



St Andrew's College

January 2023

Dear Applicant,

Thank you for your interest in applying for the **Preparatory School Head of Learning Support** position at St Andrew's College. The following information is included with this package:

- Timeline of the appointment process
- Person Specification
- Position Description
- Copy of advertisement
- Application form, referees' details, and questions

Please use the *Person Specification* and *Position Description* as a reference when compiling your CV and covering letter.

Applications close at 4:00 pm on Wednesday, 15 February

I draw your attention to the College website – [www.stac.school.nz](http://www.stac.school.nz)

Please email your application to:

Charlotte Penrose  
Assistant to the Principal  
St Andrew's College Preparatory School  
[cpe@stac.school.nz](mailto:cpe@stac.school.nz)

We look forward to receiving your application.

Yours sincerely

Jonathan Bierwirth

Principal, Preparatory School  
Deputy Rector, St Andrew's College

## Timeline

- 18 January Position first advertised
- 15 February Applications close at 4:00 pm
- 17 February Shortlist completed
- 20-22 February Interviews
- 24 February Position offered
- 27 February All applicants notified

## Application

Your application should include:

1. A covering letter outlining why you are applying for this role and the skills and level of experience you have to meet the requirements of the position.
2. A curriculum vitae and the names and contact details of at least two referees should also be included. The referees should be able to comment on your professional skills, both technical and interpersonal.

This is a permanent and full-time position.

Start Date: Start of Term 2, Monday 1 May or earlier depending on availability

### Quality Teaching and Learning

- Be recognised as a teacher of excellence
- Be able to provide quality learning experiences within a fun and engaging environment
- Be able to work in a supportive and positive manner
- Have high expectations of the children
- Be able to motivate and guide children to achieve their potential
- Have effective management skills
- Be able to excite the children about their learning, and support their wellbeing

### 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 be involved in staff professional development
- Be confident and able to use ICT devices to assist teaching and learning, for planning and assessment, and for school administration.
- Be involved in co-curricular activities
- Be supportive of the special character of the College, and exercise discretion and confidentiality where appropriate



## Position Description: Head of Learning Support Preparatory School (HOLS)

<b>Responsible to</b>	Principal
<b>Functional Relationships with</b>	Deputy Principal (Well-being) and Head of Education Head of Learning Enrichment and Year 7 Team Leader Head of Junior Dept (Years 1-3) and Assistant Principal Year 4-6 Team Leader Year 8 Team Leader
<b>Responsible for</b>	Teacher Aides and other support staff Visiting SLD tutors

### Key Areas of Responsibility

- 1 Annual Learning Support Register and tier allocation
- 2 Literacy Support Programme and reporting to parents
- 3 Teacher Aides/Assistants and other support staff
- 4 Overseeing the work of visiting SLD tutors
- 5 Working with the Leadership team
- 6 Working with the teaching staff
- 7 Co-ordinating student IEPs in consultation with teachers and other relevant parties
- 8 Student allocation to tier system in consultation with Leadership and teaching staff
- 9 Teacher support for behavioural and/or social factors causing barriers to learning for the children on the tier system (this includes the Travellers and Wise Up programmes)
- 10 Support the school's StAC Up expectations and core values of *Be Safe* inside, outside, and online, *Be Ready* to learn in all situations, and *Be Respectful* towards others and yourself
- 11 Personal and professional development (professional networks)
- 12 Performance review/appraisal of designated staff (Teacher Aides)
- 13 Planning and reporting of specified annual goals

