

Salford School

Application Package

Part Time Classroom Release (CRT) Teacher



*Developing Respectful, Responsible, Caring
and Hardworking students.*

Appointment process

Thank you for your inquiry about the teacher vacancy at Salford School advertised in the Education Gazette. We have a part time, fixed term Classroom Release position available for terms 3 and 4 2024. This position will be renewed year by year based on funding and teacher classroom release time structures.

The position would begin with approximately 12 days of work per term and grow to 22 - 24 days per term in 2025.

Do you have an area of passion that you would love to spend all day sharing with tamariki in a part time teaching position? Then we may be the place you are looking for. We are seeking an enthusiastic, passionate teacher to teach in all classrooms across the school (Year 0 - 6) for teacher CRT release. If you have a subject or area of interest that it would be your dream to spend all day sharing and instilling in tamariki then tell us about it. You may just be what we are looking for.

We are seeking a dedicated and enthusiastic teacher who loves working with children, is a strong team player, can build excellent relationships with students, their whānau and the wider community and has a particular area of passion they would love to teach across the school.

The successful candidate will have strong, positive behaviour management practices with an understanding of the needs of neurodiverse learners and their whānau.

Please find attached information about the school and a job description for this position.

I invite you to apply by submitting the following:

- A cover letter outlining your suitability for the position
- A curriculum vitae
- A completed application form

Timeline:

1. Applications close: **3:00pm Friday 21st June 2024**
2. Shortlisting and referee checks: **21st - 24th June 2024**
3. Interviews: **24th - 26th June 2024**
4. Successful applicant notified: **Thursday 27th June 2024**
5. Position commences: **on a date in term three 2024 that is agreed between the school and successful applicant**

Applications can be emailed to the Office Manager, Judi Devine (admin@salford.school.nz).

We look forward to receiving your application. If you would like to discuss anything about the application process or the school, feel free to call (03) 2179521 or email (sarahg@salford.school.nz).

Yours sincerely

Sarah Gibbs
Tumuaki



About Salford School

Salford School provides education to children from Year 1 to 6. Located in the north Invercargill suburb of Hargest, the school has a lovely setting with a very pleasant rural outlook, huge grounds and excellent playground facilities. Salford has a student roll of around 280 students, in 11 classrooms.

We have an enthusiastic, caring and very capable team of teachers who are committed to doing the best for children. We work hard to ensure that children feel that they belong here and that they feel safe and supported in the school environment. We aim to maintain the highest possible teaching and learning standards for all children. We work hard to have children experience a rewarding and enjoyable education and leave the school confident and well equipped to succeed at the next level.

We are a PB4L School focusing on the teaching and learning of behaviour and values, with emphasis on positive values action.

We are an inclusive school community and warmly welcome families to assist in a partnership with us as we strive to provide high quality education.

Our Vision

Developing respectful, responsible, caring and hardworking students.

Our Core Values

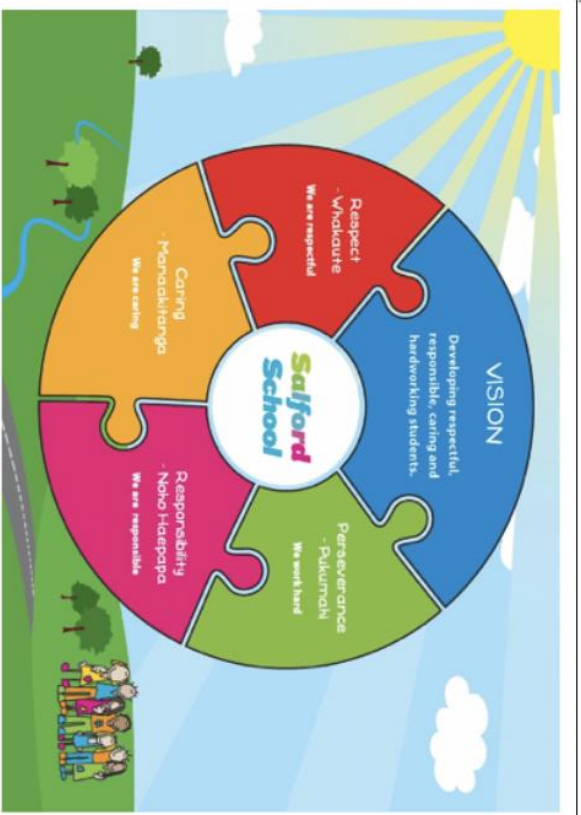
Whakaute (Respect) – Noho Haepapa (Responsibility)

Manākitanga (Caring for Others) – Pukumahi (Perseverance)

Thank you for your interest in applying for this position at Salford School.
Please feel welcome to come and visit us so that you can learn more about our school.

