expected that teachers will maintain a high level of commitment to their own learning taking into account curriculum development and learning theory <p>EDUCATION NEEDS OF MAORI</p> <ul style="list-style-type: none"> Opportunities should be provided, where appropriate, to integrate programmes that advance Maori education initiatives including Te Reo Maori, where possible <p>CULTURAL AND SOCIAL DIVERSITY</p> <ul style="list-style-type: none"> Programming should reflect the diverse cultural nature of our community and the changing social contexts. Teachers should demonstrate an understanding of valuing of these cultural backgrounds within the school's social environment <p>ATTITUDES, VALUES, SKILLS</p> <ul style="list-style-type: none"> Teaching programme delivery should reflect values of honesty, reliability, respect for others, 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, work and study. Students should be encouraged to take responsibility for their own learning
Assessment of Achievement	<p>MOTIVATION OF STUDENT LEARNING</p> <ul style="list-style-type: none"> Provide an environment in which learning and achieving is encouraged and where success is recognised Ensure students are aware of assessment methods and appropriate weightings and dates Ensure students are aware of the progress they are making in achieving objectives Assessment is to be an integral part of the teaching and learning programme A range of assessment methods should be used appropriate to the programme and in line with department policy <p>MEASURING PROGRESS</p> <ul style="list-style-type: none"> Assessment should be appropriate to enable measurement against defined achievement objectives or set criteria Student achievement records should enable accurate profiling of progress and should provide a basis for assessing programme effectiveness

	<ul style="list-style-type: none"> • Where appropriate external measures and moderation may be used <p>RECORDING AND REPORTING OF STUDENT PROGRESS</p> <ul style="list-style-type: none"> • Keep accurate and appropriately detailed records for each student in teaching areas • Record keeping is to be in line with school policy requirements and is to be available on request from HOL's etc. • Student progress records are to be provided when required, by due dates in line with department and school policies • When required teachers will report on each student's progress to parents and or caregivers and in the form specified • Reports should provide clear, accurate and constructive information • Parent report evenings are attended twice per year as per dates on the term planner • Reporting will involve both written form and interview made by arrangement that may be conducted at any time during the year • All requirements of external qualifications will be met in a timely and accurate fashion
<p>General Contribution to the School</p>	<p>COLLEGIALITY</p> <ul style="list-style-type: none"> • Participates in all departmental and staff meetings when able, contribute meaningfully to discussion • Assist as required with preparation of teaching resources and with assessment models • Behave in a professional and supportive manner towards colleagues in their teaching, learning and corporate duties. • Share as appropriate pedagogical information with colleagues • Co-operate with and seek support as necessary from colleagues • Establish and maintain effective collegial working relationships • Follow the professional code of ethics. • Undertakes playground duties as required <p>PASTORAL CARE – TUTOR GROUP</p> <ul style="list-style-type: none"> • Has responsibility for a tutor group – checks attendances, follows up issues with individual students (uniform, attendance, behaviour) • Conference with individual students about their progress (academic and behavioural) • Mentor and monitor individual students in consultation with year level dean (could include daily report etc.) • Meet with parents to discuss serious or ongoing issues • Telephone homes to monitor non-attendance, refer to deans any students where contact has not been made • Assist in the smooth running of the school by delivering notices and information sheets, collecting orders, money and information • Refer students causing concern to HOL or guidance system • Attend weekly deans and tutor meetings



TANGAROA COLLEGE

application for appointment

IMPORTANT NOTES FOR APPLICANTS

Thank you for applying for a position with our school. Please ensure you have a copy of the job description before completing this application.

1. Please fully complete this form personally. Read it through first then answer all questions and make sure you sign and date where indicated on the last page.
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. If you are selected for an interview you may bring whānau/support people at your own expense. Please advise if this is your intention.
4. 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.
5. 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 please contact the Ministry of Justice.