## Responsibility Area One: Annual Learning Support Register and tier allocation

Key Tasks	Expected Outcomes
<ol style="list-style-type: none"> <li>1. Ensure all relevant information is collated for <b>new</b> students and is available for HOE to enter on Synergetic (by Wk 3 of Term 1)</li> <li>2. Cross check the information on Synergetic against other records and known details</li> <li>3. Collate and ensure summary notes are entered into Synergetic for all children with a psych report</li> <li>4. Oversee all intervention allocation for current and new children</li> </ol> <p><b>Tier 1:</b> Children who have minor learning needs. These needs can be accommodated within the classroom as part of a differentiated learning programme</p> <p><b>Tier 2:</b> Children who have minor to moderate needs. These needs can be accommodated within the normal differentiated classroom programme but teacher aide support is considered necessary to provide further assistance. The support could be either within the classroom or not. Could be individual support or part of a small group (2-3 children). These children may have SLD tutor support and/or receive literacy support.</p> <p><b>Tier 3:</b> Children who have severe needs. Even within a differentiated learning environment the children's learning needs cannot be fully met. These children require an IEP. They are likely to also be involved in Literacy Support with HOLS and/or have an SLD tutor</p> <p><b>Tier 4:</b> ORS or High Needs funded children. These children require a Care Plan and IEP. They will have significant one on one TA support, and most likely school and/or parent and/or Ministry support funding. The children may also have some school TA support.</p>	<ul style="list-style-type: none"> <li>• The Learning Support Register includes all children receiving support and/or have a psych report</li> <li>• The Learning Support Register is accurate</li> <li>• The Register highlights the children with psych reports, and the full reports are located on the system (linked)</li> <li>• All relevant children are allocated a tier rating</li> <li>• New children: Intervention needs finalised as soon as possible but no later than the 1<sup>st</sup> of March</li> </ul> <ul style="list-style-type: none"> <li>• New children requiring TA support are underway as soon as possible but no later than 1<sup>st</sup> of March</li> <li>• New children requiring SLD tutor support will commence mid-February. SLD tutors visit teachers in classrooms to expedite the timetable</li> <li>• New Tier 3 children are confirmed by mid-February. SLD tutor support will commence by mid-February.</li> <li>• Where required, literacy support will commence as soon as possible but no later than 1<sup>st</sup> of March</li> <li>• IEP's are completed by the 1<sup>st</sup> of March (HOLS to oversee and co-ordinate this process)</li> </ul> <p><b>IMPORTANT ACCOMPANYING NOTES:</b></p> <ol style="list-style-type: none"> <li>1. The Learning Support Register information will be entered by Head of Education (HOE)</li> <li>2. The dates stated above are for all new children. The expectation is that continuing children will commence support programmes by the end of week 2</li> <li>3. All teachers will share tier allocation with the relevant parent(s) at the week 7 interviews and will confirm the support to be offered.</li> <li>4. The Head of Learning Support will meet regularly during the term with the Principal and HOE to discuss progress, challenges, and Expected Outcomes.</li> <li>5. ENROLMENTS: HOLS will be involved in the assessment of relevant children at the time of application (information via Principal's PA, Year 7 Team Leader or AP).</li> </ol>

**Responsibility Area Two: Literacy Support Programme and reporting to parents**

Key Tasks	Expected Outcomes
1. Children identified as requiring Literacy Support will be tutored by HOLS	<ul style="list-style-type: none"><li>• It is expected there will be 12-14 children in the programme each term</li><li>• The children will have stated (beginning of term) goals to be assessed against at the end of the term. The results are shared with parents (perhaps via email with the offer of a meeting if required)</li><li>• The children will be tutored as per the timetable</li><li>• The children will receive a progress and achievement statement as part of the School Report schedule</li><li>• Some of these children are likely to have IEPs which will require termly meetings with all relevant parties</li></ul>

**Responsibility Area Three: Teacher Aides/Assistants and other support staff (not SLD tutors)**

Key Tasks	Expected Outcomes
1. To oversee, guide and support Learning Support staff	<ul style="list-style-type: none"><li>• Staff are reviewed annually against goals and targets</li><li>• Staff are offered appropriate and on-going professional learning</li><li>• Staff are supported professionally and personally</li><li>• Timetables are followed as per stated timings</li></ul>

**Responsibility Area Four: Overseeing the work of SLD tutors**

Key Tasks	Expected Outcomes
1. To oversee SLD tutors	<ul style="list-style-type: none"><li>• Timetables are followed as per stated timings</li><li>• Tutors are proactive in setting up timetables, and visit teaching staff to achieve this</li><li>• Tutors have learning goals, and meet with parents regularly to discuss progress</li><li>• Tutors meet with teachers so individual programmes and focus areas can be reinforced in classrooms</li><li>• Where possible children going on scheduled camps, day outings, etc. swap times with other children to provide consistency</li></ul>

**Responsibility Area Five: Working with the Leadership team**

Key Tasks	Expected Outcomes
1. Work/discussion with leadership team members (individually and/or collectively) is proactive and productive	<ul style="list-style-type: none"><li>• Communication to the team is timely and clear</li><li>• Discussions are professional, solution focused and child-centred</li></ul>

**Responsibility Area Six: Working with the teaching staff**

Key Tasks	Expected Outcomes
1. Work/discussion with teachers (individually and/or collectively) is proactive and productive	<ul style="list-style-type: none"><li>• Communication to teachers is timely and clear</li><li>• Discussions are professional, solution focused and child-centred</li></ul>

