



March 2020

Dear Applicant,

Thank you for your interest in applying for permanent, full time teaching position of Assistant Head of Mathematics teacher, commencing **Monday 20 July 2020**.

The following information is included with this package:

- Application form and referees' details;
- Questionnaire;
- Person Specification.

Important notes for applicants

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 covering letter (maximum two pages A4) outlining the strengths and abilities you would bring to this position. Your letter should mention your education philosophy and include your views on teaching and student learning, student achievement and teacher professional practice, appraisal and learning and what you would bring to the co-curricular life of the College.
3. Attach a Curriculum Vitae (CV) that includes:
 - a) relevant qualifications and experience, teaching service and responsibilities;
 - b) co-curricular activities you are interested in.
4. Copies only of qualification certificates should be attached. If successful in your application, you will be required to provide originals as proof of qualifications.
5. If you are selected for an interview you may bring whanau/support people at your own expense. Please advise if this is your intention.
6. Failure to complete this application and answer all questions truthfully may result in any offer of employment being withdrawn or appointment being terminated if any information is later found to be false.
7. This application form and supporting documents will be held by the College. You may access it in accordance with the provisions of the Privacy Act 1993.



St Andrew's College

I draw your attention to our website where you will find more information about the College, **stac.school.nz**.
The 2020 Curriculum Book may be viewed at: https://stac.nz/CB_2020

Applications for this position close 4.00pm, Friday 24 April 2020.

Please address your application, consisting of a covering letter, a CV, **and completed forms** to
Evert van Florenstein, Head of Secondary School, and email to **hossipa@stac.school.nz**

If you have any enquiries regarding this position, please contact Evert van Florenstein, Head of
Secondary School, +64 3 940 2013 or email EVA@stac.school.nz

We look forward to receiving your application.

Yours sincerely

Evert van Florenstein
Head of Secondary School
St Andrew's College

Position Description: *Assistant Head of Mathematics*

Position	Assistant Head of Mathematics
Responsible to	HOD of Mathematics
Functional Relationships with	Mathematics Teachers
Appraised by	HOD of Mathematics
Action Plan required	In consultation with the HOD Mathematics
Annual Plan	In consultation with the HOD Mathematics

General Statement of Responsibilities to:

1. Provide co-ordination, management and supervision of long term and day to day planning, delivery and operations within the mathematics programme.
2. Provide professional leadership within Mathematics.
3. Provide an environment where a sense of well-being is fostered and maintained.
4. Provide the administrative framework within which students and staff may function effectively.
5. Ensure that there is an annual self-review process that ensures that the Mathematics programme keeps delivering on its fundamental principles.
6. Provide, through formal and informal interactions, appropriate support to teachers in their professional tasks and in management of student behaviour.
7. Maintain effective and appropriate relationships both within the school and with its community.
8. Promote and protect the interests of the Mathematics programme where appropriate in matters such as timetable construction, calendar creation, budget setting and resource allocation.

Please note that all 'Responsibilities' listed below are in support of the HOD of Mathematics

Responsibility Area One: Curriculum Planning and Delivery	
Key Tasks	Expected Outcomes
<ol style="list-style-type: none"> 1. Ensures programmes and plans are up to date and reflect the philosophy of the Mathematics programme 2. Collaborates with staff to develop programmes that meet the needs of a diverse range of learners. 3. Actively supervises staff and checks on planning and records. 	<ul style="list-style-type: none"> • Teachers have appropriate guidelines for planning appropriate activities and learning experiences. • There is a collaborative approach to planning and delivery of programmes. • Teachers are kept informed of programme developments.

Responsibility Area Two: Professional Leadership	
Key Tasks	Expected Outcomes
<ol style="list-style-type: none"> 1. Actively supports the code of responsibility and professional standards and College expectations / requirements 2. Uses designated Mathematics meetings to help lead professional discussion. 3. Provides appropriate guidance and support to staff. 4. Assists in the selection and appointment of new Mathematics teachers. 5. Participates actively in the school's performance management system – Assistant Head of Mathematics reports to the HOD of Mathematics. 	<ul style="list-style-type: none"> • Staff meet the requirements of the code of responsibility and professional standards and College expectations / requirements. Senior leaders are informed of any issues. • Department meetings are used as opportunities for professional discussion. • Staff are given ongoing professional support to be able to deliver the Mathematics and Statistics programme. • Professional advice is given in the recruitment, selection, and appointment of new staff within the department. • Actively engages in the appraisal process and helps complete an annual report.