Sarah Gibbs
TUMUAKI





Strategic Plan 2024 - 2025

School Vision

Developing Respectful, Responsible, Caring and Hardworking students.

Values

Whakauru, Manatūhanga, Noho Hāeapapa, Pūkeremahi

Aspirations for our Year 6 Akonga



STRATEGIC GOAL 1:		Te Tiriti o Waitangi		
To deliberately and actively support the positive social, emotional, mental health and well being of all ākonga.		Art 1	Art 2	Art 3
2	Review and refine PB4L (Positive Behaviour for Learning) practices in the school in alignment with the school values, Te Whare Tapa Wha and Te Kura Tapa Wha.	✓	✓	✓
2	Introduce and begin working through The Mitey Mental Health programme in the school and with the community.	✓	✓	✓
4	Implement a successful second year of professional learning developing the Mitey Programme as part of the Salford Curriculum.	✓	✓	✓
2	Alignment of Te Mātaitaho with school expectations and teaching models with a focus on well being and positive mental health.	✓	✓	✓

STRATEGIC GOAL 2:		Te Tiriti o Waitangi		
To create an inclusive learning place where connection and collaboration are explicit, allowing all ākonga to achieve to their best potential.		Art 1	Art 2	Art 3
2	Deliberately and strategically increase whānau involvement and engagement in learning and the school environment.	✓	✓	✓
0	Increase kaitiako and ākonga confidence and capability with te reo Māori	✓	✓	✓
2	Develop and deliver a culturally appropriate and responsive teaching and learning curriculum..	✓	✓	✓
0	Review concepts in our school curriculum to ensure they recognise, celebrate and enrich learners' identities, abilities and talents.	✓	✓	✓

Te Tiriti o Waitangi

Article 1 Kāwanatanga/Governance – Article 2 Rangaitiratanga/ Agency – Article 3 Orietanga/ Equity

TEACHER JOB DESCRIPTION		
TE TIRITI O WAITANGI PARTNERSHIP	Elaboration of the Standard	Salford School Description for Professional Standard
Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand	<p>Understand and recognize the unique status of tangata whenua in Aotearoa New Zealand.</p> <p>Understand and acknowledge the histories, heritages, languages and cultures of partners to Tiriti o Waitangi.</p> <p>Practise and develop the use of te reo and tikanga Maori.</p>	<p>Show a respect and understanding for bicultural New Zealand and demonstrate understanding of tikanga and the competencies of Ta Taiako.</p> <p>Encourage and allow for akonga sharing their individual cultural beliefs as part of class learning programmes.</p> <p>Show respect to the cultural diversity of the classroom.</p> <p>Demonstrate respect and Salford Schools' Cultural diversity.</p> <p>Use and promote Te Reo Maori in the classroom and demonstrate knowledge of Tikanga.</p>
PROFESSIONAL LEARNING	Elaboration of the Standard	Salford School Description for Professional Standard
Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.	<p>Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.</p> <p>Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures.</p> <p>Engage in professional learning and adaptively apply this learning in practice.</p> <p>Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters.</p> <p>Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning focused collegial discussions.</p>	<p>Participate fully in Professional Growth Cycles to develop, explore and improve teaching and learning ultimately raising student achievement.</p> <p>Remain current with teaching practice and philosophy, actively taking part in professional learning and development. Demonstrate and share this learning with colleagues and in classroom and school settings.</p> <p>Share knowledge, understanding, ideas and resources with colleagues to support in the development and growth of teaching and learning programmes at Salford School.</p> <p>Provide support and assistance to meet the needs of staff at Salford School.</p>

PROFESSIONAL RELATIONSHIPS	Elaboration of the Standard	Salford School Description for Professional Standard
<p>Establish and maintain professional relationships and behaviours focused on the learning and well-being of the learner.</p>	<p>Engage in reciprocal, collaborative learning focused relationships with:</p> <ul style="list-style-type: none"> - learners, families and whanau. - teaching colleagues, support staff and other professionals. - agencies, groups and individuals in the community. <p>Communicate effectively with others.</p> <p>Actively contribute and work collegially, in the pursuit of improving my own organizational practice, showing leadership, particularly in areas of responsibility.</p> <p>Communicate clear and accurate assessment for learning and achievement information.</p>	<p>Have and provide opportunities for open, honest, respectful, collaborative and inclusive relationships with colleagues, akonga, whanau and the wider community.</p> <p>Liaise with syndicate leader, SENCO, Learning Support Staff and necessary outside agencies to support the specific learning needs of individual akonga.</p> <p>Share data openly and honestly with parents, supporting them with learning activities in the home to help raise akonga achievement.</p> <p>Actively be involved in community events and school wide whanau consultation evenings such as goal setting, Three way learning conferences and curriculum evenings.</p> <p>Use school wide communication systems.</p> <p>Interact respectfully with akonga and colleagues including use of good manners, appropriate language and continually demonstrating the Salford School values.</p> <p>Actively participate in and contribute to syndicate, school and curriculum team meetings.</p> <p>Remain up to date and accurate with school wide reporting systems and processes as determined by the staff.</p> <p>Actively participate in the extra-curricular life of the school.</p> <p>Represent Salford School in a positive, professional manner at all times in the community.</p> <p>Identify and act on opportunities for responsibility and leadership across the school and willingly take on these opportunities.</p>