**Responsibility Area Seven: Co-ordinating IEPs**

Key Tasks	Expected Outcomes
1. Identified children (who meet the criteria) have an Individual Education Plan (IEP)	<ul style="list-style-type: none"><li>• Children with severe learning needs that cannot be catered for within the parameters of a differentiated learning environment will have an IEP</li><li>• HOLS will co-ordinate/oversee the writing of the IEP</li><li>• HOLS will attend IEP meetings with parents and offer support to the teachers and the parents</li><li>• HOLS will be available for meetings from 8:00am to 5:30pm.</li></ul> <p><b>NB: IEP meetings will be co-ordinated by HOLS in consultation with the relevant teacher. At the end of each meeting the next review date will be set. Depending on circumstance/need there will be 2-4 meetings during the year.</b></p>

**Responsibility Area Eight: Allocation of students to tier system in consultation with leadership and staff**

Key Tasks	Expected Outcomes
1. Allocate new children to the tier system annually	<ul style="list-style-type: none"><li>• The new children are allocated to the tier system as per the stated criteria and timeframe</li></ul>
2. Review current children on the tier system	<ul style="list-style-type: none"><li>• The current children on the tier system are reviewed and reallocated (for the following year) prior to the conclusion of the year</li></ul>

**Responsibility Area Nine: Teacher support for behavioural and/or social factors causing barriers to learning**

**for the children on the tier system (includes Travellers and Wise Up programmes)**

Key Tasks	Expected Outcomes
1. To support teachers with children who have (or develop) behavioural or social issues in conjunction with psychologists/counsellors where required	<ul style="list-style-type: none"><li>• Teachers, children and parents are supported through behaviour and social issues with sound and proactive support and guidance</li></ul>
2. Travellers and Wise Up training and support for staff as required.	<ul style="list-style-type: none"><li>• Children identified as likely beneficiaries of the Travellers and Wise Up programmes are given the opportunity to be involved</li></ul>

3. Parenting toolbox advocate for parents as required (outsourced programmes)	<ul style="list-style-type: none"> <li>Children and parents with identified needs/concerns are offered the range of options available to the College (in house or outsourced)</li> </ul>
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Responsibility Area Ten: StAC Up	
Key Tasks	Expected Outcomes
1. Supports the school's StAC Up expectations and core values of: <i>Be Safe</i> inside, outside, and online <i>Be Ready</i> to learn in all situations <i>Be Respectful</i> towards others and yourself	<ul style="list-style-type: none"> <li>Role-models, supports, and uses the language of the core values and expectations of StAC Up within the Learning Support area and the wider school environment</li> <li>Uses the House token system to support, encourage and motivate the children</li> </ul>

Responsibility Area Eleven: Personal/Professional Development (Professional Networks)	
Key Tasks	Expected Outcomes
1. Seek opportunities for personal and professional growth 2. Maintain professional links with relevant local and regional networks	<ul style="list-style-type: none"> <li>Role-models on-going learning to other staff</li> <li>Is recognised as an educational leader in her field</li> <li>Is open to new learning and professional development</li> <li>Shares appropriate new learnings and professional development with relevant staff</li> </ul>

Responsibility Area Twelve: Performance Reviews of Designated Staff	
Key Tasks	Expected Outcomes
1. Complete performance reviews annually for all "direct reports"	<ul style="list-style-type: none"> <li>In term 4 the Principal is given copies of the performance review documents and any issues and/or concerns are highlighted. Where recommendations are made the timeline for on-going review is clearly stated</li> <li>Support staff understand accountability requirements for performance and learning achievement</li> <li>Professional growth is encouraged and recognised</li> <li>Support staff are focused on department goals as well as relevant and personal school goals</li> <li>On-going professional learning is a focus for the staff</li> </ul>

Responsibility Area Thirteen: Planning and Reporting of Specified Annual Goals	
Key Tasks	Expected Outcomes
1. Prepare an annual report for the Principal 2. Contribute to Preparatory School annual planning document, providing action plan and reports on specified goals	<ul style="list-style-type: none"> <li>Progress towards school goals is clearly documented</li> <li>Positive change results from strategic initiatives</li> <li>Progress is deliberate, understood and measured</li> </ul>



# 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 Principal of Preparatory 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 and 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: \_\_\_\_\_