



August 2019

Dear Applicant,

Thank you for your interest in applying for permanent, full-time position of Head of Health and Physical Education at St Andrew's College, commencing Monday 27 January 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 whānau/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 Failure to complete this application and answer all questions truthfully may result in any offer of employment being withdrawn or appointment being terminated if any information is later found to be false.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/CB2020>

Applications for this position close 9.00am, Friday 27 September 2019.

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

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

We look forward to receiving your application.

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Yours sincerely

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



St Andrew's College

Position Description: *Head of Department*

General Statement of Responsibilities to:

1. Provide co-ordination, management and supervision of long term and day to day curriculum planning, delivery and operations within the area/s of delegated authority.
2. Provide professional leadership within the area/s of delegated authority.
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 a suitable subject assessment programme for all levels or areas.
6. Provide, through formal and informal interactions, appropriate support to teachers in their professional tasks and in management of student behaviour.
7. Provide an effective communication link between the Senior Management of the College and the area/s of delegated responsibility.
8. Maintain effective and appropriate relationships both within the College and with its community.
9. Promote and protect the interests of the department where appropriate in matters such as timetable construction, calendar creation, budget setting and resource allocation.

| Responsibility Area One: Curriculum Planning and Delivery | |
|--|---|
| Key Tasks | Expected Outcomes |
| <ol style="list-style-type: none">1. Ensures programmes and plans for each year level are up to date and reflect The New Zealand Curriculum.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 programmes of learning in line with The New Zealand Curriculum and College policies;• curriculum coverage in the department meets the needs of a diverse range of learners;• there is a collaborative approach to planning, assessing 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 engaged in professional associations.2. Uses department meetings to lead professional discussion.3. Supports staff in their teaching roles and encourages professional development.4. Provides appropriate guidance and support to staff.5. Assists in the selection and appointment of new staff members.6. Participates actively in the College's performance management system. | <ul style="list-style-type: none">• the department attends subject association meetings / conferences on a regular basis;• department meetings are used as opportunities for professional discussion;• staff in the department feel valued and supported in their development as professionals;• staff are encouraged to maintain up to date knowledge of developments in teaching and learning and participate in the profession beyond St Andrew's College;• professional advice is given in the recruitment, selection, and appointment of new staff within the department;• staff actively engage in the appraisal process and complete an annual report. |

Responsibility Area Three: Department Administration

| Key Tasks | Expected Outcomes |
|--|--|
| <ol style="list-style-type: none">1. Oversees allocation of staff to classes when required by the timetable.2. Suggests areas for budget expenditure (both short and long term) and maintains accurate records of purchases.3. Works within a budget, monitoring this throughout the year.4. Manages curriculum and College resources well. | <ul style="list-style-type: none">• class allocations are fair, balanced, and allow for the professional development of staff in the department;• financial resources are well-managed;• appropriate storage, records and use is made of Departmental resources;• assets are kept on a current register or inventory;• monitors and maintains department assets. |

Responsibility Area Four: Student Assessment and Reporting

| Key Tasks | Expected Outcomes |
|--|---|
| <ol style="list-style-type: none">1. Develops and maintains an assessment system, in accordance with the College Assessment Policy.2. Ensures students are kept informed of all assessment deadlines and expectations.3. Supervises analysis of aggregated assessment data with the support of the Assistant Head of Secondary School Data Analyst.4. Oversees reporting to parents in subject area.5. Ensures that assessment data is used to inform programme planning.6. Provides professional support to teachers in assessment methods and record keeping. | <ul style="list-style-type: none">• the department has appropriate methods of assessing student achievement against any accepted standards or achievement objectives;• accurate records are kept, and analysis assists in identifying student learning needs, which are then used to inform planning;• parents are kept informed of student progress and achievement. |

Responsibility Area Five: Behaviour Management

| Key Tasks | Expected Outcomes |
|---|---|
| <ol style="list-style-type: none">1. Provides sound advice and support to staff in their classroom management.2. Gives appropriate advice to teachers relating to behaviour management.3. Liaises as necessary with senior/pastoral staff regarding behaviour issues.4. Deals in a positive and appropriate manner with referred discipline issues.5. Follows College policy guidelines when working with students.6. Maintains accurate notes on student referrals. | <ul style="list-style-type: none">• staff within the department feel fully supported in dealing with all aspects of behaviour management;• students are managed at all times with courtesy, consideration and dignity in a manner that respects cultural diversity and the rights of the individual;• the College behaviour management policies and procedures are followed at all times. |

Responsibility Area Six: Communication

| Key Tasks | Expected Outcomes |
|---|--|
| <ol style="list-style-type: none">1. Creates an annual action plan that is consistent with the College's vision and goals and addresses the issues identified by the analysis of student achievement data.2. Meets as required with senior managers.3. Holds regular department meetings to disseminate information.4. Keeps accurate meeting minutes.5. Contributes as required to the College reviews and policy development.6. Attends Head of Department meetings.7. Attends (or representative) local subject specific association meetings. | <ul style="list-style-type: none">• progress towards meeting College Annual Goals is tracked;• an annual report is written to summarise each year;• Senior Leaders are kept up to date with any issues relating to the department;• there is an ongoing, strong link between College wide policy, procedures and programme planning and department teachers;• all staff are kept fully informed, meetings run smoothly and effectively, accurate records are kept. |

Responsibility Area Seven: Relationships and Representation

| Key Tasks | Expected Outcomes |
|--|--|
| <ol style="list-style-type: none">1. Represents department views in meetings.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.5. Actively supports College policy decisions, strategic targets and plans.6. Provides a positive role model to the College community.7. Contributes to the full life of the College, including extra-curricular activities, major College events and encourages others to do so.8. Promotes the subject through extension and enrichment opportunities including competitions, celebrations etc. | <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 College policy direction and strategic targets;• wider College activities are fully supported;• a wide range of appropriate curricular activities are offered. |

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

Leadership Skills

Please give an example of a time when you were required to lead a project or lead change. How did you manage your team effectively? What was the outcome? **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.