

Rotorua School for Young Parents
Te Here Akoranga mo nga Matua Rangatahi
P.O. Box 10039
(07) 3486836
ROTORUA



RE: Inspiring Educator

Dear Potential Colleague,

Rotorua School for Young Parents is a secondary school which offers educational opportunities to pregnant and parenting teens.

Rotorua School for Young Parents is a modern learning environment where all teachers and students work in a shared space that encourages student agency and teacher adaptability. Our students work from their own Individual Education Plans to achieve N.C.E.A to Level 3 and beyond, in a holistic environment that supports each student and her whanau.

The preferred applicants would be secondary trained and able to teach their subject to NCEA Level 3. There is a full-time fixed term position for a Math and Science teacher beginning Term 3 until the end of Term 4. The part-time fixed term position can begin as soon as the successful applicant is available, and the hours can be negotiated. I am particularly interested in someone that can add depth to our programme by offering subjects outside of Math, English, Science, Health, PE, and Te Reo Maori. However, I would like to hear from teachers of all subject areas who believe they could be the right person for our school. The successful applicant will be able to demonstrate their commitment to culturally responsive pedagogies.

If you are interested in taking up a position at the Rotorua School for Young Parents and would like to discuss the position further then please do not hesitate to contact me. I invite interested applicants to take the opportunity to visit the school prior to the closing date.

Naku iti noa

Anahera Katipa
Teacher in Charge
Email: akatipa@rsfyp.school.nz



APPLICATION FORM – TEACHING POSITION

Please write or type in the fields below and email your completed form to principal@rghs.school.nz.
You may also post your completed form to the school.

1. Position and Tenure

Title of Position Applied For: e.g. Teacher of English	_____
Tenure of Position Applied For: e.g. Full-time, Fixed Term for 2019	_____

2. Personal Details

Title:	_____
First Name:	_____
Preferred Name:	_____
Last Name:	_____
Home Address:	_____ _____ _____
Telephone No: Landline: _____ Mobile: _____	
Email Address:	_____
If you have taught under a different name, please indicate it here:	_____

3. Information on Identity Checking

Please note, in order to meet the requirements of section 31 of the Vulnerable Children Act 2014, Rotorua Girls High School will complete a safety check on all appointees. This will include the requirement for all appointees to produce, in person, an original primary identification document (such as valid passport) **and** a secondary identification document (such as a driver's licence) prior to commencing employment. One of these documents must be photographic. Information on identity confirmation appears on the last page of this application form.

4. Education Council of Aotearoa New Zealand (EDUCANZ) – Teacher Registration

EDUCANZ Registration Number: _____

EDUCANZ Practising Certificate Expiry Date: _____

5. Qualifications

Please outline qualifications held. Please provide more details in attached documents if you wish.

- _____
- _____
- _____
- _____
- _____
- _____
- _____

NOTE: Please provide certified copies of your relevant qualification with this application

6. Teaching Subjects

Please state your main teaching subjects, and the level to which you can teach these subjects.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

T = the willingness to Learn **E** = Engaging to Achieve **A** = always shows respect **O** = offers to serve

NOTE: Please provide certified copies of your relevant qualification with this application

7. Current Position and Responsibilities Held

Please provide more details in attached documents if you wish.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

8. Details of Previous Teaching Experience

Please list all your previous teaching positions over (at least) the last five years together with the dates of employment.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

9. Details of Previous Non-Teaching Employment

Please list all your previous non-teaching positions together with dates of employment.

- _____
- _____
- _____
- _____
- _____
- _____

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10. Extra-curricular Activities

What extra-curricular activities are you interested in assisting with or developing at our school?

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

11. Personal Statement

If you wish, please write or type a brief Personal Statement in below:

12. Referees

Please indicate the names, positions, addresses and contact telephone numbers of **THREE** referees.
At least one referee must be your current or immediate prior manager or supervisor:

Referee 1 Name: _____
Position: _____
Telephone: _____
Address: _____

Referee 2 Name: _____
Position: _____
Telephone: _____
Address: _____

Referee 3 Name: _____
Position: _____
Telephone: _____
Address: _____

13. Agreement to Obtain Information

I agree to the references and referees provided to the Rotorua Girls High School Principal, in respect of my application for this position being used for the purposes of considering my suitability for the position for which I am applying.

