



Tuesday 9 May 2023

Dear Applicant

Thank you for your interest in applying for the permanent, part-time (0.45 FTE, three days a week) teaching position of Health and Physical Education at St Andrew's College, commencing by negotiation.

The following information is included with this package:

- Person Specification.

**Important notes for applicants**

1. Attach a Curriculum Vitae (CV) that includes:
  - a) relevant qualifications and experience, teaching service and responsibilities;
  - b) co-curricular activities you are interested in.
2. Copies of qualification certificates should be attached. If successful in your application, you will be required to provide originals as proof of qualifications.
3. If you are selected for an interview you may bring whānau/support people at your own expense. Please advise if this is your intention.

I draw your attention to our website where you will find more information about the College, [stac.school.nz](http://stac.school.nz).

**Applications for this position close 9.00am, Monday 22 May 2023.**

Please address your application, consisting of an email expressing your interest and a CV, to the Head of Secondary School, Evert van Florenstein, and email to [hossipa@stac.school.nz](mailto: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](mailto:EVA@stac.school.nz).

We look forward to receiving your application.

Yours sincerely

Evert van Florenstein  
Head of Secondary School



## Position Description: *Health and Physical Education Teacher*

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|--------------------------------------|--|
| <b>Position</b>                      | <b>Health and Physical Education Teacher</b>                           |
| <b>Responsible to</b>                | <b>Head of Department or Teacher in Charge of Subject</b>              |
| <b>Functional Relationships with</b> | <b>Head of Middle School or Head of Senior College<br/>Deans</b>       |
| <b>Appraised by</b>                  | <b>Head of Department or Teacher in Charge of Subject</b>              |
| <b>Teaching Load</b>                 | <b>22 out of 28 timetabled lessons per week plus a Tutor<br/>Class</b> |

### General Statement of Responsibilities to:

1. **Professionalism:** Adhere to the Code of Professional Responsibility and Standards for the Teaching Profession and College expectations/requirements. Is a role model for students and other staff.
2. **Curriculum Planning and Delivery:** All learning programmes are appropriately planned to consider individual needs, The New Zealand Curriculum and Te Tiriti o Waitangi. Assessment is used as a means of identifying needs, current levels of professional knowledge are maintained, and an appropriate learning environment is established.
3. **Assessment for Learning:** Through accurate monitoring and recording of student progress and achievement, teachers appropriately report as required and use this to inform their planning to meet student needs.
4. **Behaviour Management:** A safe and inclusive environment conducive to learning is established and maintained. High behavioural expectations are set, and students are encouraged to take responsibility for their own behaviour. Learning activities are conducted in a safe manner.
5. **General Contribution to the College:** Teachers are expected to participate and support the corporate and co-curricular activities of the College.



| Responsibility Area One: Professionalism   |  |
|--|--|
| Key objectives:  | Expected Outcomes  |
| <p><b>Professionalism</b></p> <p>Adhere to the <a href="#">Code of Professional Responsibility and Standards for the Teaching Profession</a> and College expectations/requirements/College code of ethics.</p> | <ul style="list-style-type: none"><li>• meet the requirements of the Code of Professional Responsibility and Standards for the Teaching Profession, as well as College expectations, requirements, values and code of ethics;</li><li>• actively engage with annual appraisal requirements in a professional and in a timely manner;</li><li>• role model positive behaviour for students and other staff.</li></ul> |

| Responsibility Area Two: Curriculum Planning and Delivery   |  |
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| Key objectives:   | Expected Outcomes  |
| <p><b>Curriculum Planning and Delivery</b></p> <p>All learning programmes are appropriately planned to consider individual needs, The New Zealand Curriculum, and Te Tiriti o Waitangi.</p> <p>Assessment is used as a means of identifying needs.</p> <p>Current levels of professional knowledge are actively maintained.</p> | <ul style="list-style-type: none"><li>• use data to plan for the needs of all students;</li><li>• plan to meet individual needs of all students, based upon guidelines set out in the school scheme or curriculum plan and appropriate to the general level of students;</li><li>• acknowledge Treaty obligations and incorporate aspects of Te Reo Māori and Tikanga Māori;</li><li>• establish and maintain an environment where effort, learning, and achieving are valued and where there is recognition of success;</li><li>• use a wide range of educational resources, techniques and strategies to address student needs, and maximise learning and achievement.</li></ul> |



| Responsibility Area Three: Assessment for Learning   |  |
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| Key Objectives:  | Expected Outcomes  |
| <p><b>Assessment for Learning</b></p> <p>Through assessment and the use of a wide range of data:</p> <ul style="list-style-type: none"><li>a) plan to meet student needs;</li><li>b) report student progress and achievement, as required.</li></ul> | <ul style="list-style-type: none"><li>• use College records to profile students and provide the basis for planning an effective teaching programme;</li><li>• use student assessment to identify levels of achievement for analysis of possible barriers to learning;</li><li>• provide appropriate in-class support to students with specific educational needs to ensure they experience success with their learning;</li><li>• develop and implement strategies which address identified learning needs;</li><li>• use a range of both formal and informal methods for assessing student achievement;</li><li>• make students aware of the progress they are making and their next steps for success;</li><li>• keep accurate and detailed records for each student who demonstrates the levels of achievement across all strands of the learning area;</li><li>• keep records of assessment and achievement, in line with College wide requirements;</li><li>• provide clear, accurate, and constructive information on student progress, achievement, and next steps to parents and caregivers in line with College reporting guidelines.</li></ul> |



| Responsibility Area Four: Behaviour Management   |   |
|--|---|
| Key Tasks  | Expected Outcomes   |
| <p><b>Behaviour Management</b></p> <p>Establish and maintain a safe and inclusive environment where learning is the focus.</p> <p>Set high behavioural expectations and encourage students to take responsibility for their own behaviour.</p> | <ul style="list-style-type: none"><li>• establish and maintain inclusive and professional relationships with students, which demonstrate a respect for their individual needs and cultural backgrounds, and where learning is the focus;</li><li>• establish an inclusive and respectful learning environment, which allows all students to feel safe and valued;</li><li>• use behaviour management strategies, in line with school policies and behaviour guidelines.</li></ul> |

| Responsibility Area Five: General Contribution to the School  |  |
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| Key Tasks   | Expected Outcomes  |
| <p><b>General Contribution to the College:</b></p> <p>Teachers are expected to participate in and actively support the corporate and co-curricular activities of the College.</p> | <ul style="list-style-type: none"><li>• participate in and/or support all College activities relating to the enhancement of the special character of the College. These will include: chapel, cultural, sporting, outdoor education, social, service, and community activities;</li><li>• coach/manage/assist with a co-curricular activity in all four terms of the year.</li></ul> |

# Person Specification

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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.