6. 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 person cited in the advertisement.

application for appointment

Position applied for: _____

personal information

Title: Mr Mrs Ms Miss Other (please specify) _____
Please circle one

Full name: _____
Surname *First name(s)*

Address: _____

Telephone: _____
Private *Business*

_____ *Mobile* *Fax*

Email: _____
Private *Business*

**Nationality/
Citizenship:** _____ **Date of Birth:** _____

Are you legally entitled to work in New Zealand? *Please tick one* Yes No
*Where appropriate, please attach evidence of eligibility to work
in New Zealand (e.g. copy of residence permit, work permit).*

**NZ Teacher
Registration:** _____
Registration No. *Registration Status*

_____ *Registration Expiry Date* *MOE No., if known*

Have you ever had your **Teacher Registration** cancelled, been deregistered or had conditions imposed or been refused Teacher Registration in NZ or Overseas Yes No

educational qualifications

**Last secondary level
qualification:** _____

**Tertiary level
qualifications:** _____

**Other relevant
qualifications:** _____

**Specialist
teaching subjects:** _____

employment history

Please outline most recent employment history, beginning with current or latest employment.

<i>From</i>	<i>To</i>	<i>Employer</i>	<i>Position</i>	<i>Immediate Supervisor</i>	<i>Contact Details (if not used as referee)</i>

Are you currently or have you ever been under disciplinary or competence procedures in any previous positions?

Yes No

For the purposes of compliance with the Privacy Act 1993, do you consent to the school contacting your present employer for the purpose of reference checking?

Yes No

medical/health information

Have you had any injury or illness that may affect your ability to effectively carry out the duties and responsibilities of this position? If yes, please describe:

_____ Yes No

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 any other known conditions that may affect your ability to carry out the duties and responsibilities outlined in the job description? Yes No
If yes, please provide details:

Do you smoke? Yes No

I understand that false information given in relation to my health history may result in my loss of entitlement for any compensation from ACC or the Board's workplace accident insurer.

offences against the law

Have you ever been convicted of any criminal offence? Yes No
(convictions that fall under the Clean Slate Scheme do not have to be disclosed—please see page 7)

If yes, please provide the date and details of the offence and any penalty imposed, together with any comments you may wish to make.

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 licence or imprisonment?
If yes, please detail:

Yes No

Are you awaiting sentencing or do you currently have charges pending?
If yes, please state the nature of the conviction/cases pending:

Yes No

In addition to other information provided are there any other factors that we should know to assess your suitability for appointment and ability to do the job? If yes, please elaborate:

Yes No

Please note:

- You may be asked to provide a copy of the relevant court record(s) obtained from the police, and the Board reserves the right to contact authorities to verify any claim made.
- Failure to provide correct and true details on any conviction or other reason for possible unsuitability will make you liable to dismissal from the employment of Tangaroa College Board of Trustees, should you be the successful applicant.

referees

Please provide the names and contact details for three (3) referees, one of whom is a BOT member and/or principal with whom you have worked. At least one of your referees should be able to attest to your work performance. For ease of contact, it is preferred that referees currently reside in New Zealand. *If you have included written references from people other than those recorded below, please note that we may contact the writers of these references.*

Referee 1

Name: _____

Address: _____

Telephone: _____

Private

Business

Mobile

Fax

Email: _____

Private

Business

Relationship to Applicant: _____

Referee 2

Name: _____

Address: _____

Telephone: _____

Private

Business

Mobile

Fax

Email: _____

Private

Business

Relationship to Applicant: _____

Referee 3

Name: _____

Address: _____

Telephone: _____

Private

Business

Mobile

Fax

Email: _____

Private

Business

Relationship to Applicant: _____

declaration

Part A

I, _____ (full name) consent to the school seeking verbal or written information on a confidential basis about me from representatives of my former employers and/or referees, and authorise the information sought to be released to the Board of Trustees and the Appointments Committee of Tangaroa College, for the purpose of ascertaining my suitability for the position for which I am applying. I understand that the information received by the school is supplied in confidence as evaluative material and will not be disclosed to me.

Part B

I, _____ (full name) authorise the Board of Trustees of Tangaroa College and its Appointments Committee to make any reasonable enquiries concerning my background to assist in assessing my suitability for the position for which I am applying.

Part C

I, _____ (full name) declare that to the best of my knowledge and belief the information provided in this application, and in any curriculum vitae enclosed, is accurate. I understand that if any false or misleading information is given or any material fact is suppressed or deliberately omitted, I will not be employed, or if I am employed, my employment will be terminated. I also understand that any false information given in relation to my health history with regard to gradual process, disease or infection can result in my loss of entitlement for any compensation from ACC or the school's workplace insurer.

Signature

Date