I consent to the Principal of Rotorua Girls High School seeking further verbal or written information on a confidential basis about me from representatives of my present employer, previous employers and referees and authorise the information sought to be released to the school for the purposes of ascertaining my suitability for the position for which I am applying.

I understand that the information received by the Principal is supplied in confidence as evaluative material and will not be disclosed to me.

Applicant's Signature: _____ Date: _____

14 Health Declarations

Do you have any existing injuries, medical conditions or health issues that would be aggravated by your performance of the duties and responsibilities outlined in the current job description for the position for which you are applying? *E.g. asthma, occupational overuse syndrome, high blood pressure, back injury.*

Please answer YES or NO in this box:

Do you have any existing injuries, medical conditions or health issues which would impede your ability to successfully undertake the duties and responsibilities outlined in the current job description for the position for which you are applying performing the duties of the position applied for?

Please answer YES or NO in this box:

If you answered either of the above questions in the affirmative, please give details of any existing injuries, medical conditions or health issues and any ACC claims which may affect your performances in the position applied for in the box below:

How many days absence have you claimed due to sickness in your last 12 months of employment?

DECLARATION:

I declare that I understand any false information given in relation to my medical history may result in my loss of entitlement for any compensation from Accident Compensation Corporation or Rotorua Girls High School's workplace accident insurer, and will make me liable to dismissal from the employment of Rotorua Girls High School should you be the successful applicant

Applicant's Signature: _____ Date: _____

15 Declaration of Disciplinary Action and / or Convictions

Have you ever been subject to disciplinary action in any previous employment:

Please answer YES or NO in this box:

If you answered the above question in the affirmative, please provide details together with any comments you may wish to make in the box below

Have you ever been convicted of any offence(s) against the law (excluding minor traffic convictions) or otherwise know of any reason why you should not be employed to work in this school:

Please answer YES or NO in this box:

If you answered either of the above questions in the affirmative, please provide the date and details of the offence(s) together with any comment you may wish to make in the box below, except in those cases where your declaration of offence(s) would breach the Criminal Records (Clean Slate) Act 2004:

Information on the Criminal Records (Clean Slate) Act 2004 is attached to this application form.

Are you currently awaiting the hearing of any charges?

Please answer YES or NO in this box:

If you answered the above question in the affirmative, please provide the details of the charge(s) together with any comments you may wish to make in the box below:

The Principal reserves the right to contact the appropriate authorities to verify any claim made. You may be asked to provide a copy of the relevant Court record(s) obtainable from the Police

DECLARATION:

I understand that failure to provide correct and true details of any conviction(s) or reason for possible unsuitability will make me liable to dismissal from the employment of Rotorua Girls High School should you be the successful applicant

Applicant's Signature: _____ Date: _____

16. Declaration of Relevant Relationships

Are you related to any Rotorua Girls High School employee?

Please answer YES or NO in this box:

If you answered the above question in the affirmative, please provide the details in the box below

17 Declaration

I declare that to the best of my knowledge the answers provided in this application form and the information provided in my Curriculum Vitae and any accompanying documentation are correct.

I understand that if any false or misleading information is given, or any material information suppressed, I will not be employed, or if I am employed, my employment will be terminated.

Applicant's Full Name: _____

Applicant's Signature: _____

Date: _____

INFORMATION ON THE CRIMINAL RECORDS (CLEAN SLATE) ACT 2004

The Criminal Records (Clean Slate) Act 2004 introduced a clean slate scheme. Under the Act, an individual is legally deemed to have no criminal record and he or she need not disclose convictions if all of the following criteria are satisfied, except as provided in section 31(3) of the Vulnerable Children Act 2014.