Responsibility Area Three: Department Administration

Key Tasks	Expected Outcomes
1. Helps oversee the allocation of staff to classes when required by the timetable.	<ul style="list-style-type: none">Class allocations are allocated to those staff that have the required attributes and training to teach Mathematics.
2. Works with the HOD Mathematics on budget expenditure (both short and long term) and maintains accurate records of purchases.	<ul style="list-style-type: none">An appropriate budget is set, and financial resources are well-managed.
3. Works within agreed budget, monitoring this throughout the year.	<ul style="list-style-type: none">Appropriate storage, records and use is made of Mathematics and Statistics resources.
4. Appropriate disbursements are made	<ul style="list-style-type: none">The disbursements reflect the true cost of the various activities

Responsibility Area Four: Communication

Key Tasks	Expected Outcomes
1. Creates an annual action plan that is consistent with the school's vision and goals and addresses the issues identified by the analysis of student, parent and teacher feedback from the previous year.	<ul style="list-style-type: none">Progress towards meeting College Annual Goals is tracked.Helps write the annual report which summarise the key successes, issues identified and next steps.
2. Meets with key stakeholders to create an appropriate year plan.	<ul style="list-style-type: none">An appropriate year plan is provided to staff and students which outlines what is happening throughout the year.
3. College policies, procedures and programme planning are reflected in the Mathematics programmes	<ul style="list-style-type: none">There is an ongoing, strong link between College wide policy, procedures and programme planning and Mathematics teachers.

Responsibility Area Five: Relationships and Representation

Key Tasks	Expected Outcomes
1. Represents department views in meetings.	<ul style="list-style-type: none">Assists in presenting a College wide positive image, helps to enhance relationships with all members of the College community and actively participates in and supports general school policy direction and strategic targets.
2. Develops strong and positive relationships with students, staff and parents that are focused on learning.	
3. Actively promotes an environment of well-being, both for staff and students.	
4. Provides positive feedback and support.	<ul style="list-style-type: none">Wider College activities are fully supported.

<p>5. Actively supports school policy decisions, strategic targets and plans.</p> <p>6. Contributes to the full life of the College, including extra-curricular activities, major school events and encourages others to do so.</p>	
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St Andrew's College – Application Form

Please note: Issues can arise if this PDF form is completed using PDF readers other than Adobe Reader or Adobe Acrobat.

Position applied for: _____

Personal details

Title: ☐ Mr ☐ Mrs ☐ Ms ☐ Miss

Surname: _____ Given Names: _____

Full Postal Address: _____

Contact Telephone: _____

Email Address: _____

Date of Birth: _____

Teacher Registration No. _____

Status:

- ☐ Registered Teacher ☐ Current Practicing Certificate
☐ Provisionally Registered Teacher ☐ Subject to Confirmation
☐ Not Registered

Present Teaching Position

School: _____

Date Appointed: _____

Nature of Appointment:

- ☐ Permanent ☐ Management Unit
☐ Full time ☐ Part time ☐ Relieving

Referees

Please provide the names and contact details of three referees below.
Any referee's report will be confidential to the Head of Secondary School.

PLEASE NOTE – CONTACT WITH REFEREES WILL BE MADE ONCE APPLICANTS HAVE BEEN SHORTLISTED FOR INTERVIEWS.

