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Thank you for your expression of interest in a position at Kerikeri Primary School.

Kerikeri Primary is a progressive school that is committed to providing world-class learning to the children and whanau of our community. We believe in a culture of continuous improvement through internal evaluation at all levels of the school and ongoing inquiry. The direction and associated changes that have taken place in the school were strongly affirmed by ERO at their last visit.

With our vision and values firmly established our school is now moving forward and gaining momentum with learner outcomes. Some positive aspects of our foundations include:

- 'KORU Kids' initiative as a base for shared learning language across the school
- Our KKPS School Curriculum alongside the Graduate Learner Profile and Effective Teacher Profile
- Learning through play
- Enviro Schools programme
- Maker Spaces and STEAM

With these changes now embedded, a very positive ERO review and a motivated and supportive Board of Trustees leading strategic direction and policy, KKPS is a school that teachers and aspiring leaders will feel excited to belong to.

We value professional development and our Board are very aware that this is fundamental to the success of our teachers and learners. There will be opportunity for you to grow and innovate within and encouraging and supportive environment.

We believe as people and educators, we all have a valuable role to play in developing quality teaching and learning opportunities for our tamariki. If you feel you can contribute to our dynamic, forward focused learning environment, we look forward to receiving your application.

Please visit the school website to familiarise yourself with our school curriculum, KORU learner dispositions and charter. Please feel free to contact me directly with any questions and/or to arrange a visit to the school where you can get a feel for the place and take time to meet staff and further explore the opportunities on offer.



Sarah Brown
Principal



APPLICATION PACK SCALE A TEACHER



Application for Employment: Position Description and Person Specification

Role: Scale A Classroom Teacher

Thank you for your interest in joining the teaching and learning community of Kerikeri Primary School. The current Charter provides applicants with a summary of background information about the school context and our Mission, Vision and Values as well as the Strategic Aims of the Board for the future development of Kerikeri Primary School. This is available for viewing on our website www.kkps.school.nz.

Role Description.

The role requires the teacher to engage in all aspects of assessment, planning and delivery of the New Zealand Curriculum. Various tasks associated with meeting the Registered Teacher Criteria and Interim Professional Standards are central to this role. The attached position description summarises the role in more detail.

The start date for this role is 31 January 2023.

Person Specification.

The ideal applicant will:

- Be a New Zealand Registered Teacher
- Have the proven ability to set, achieve and maintain high expectations for the academic and social development of learners
- Be a highly successful teacher of Literacy and Numeracy within an Integrated Curriculum
- Have strengths in promoting Learner Agency and Formative Assessment practices
- Have had a successful record of collaborating with colleagues in order to improve learning and teaching
- Have been successfully innovative (trying new and different strategies) in order to improve learning outcomes
- Be a genuinely passionate teacher with a strong work ethic
- Have a growth mindset; a reflective practitioner who uses their initiative to lead their own learning and ongoing development as a teacher; a person who values the 'team' ethos

Scale A Teacher Position Description

POSITION:	Fully Registered Teacher
EMPLOYER:	Kerikeri Primary School Board of Trustees
RESPONSIBLE TO:	Principal

PRIMARY OBJECTIVES

1. Be conversant with, understand, and implement goals and objectives as set out in:
 - a) The KKPS School Charter.
 - b) KKPS Policies and Procedures.
 - c) KKPS Curriculum Delivery Plan.
 - d) The NZ National Curriculum and supporting documents.
2. Be responsible for the education and welfare of a class at the level stated.
3. Contribute to, and participate in, the corporate life of the school.
4. Undertake the professional responsibilities listed.

This Job Description sets out teacher duties and responsibilities, and forms the reference point for performance appraisal.

KEY PERFORMANCE AREAS

1. Reaching these primary objectives will involve the teacher in the following key performance areas:
 - a) Professional Responsibilities (Teaching).
 - b) Leadership Responsibilities (Leadership roles, where applicable).
 - c) Specific Responsibilities as delegated by the Principal.
2. The teacher will be required to meet the professional standards as per the requirements of the Primary Teachers Collective Employment Contract and to meet the requirements of the Registered Teacher Criteria. They are also required to conduct themselves according to professional ethical principles as set out in the NZEI Te Riu Roa's code of ethics. The teacher is also required to maintain a standard of dress appropriate to the role of a professional educator.