CRITERIA

1. The individual has not committed any offence within seven consecutive years of being sentenced for the offence, and
2. The individual did not serve a custodial sentence* for the offence (this would exclude serious offences such as murder, manslaughter, rape and causing serious bodily harm), and
3. The offence was not a specified offence (specified offences are in the main sexual in nature), and
4. The individual has paid any fine or costs in full.

* *Custodial sentences include a sentence of preventative detention and corrective training. Non-custodial sentences include fines, reparation orders, community-based sentences and suspended sentences.*

EFFECT OF THIS LEGISLATION

The effect of this legislation is that an individual who fulfils all of the above criteria can state that he or she has no criminal record in response to questions. If an individual only fulfils some of the criteria he or she is not eligible under the scheme.

EXAMPLES

Person A was convicted of an assault ten years ago and received a community-based sentence. Person A has not committed any offence since that time. Person A is eligible under the scheme.

Person B was convicted of theft three years ago and received a fine which was paid. Person B is not eligible under the scheme as seven years have not lapsed since the date of conviction.

POLICE VETTING

Printouts from the police computer will not reveal an individual's criminal record if all of the above criteria are fulfilled.

INFORMATION ON THE VULNERABLE CHILDREN ACT 2014

The Vulnerable Children Act 2014 introduced legislative requirements for safety checks prior to appointment. For your information, section 31 of the Act appears below:

SECTION 31: REQUIREMENT FOR SAFETY CHECKS

- (1) Every safety check of a person must comply with the requirements for safety checks for core workers or for non-core workers (as appropriate) prescribed by this section and by regulations made under section 32.
- (2) Every safety check of a person must include-
 - (a) confirmation of the identity of the person, carried out as prescribed by regulations made under section 32; and
 - (b) consideration of specific information prescribed by regulations made under section 32; and
 - (c) a risk assessment, carried out as prescribed by regulations made under section 32, that assesses the risk the person would pose to the safety of children if employed or engaged as a children's worker.
- (3) Despite anything in the Criminal Records (Clean Slate) Act 2004, nothing in that Act authorises the concealment of a conviction for a specified offence of a person who is subject to a safety check in relation to employment or engagement as a core worker, even if the person is otherwise deemed to have no criminal record.

INFORMATION ON THE VULNERABLE CHILDREN (REQUIREMENTS FOR SAFETY CHECKS OF CHILDREN'S WORKERS) REGULATIONS 2015

For your information, part 5 of the regulations on identity confirmation appears below:

PART 5: IDENTITY CONFIRMATION

- (1) A specified organisation must require a person in respect of whom a safety check is being undertaken under this Part to confirm his or her identity by-
 - (a) using an electronic identity credential within the meaning of section 8 of the Electronic Identity Verification Act 2012; or
 - (b) producing the original of -
 - (i) a primary identity document; and
 - (ii) a secondary identity document.
- (2) If neither of the documents produced by a person under sub-clause (1)(b) contains a photograph of the person, the specified organisation must require the person to -
 - (a) produce with those documents -
 - (i) a photograph of himself or herself authenticated by an identity referee; or
 - (ii) a verification statement signed and dated by an identity referee that verifies that the primary identity document produced by the person relates to that person; and
 - (b) provide the name and contact details of the identity referee.
- (3) If a person's name is different from the person's name on a document produced under sub-clause (1)(b)(i) or (ii), the specified organisation must require the person to produce together with that document a supporting name change document as evidence of the person's name change.
- (4) After a person has produced the documents required by sub-clauses (1) to (3), the specified organisation must cause a search to be made of its personnel records to ascertain whether the identity confirmed by the person -
 - (a) is being used by any other person employed or engaged, or proposed to be employed or engaged, by the organisation; or
 - (b) has been used by any other person employed or engaged by the organisation.