LEARNING FOCUSED CULTURE	Elaboration of the Standard	Salford School Description for Professional Standard
<p>Develop a culture that is focused on learning and is characterized by respect, inclusions, empathy, collaboration and safety.</p>	<p>Develop learning focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.</p> <p>Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.</p> <p>Demonstrate high expectations for the learning outcomes of all learners including for those learners with disabilities or learning support needs.</p> <p>Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety.</p> <p>Create an environment where the diversity and uniqueness of all learners are accepted and valued.</p> <p>Meet relevant regulatory, statutory and professional requirements.</p>	<p>Create a motivating and inspiring learning environment through resources and displays to assist with all areas of the curriculum including the Key Competencies, School Values and Te Ao Maori Concepts.</p> <p>Share and build on the children's understanding of the Salford School Values.</p> <p>Provide a colourful, inviting, inspiring and physically safe learning environment for akonga where every child has learning displayed and access to support resources.</p> <p>Maintain positive focuses in the classroom connected to the Salford School values and Cultural Competencies.</p> <p>Actively participate in school activities such as House events to promote Whanauangatanga in the school.</p> <p>Maintain high expectations of all akonga and discuss these expectations with students.</p> <p>Actively demonstrate a child centred teaching and learning approach following the Salford School Curriculum, Curriculum Guidelines, Teaching and Assessment Plans and the Salford School Values.</p> <p>Ensure akonga understand the purpose of their learning and what is expected of them for achievement.</p>

DESIGN FOR LEARNING	Elaboration of the Standard	Salford School Description for Professional Standard
<p>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner’s strengths, interests, needs, identities, languages and cultures.</p>	<p>Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.</p> <p>Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required.</p> <p>Design and plan culturally responsive, evidence based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.</p> <p>Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.</p> <p>Design learning that is informed by national policies and priorities.</p>	<p>Ensure student profile documentation is complete and updated regularly on SMS (Hero) including pastoral, behavioural and curriculum information.</p> <p>Plan, implement and assess learning programmes that align with the National curriculum, The Salford School Curriculum, Syndicate long term plans, Teaching and Assessment plans, the Salford School Values and the Salford School Strategic Plan.</p> <p>Demonstrate good practice throughout all areas of the school.</p> <p>Collate and pass on pastoral information.</p> <p>Plan effective teaching programmes to meet the needs of akonga based on prior knowledge, learning, assessment and experiences, using a range of strategies and groupings to cater for individual learning needs and learning styles.</p> <p>Follow the Salford School assessment plan to provide data for classroom and school wide reporting to the staff, Board of Trustees and School Community.</p>

SALFORD SCHOOL APPLICATION FORM

Position applying for

PERSONAL DETAILS:

Title	
First Name	
Surname	
Email address	
Phone number	

PRESENT POSITION

School/Company	
Position title	

Referees: *Please provide the names/contact phone numbers and email address of three referees.
(Please also indicate your relationship to the referee)*

Full Name	
Contact number/s	
Email address	

Full Name	
Contact number/s	
Email address	

Full Name	
Contact number/s	
Email address	

a.	Have you ever been convicted of a criminal offence?	Yes	No
b.	Have you ever been dismissed from a position?	Yes	No
c.	Are you aware of any medical condition which Salford School should take into consideration in deciding whether to appoint you to the position?	Yes	No
d.	Are there any reasons why you should not be employed to work in a school environment?	Yes	No
e.	In accordance with the Privacy Act, I authorise the Salford School Appointment Committee to obtain further information from the referees listed in my application and consent to the referees disclosing such information to the Appointment Committee.	Yes	No
f.	If I am successful in the application I agree that the appointment is dependent upon a police vet (satisfactory to the Appointments Committee) of myself.	Yes	No

I certify that the information given in this application is to the best of my knowledge correct. I understand that this may be verified.

Applicant's Signature _____ Date _____