PROFESSIONAL RESPONSIBILITIES

Professional Knowledge Curriculum / learning Assessment Theory Treaty of Waitangi	1.1 Demonstrates a working knowledge and understanding of the pedagogy, beliefs and values driving Curriculum delivery and the Charter at Kerikeri Primary School. Implement philosophies and pedagogies associated with the Kerikeri Primary School Charter. 1.2 Is committed to own ongoing learning through professional reading, reflection and dialogue around learning and assessment theory. 1.3 Uses the Spiral of Inquiry model to support their professional growth and to track the progress of interventions designed to accelerate learning of target groups. 1.4 Has a sound knowledge of the NZC, Learning Progressions and the KKPS curriculum. 1.5 Uses appropriate formative and summative assessment methods that inform next steps for learning and teaching. Where barriers to learning are identified, strategies are implemented to overcome these barriers. 1.6 Initiates and participates in learning conversations about student achievement with a view to improve practice and learning outcomes. 1.7 Develops learner agency through student voice, self assessment and reflective pedagogy. 1.8 Demonstrates knowledge of the Treaty of Waitangi and Te Reo me nga tikanga in classroom programmes. 1.9 Reflects on their practice as a culturally responsive practitioner, and sets goals for improving in this area i.e. Tataiako. 1.10 Attends professional development offered by the School. 1.11 Works collaboratively with colleagues to improve learning and teaching.
Teaching Techniques Planning and preparation Teaching and learning strategies	2.1 Planning is based on both assessment data that highlights learning needs and the NZC. Planning meets the School's expectations. 2.2 Uses the Learning Progressions in Reading, Writing and Maths to develop quality programmes for pupils, while identifying and meeting the needs of the pupils in the class. 2.3 Uses appropriate digital technologies and resources as a tool to improve and enhance learning and teaching. 2.4 Teaching strategies are consistent with the school's beliefs and values as set out in the charter. 2.5 Participates in the formative performance appraisal process. 2.6 Programmes are differentiated to meet the range of learning needs in the classroom and personalised to reflect the strengths and interests of the learner and teacher knowledge of the learner and whanau.
Motivation of Students Student engagement in learning Expectations that value and promote learning	3.1 Recognises and supports diversity amongst individuals and groups (values and likes children). 3.2 Engages and motivates learners through engaging and relevant contexts. 3.3 Establishes high expectations that value and promote learning, ensuring that there is not 'deficit thinking' based on age, ethnicity, gender, socio-economic status etc. that lower beliefs and expectations for learning. 3.4 Uses a range of strategies to ensure every child experiences learning success to the highest possible level. 3.5 Uses sound, positive teaching techniques that motivate all students.
Classroom Management Student Behaviour Physical environment Respect and understanding	4.1 Consistently promotes the values and behaviours associated with the KKPS KORU Kids self-management for learning philosophy. 4.2 Uses positive reinforcement strategies and techniques such as those found in the Incredible Years philosophy, whilst also maintaining appropriate standards of classroom behaviour. 4.3 Has good relationships with all students respecting their individual needs and backgrounds. 4.4 Ensures a safe emotional and physical classroom environment, using appropriate strategies to manage challenging behaviours. 4.5 Provides and maintains a purposeful working atmosphere in the classroom. 4.6 Demonstrates a high level of commitment to student welfare across the curriculum. 4.7 Practices culturally responsive pedagogies i.e. Tataiako.
Communication Students Colleagues Families	5.1 Communicates effectively, openly, honestly and professionally with colleagues. 5.2 Provides a variety of appropriate and positive feedback to students. 5.3 Communicates with families, whanau and caregivers regularly. 5.4 Shares information with colleagues. 5.5 Effective at communication and interaction with students, colleagues and families/whanau.

Support for and co-operation with colleagues	<p>6.1 Establishes and maintains effective working relationships with colleagues by adhering to the KORU Colleague outlines.</p> <p>6.2 Participates in school-wide and team-wide co-operative activities.</p> <p>6.3 Respects the opinions of other staff members and responds positively to constructive suggestions. Values collaborative sharing of responsibilities through the planning, decision-making, teaching and evaluating processes.</p> <p>6.4 Co-operates with the operation of the whole school community and seeks and offers assistance.</p>
Contribution to wider school activities	<p>7.1 Meets the requirements of the Person Specification outlined in application pack.</p> <p>7.2 Is actively involved in school, team and focus team meetings as required.</p> <p>7.3 Participates fully in the PLD programmes engaged with by the school including Leadership and Assessment, Philosophy and the New Zealand Curriculum</p> <p>7.4 Seeks to actively promote KKPS positively in the community and supports the school governance leadership, teaching and support staff, values and vision proactively and positively at all times.</p>

Job Description Reviewed: September 2022

Teacher (Print Name, Sign & Date)

Principal (Print Name, Sign & Date)