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JOB DESCRIPTION: TEACHER

Rotorua School for Young Parents

Job Title: Teacher

Directly Responsible to: Principal- Rotorua Girls' High School

Directly Supervising: Deputy Principal- Rotorua Girls High School

Functional Relationship with: Teacher in Charge - Rotorua School for Young Parents

Primary Objectives:

- to facilitate student learning
- to assess and report on student learning
- to work towards the implementation of the goals and objectives of the Charter
- to abide by school policy statements
- to make a contribution to school life

There are six Key Performance Areas:

1. TEACHING STRATEGIES

Key Tasks	Expected Outcomes	Performance Indicators
1. Planning of the classroom environment	<ul style="list-style-type: none"> ● An effective learning environment 	<ul style="list-style-type: none"> ● Effective grouping ● Visual displays ● Team teaching activities where appropriate
2. Focusing on individuals and using a range of teaching styles	<ul style="list-style-type: none"> ● Appropriate assessment and evaluation systems operating and documented ● Has current knowledge of effective learning and teaching strategies ● Positive class atmosphere ● Students accept learning opportunities 	<ul style="list-style-type: none"> ● Selecting and using appropriate resources ● A range of teaching strategies evident ● Takes part in teacher development programmes ● Students make progress in their work
3. Follow school systems and policies	<ul style="list-style-type: none"> ● Effective reporting to parents (where appropriate) 	<ul style="list-style-type: none"> ● Written documentation
4. Recognition of barriers to learning	<ul style="list-style-type: none"> ● Students' barriers recognised acknowledged and catered for where appropriate 	<ul style="list-style-type: none"> ● Reading materials at appropriate level ● Students able to use appropriate resources ● Consultation with appropriate support staff ● Students on task and not interfering with the learning of others
5. Using a variety of teaching styles in units	<ul style="list-style-type: none"> ● Students maintain a level of interest throughout unit ● Knowledge of student learning styles / abilities of the class 	<ul style="list-style-type: none"> ● Lessons shows a number of different strategies ● Records of learning are kept

Key Tasks	Expected Outcomes	Performance Indicators
6. Competent lesson planning	<ul style="list-style-type: none"> Well organised lessons (structured, managed well) Resources appropriate to the learning levels Students learn (skills, knowledge, understanding) 	<ul style="list-style-type: none"> Students on task / involved Assessment records kept Teachers planning record
7. To use strategies appropriate to age, ability and attainment of students	<ul style="list-style-type: none"> Independent learning is encouraged Students needs are identified, acknowledged and met Students work co-operatively and communicate with each other when appropriate Group work encouraged where appropriate 	<ul style="list-style-type: none"> Students on task Remedial / extension work provided

2. CURRICULUM DELIVERY

Key Tasks	Expected Outcomes	Performance Indicators
1. To gain an awareness and familiarity with National Curriculum Statements.	<ul style="list-style-type: none"> Appropriate planning of lessons / units 	<ul style="list-style-type: none"> Teachers planning record
2. To deliver the curriculum in accordance with school and national requirements.	<ul style="list-style-type: none"> student learning and achievement occurs Students take responsibility for learning outcomes 	<ul style="list-style-type: none"> Assessment records (unit standards, examinations, reporting) Student / peer self assessment Student appraisal of content and delivery

3. MOTIVATION OF STUDENTS

Key Tasks	Expected Outcomes	Performance Indicators
1. To create a stimulating and attractive classroom environment	<ul style="list-style-type: none"> Room is consistently well presented and maintained Activities and an environment which promote self-esteem and self-confidence 	<ul style="list-style-type: none"> Infrequent unexplained absences Students work on display Absence of vandalism Mutual courtesy observed
2. Teacher displays enthusiasm for teaching.	<ul style="list-style-type: none"> Desire to learn stimulated in students An appreciation and understanding of the subject 	<ul style="list-style-type: none"> Students enjoy subject more Students opt to study this subject Students achievement improves