Referee details:

Title: ☐ Mr ☐ Mrs ☐ Ms ☐ Miss

Surname: _____ Given Names: _____

Position: _____

Full Postal Address: _____

Contact Telephone: Business _____ Private _____

Email Address: _____

Referee details:

Title: ☐ Mr ☐ Mrs ☐ Ms ☐ Miss

Surname: _____ Given Names: _____

Position: _____

Full Postal Address: _____

Contact Telephone: Business _____ Private _____

Email Address: _____

Referee details:

Title: ☐ Mr ☐ Mrs ☐ Ms ☐ Miss

Surname: _____ Given Names: _____

Position: _____

Full Postal Address: _____

Contact Telephone: Business _____ Private _____

Email Address: _____

Questionnaire

PLEASE PROVIDE A WRITTEN RESPONSE TO EACH QUESTION

This section is designed to assist the interviewing panel in matching applicants to the objectives in the Person Specification. Short-listed candidates will have a selection of nominated referees contacted, so please include contact numbers for any referees nominated for this section. **Please limit your answers to the space provided.**

For this section you may use referees different to those indicated on the referee form.

QUESTION 1

Teaching & Learning Skills

We seek a teacher of excellence. Give two examples from your current teaching practice that show that you are considered an effective teacher. **Please name the referee who will best support your response.**

NOMINATED REFEREE

Name: _____

Organisation: _____

Telephone: _____

Email: _____

QUESTION 2

Interpersonal and Communication Skills

We seek a teacher who can work effectively with a wide range of people. Please give an example of when you had to work collaboratively to achieve a goal. **Please name the referee who will best support your response.**

NOMINATED REFEREE

Name: _____

Organisation: _____

Telephone: _____

Email: _____

QUESTION 3

Professional Skills

Please list the professional development that you have led and/or undertaken during the last 12 to 18 months, in particular, in curriculum development, student learning and the use of data to improve student outcomes. **Please name the referee who will best support your response.**

NOMINATED REFEREE

Name: _____

Organisation: _____

Telephone: _____

Email: _____

QUESTION 4

Teaching as Inquiry

Please explain your understanding of teaching as inquiry and professional reflection and give examples of their application and value in your teaching practice. **Please name the referee who will best support your response.**

NOMINATED REFEREE

Name: _____

Organisation: _____

Telephone: _____

Email: _____

Declarations

- (a) Please describe any injury or illness, or other known conditions you have or have had that may affect your ability to effectively carry out the duties and responsibilities of the position.

- (b) ☐ YES ☐ NO Have you ever been convicted of any offence against the law (apart from minor traffic convictions) or otherwise know of any reason you should not be employed to work in the school environment?

- (c) ☐ YES ☐ NO Have you ever received diversion or otherwise know of any reason you should not be employed to work in the school environment?

- (d) ☐ YES ☐ NO Do you have any charges pending?

If you answered YES to question (b), (c) or (d), you will be asked to provide a copy of the relevant court records, and asked to comment further.

- (e) I solemnly and sincerely declare that to the best of my knowledge and belief, the information given in this application and attached CV is true and correct. I understand that this may be verified and that failure to provide correct and true information may make me liable to dismissal from the employment of the Board of Trustees.

Signature: _____ Date: _____

CONFIDENTIAL ENQUIRIES

I give St Andrew's College permission to seek information about my employment and personal background. I understand that this information will be treated in complete confidence, and only used for staff selection purposes. I understand that, if necessary, the Board of Governors or a nominated representative, may approach persons other than the referees I have supplied, to gather information related to my suitability for appointment to this position. This may include approaching the New Zealand Education Council.

Signature: _____ Date: _____

Person Specification

The successful appointee will have the following qualities/attributes:

Teaching Skills

- Be recognised as a teacher of excellence;
- Be able to foster a thinking culture and an enquiry-based learning environment;
- Work in a supportive and collaborative manner;
- Have a sound knowledge of the New Zealand Curriculum and Standards Alignment;
- Have high expectations of students;
- Motivate and guide students towards the achievement of their potential;
- Assess effectively to guide and improve teaching and learning;
- Have effective student management skills.

Interpersonal and Communication Skills

- Have empathy with students and their families;
- Promote the College to enhance its image, environment, and profile;
- Have excellent people skills and leadership qualities;
- Have personal qualities of honesty, integrity, enthusiasm, good humour and approachability.

Professional Skills

- Be able to support school directions as agreed through strategic planning;
- Show a willingness to continue personal learning and support staff professional development;
- Be involved in co-curricular activities;
- Be supportive of the special character of the College, and exercise discretion and confidentiality where appropriate;
- Be confident in using information technology as a tool to assist teaching and learning, for planning, and for school administration.