Key Tasks	Expected Outcomes	Performance Indicators
3. Design tasks and learning activities appropriate to a range of needs.	<ul style="list-style-type: none"> ● Increased awareness of student's different learning styles ● Understanding of the range of student abilities ● Tasks appropriate to learning objectives and student needs 	<ul style="list-style-type: none"> ● Observation of a range of activities ● Students enjoy the subject more
4. Use of praise and positive reinforcement discerningly.	<ul style="list-style-type: none"> ● Increased self-esteem and self-confidence 	<ul style="list-style-type: none"> ● Observations of the use of praise and positive reinforcement
5. To motivate students to perform to the best of their ability. Setting / expectation of student achievement. Establish rapport and a trusting relationship with students.	<ul style="list-style-type: none"> ● A positive learning environment ● Individual learning needs of students are met ● Students are motivated to learn ● Consistency in student behaviour and work habits ● Students encouraged to take responsibility for own learning ● Teacher's enthusiasm shared with students ● Satisfied students (co-operative) ● Student achievement enhanced ● Lesson objectives met ● Positive student feedback ● Book work/Homework standards met 	<ul style="list-style-type: none"> ● There is a good rapport between staff and students ● Course / dept requirements regarding homework / assignments are met by students ● A range of learning materials is being used ● Different learning styles catered for ● Pre-testing occurs (if appropriate) ● Appropriate positive reinforcement is given to students achieving at all levels ● Accurate assessments of learning level ● Gives praise and positive reinforcement, acknowledges achievement ● Students can set own learning objectives and goals ● Students happy to be in class, good class attendance ● Students take responsibility for their behaviour, learning ● Homework completed ● Classroom tasks completed ● Extension activities evident ● Students on task ● Co-operation evident ● Positive classroom responses

6. <u>Knowledge of students</u> - individual needs - individual learning styles - tasks appropriate to students' needs	<ul style="list-style-type: none"> ● Interactive, positive, purposeful learning environment ● Barriers to learning reduced 	<ul style="list-style-type: none"> ● Students attend ● Students stay on-task ● Punctual ● Vandalism down ● Teacher stress at minimum
7. Teacher is a good role model	<ul style="list-style-type: none"> ● Teacher held in high regard 	<ul style="list-style-type: none"> ● Efficient, punctual, prepared, consistent, fair, polite

4. CLASSROOM MANAGEMENT

Key Tasks	Expected Outcomes	Performance Indicators
1. Clear and consistent boundaries are established and promulgated.	<ul style="list-style-type: none"> ● An orderly classroom ● Students are aware of expectations 	<ul style="list-style-type: none"> ● "Rules" are displayed in the classroom ● Students are aware of classroom routines and expectations ● Supportive, working atmosphere ● Students are prepared for learning
2. Teacher models desired behaviours	<ul style="list-style-type: none"> ● Teacher behaviour is of a high standard ● Teacher displays positive attitudes 	<ul style="list-style-type: none"> ● Teachers are polite to each other ● Teachers respect others' opinions ● Teachers are tolerant and considerate of others
3. Classroom is well managed	<ul style="list-style-type: none"> ● A positive and safe learning environment ● Teaching and learning is valued ● Expectations are made clear and understood ● Physical environment is conducive to learning ● Set work is attempted by all ● Facilities are respected and cared for 	<ul style="list-style-type: none"> ● Teacher attempts to involve students ● Positive student interaction ● Timely and appropriate recognition of work and effort
4. Create optimum conditions for learning through efficient organisation of the classroom	<ul style="list-style-type: none"> ● All students achieve their potential for learning 	<ul style="list-style-type: none"> ● Regular assessment ● Variety of teaching to cater for different learning styles
5. To maintain order and discipline in the teaching/ learning environment	<ul style="list-style-type: none"> ● Ground rules for students set 	<ul style="list-style-type: none"> ● Ground rules are followed
6. To provide a safe learning environment	<ul style="list-style-type: none"> ● Students can focus on their learning 	<ul style="list-style-type: none"> ● Confidential information is not disclosed by teacher ● Students are informed about procedures related to physical injury ● Students understand procedures for reporting harassment and abuse ● Procedures in place to regularly review physical classroom safety

5. CONTRIBUTION TO TEACHING ACTIVITIES

Key Tasks	Expected Outcomes	Performance Indicators
1. To carry out required school administrative procedures and tasks assigned.	<ul style="list-style-type: none"> Administrative tasks and procedures assigned by the TIC are carried out as required 	<ul style="list-style-type: none"> Minutes of school meetings Evidence of tasks completed
2. To contribute to curriculum planning and resource development.	<ul style="list-style-type: none"> Meets requirements of Ministry of Education and NZQA deadlines 	<ul style="list-style-type: none"> Attendance at meetings Taking share of workload Feeling of involvement
3. To contribute to the team's teaching activities by sharing ideas and resources and attending team meetings	<ul style="list-style-type: none"> Preparation and sharing of teaching resources and ideas for agreed units of work Regular contributions made to meetings Ownership of Corporate decisions 	<ul style="list-style-type: none"> Completed units are available for staff use Staff are trained in use of new units Efficiently working programmes Minutes of school meetings Good communication and awareness of what is happening in the school Good resource management evident
4. To accept responsibility for some aspects of organisation and provide collegial support	<ul style="list-style-type: none"> The team functions cohesively, harmoniously, professionally Mutual trust and confidence between team members 	<ul style="list-style-type: none"> Minimal intervention required by senior management
5. To attend professional development courses in subject area	<ul style="list-style-type: none"> New ideas are brought into the school and shared 	<ul style="list-style-type: none"> Appraisal records Staff satisfaction Innovations

6. CONTRIBUTION TO THE CORPORATE LIFE OF THE SCHOOL

Key Tasks	Expected Outcomes	Performance Indicators
1. To take responsibility for the pastoral care of students	<ul style="list-style-type: none"> Awareness of the needs of individuals and their families Sharing awareness with TIC and senior management as appropriate 	<ul style="list-style-type: none"> Observed knowledge of student needs
2. Attendance at appropriate meetings.	<ul style="list-style-type: none"> Effective communication and information channels 	<ul style="list-style-type: none"> Minutes of formal meetings

Key Tasks	Expected Outcomes	Performance Indicators
3. To be available to communicate with caregivers when appropriate and support the "open school" policy.	<ul style="list-style-type: none"> ● Caregivers will know that they are able to discuss the progress of students as necessary by arrangement 	<ul style="list-style-type: none"> ● Student records ● Student / teacher interviewing ● Open days ● Phoning / home visits
4. To promote the school positively.	<ul style="list-style-type: none"> ● To represent the school in a positive light 	<ul style="list-style-type: none"> ● Trust feedback ● Community feedback ● Student feedback
5. To be involved in extra-curricular activities (if consistent with school philosophy).	<ul style="list-style-type: none"> ● Increased opportunities for students ● Increased rapport with students 	<ul style="list-style-type: none"> ● Involvement in student-based activities
6. To be part of the "school team".	<ul style="list-style-type: none"> ● Teacher doing the wider task load e.g. pastoral care ● Collegial support ● Daily professional responsibilities performed effectively 	<ul style="list-style-type: none"> ● Following the agreed staff professional code of ethics ● Punctuality ● Assist with daily relief when asked ● Support school rules, regulations and procedures ● Carrying out of rostered duties.
7. To maintain contact with the community.	<ul style="list-style-type: none"> ● Promotion of school / community relationships 	<ul style="list-style-type: none"> ● Sponsorship/donations ● Community involvement in school activities e.g. guest speakers, class visits
8. Participate in the co-curricular life of the school	<ul style="list-style-type: none"> ● Each staff member has an involvement in an out-of-class activity of consequence ● Each activity has at least one staff member involved 	<ul style="list-style-type: none"> ● Attend scheduled meetings ● Willingness to participate in P.D. ● Contributes to discussion and decision making

7. **AN OBJECTIVE FOCUSING ON AN IMPROVEMENT IN TEACHING PERFORMANCE** i.e. in one or more of the key performance areas relating to teaching performance. This will be different for each individual, so will be added at the beginning of each year.