



APPLICATION AND APPOINTMENT PROCEDURE

Teacher of Itinerant Music (Vocal)

Part time (0.2 FTTE), permanent from 28 January 2021

Rangiora High School is an equal opportunities employer. Applications will be considered on merit regardless of disability, handicap, marital or parental status, race, religion, gender or sexual orientation.

Rangiora High School is a progressive decile 9 co-ed school of 1650 students. We are committed to PB4L including restorative practices; and culturally responsive pedagogy. We are actively seeking innovative practitioners who have student voice and choice firmly at the heart of their practice. The principles behind Rangiora High School's Connected Curriculum are Ako and Wānanga. Applicants must be passionate about improving student engagement and achievement, and be willing to commit to co-curricular and extra-curricular activities.

1. Closing date

- Applications for this position close at 9am on Monday, 23 November 2020.

2. Method of Application

- Applications are only accepted electronically through the School Jobs New Zealand website schooljobs.nz
- Applicants may enclose additional curriculum vitae and other supporting material.
- A covering letter should be addressed to the Principal, Ms Karen Stewart.
- Application material will not be returned once the appointment has been made.

3. Referees

- Applicants are asked to provide the names and addresses of three people who may be contacted to act as Referees.

4. Shortlisting and Interview

- Short-listing and interviewing of applicants will occur in the week after applications close.
- Applicants invited to an interview for this position will have their travel costs reimbursed where necessary.
- Applicants wishing to bring whānau or other support to the interview may do so at their own expense and should contact Mrs Faye Wallcroft, PA to the Principal, on 03 3118888 or faye.wallcroft@rangiorahigh.school.nz in advance so that suitable arrangements can be made.

5. Tenure

- The appointee will be offered an employment agreement with the Board of Trustees. The appointee will be asked if they wish to become a party to the Secondary Teachers' Collective Agreement or to be employed on an Individual Employment Agreement (which reflects the terms of the collective agreement).

6. Salary

- The salary offered will be in accordance with the Secondary Teachers Collective Agreement as assessed by the Salary Assessment Unit of the Ministry of Education and as appropriate to the appointee's qualifications, training and experience.

7. Professional Learning and Development

- All teachers new to the school will take part in an induction programme and will be provided with advice and guidance through the school's professional learning and development programme.

8. General

- The school's Charter is available on the school's website: www.rangiorahigh.school.nz
- All staff are expected to be familiar with, and comply with, the Teaching Council's 'Code of Professional Responsibility and Standards for the Teaching Profession' available [here](#).

For further information or clarification, applicants are welcome to contact Mr Chris Quigley, Deputy Principal, on 03 3118888 or chris.quigley@rangiorahigh.school.nz

Rangiora High School



East Belt, Rangiora 7400
North Canterbury, New Zealand
Telephone +64 3 311 8888
admin@rangiorahigh.school.nz
rangiorahigh.school.nz

POSITION DESCRIPTION

Title: Itinerant Teacher of Music (Vocal)

Responsible to: Curriculum Leader, Music

Primary Goals:

- 1 To support the school's charter and work to implement the policies arising from the charter.
- 2 To meet classroom responsibilities to students.
- 3 To plan and carry out curriculum and organisational responsibilities.
- 4 To undertake professional development.
- 5 To make a general contribution to school life.
- 6 To carry out community responsibilities.
- 7 To undertake specific responsibilities, including:
 - To prepare NCEA Level 1-3 students for singing assessments;
 - To take choir rehearsals;
 - to teach group and individual voice students.

Tasks	Performance Indicators	Expected Outcomes
<p>1 School charter</p>	<p>a To support the school's charter and work to implement the policies arising from the charter.</p>	<p>a Visible support for policies arising from charter evident.</p>
<p>2 To meet classroom responsibilities to students</p>	<p>a Providing learning opportunities for every child relative to his or her needs, abilities and stage of development.</p> <p>b Deliver lessons in accordance with subject schemes of work, National Education Guidelines, school policies and the school charter.</p> <p>c Establishing effective relationships with students based on mutual respect.</p> <p>d Using a range of learning activities.</p> <p>e Providing and maintaining a purposeful working environment.</p> <p>f Meeting the requirements of the Code of Professional Responsibility and Standards for the Teaching Professions and the appropriate Professional Standards.</p> <p>g Teaching methods are suited to the age and ability level of the student.</p>	<p>a Effective relationships with students based on mutual respect are established.</p> <p>b Lessons reflect expectations of subject schemes of work, National Education Guidelines, school policies and the school charter.</p> <p>c All school policies on behaviour management are upheld in the everyday interaction between teachers and students - the Managing Student Behaviour (MSB) system is used effectively.</p> <p>d A range of learning activities is used.</p> <p>e A purposeful working environment is created.</p> <p>f The requirements of the Code of Professional Responsibility and Standards for the Teaching Professions and the appropriate Professional Standards are met.</p> <p>g Enthusiasm and high standards of achievement are evident in all subjects with due regard to the personality and ability of the student.</p>
<p>3 To plan and carry out curriculum and organisational responsibilities</p>	<p>a Preparing lesson plans in accordance with subject schemes and the school charter.</p> <p>b Developing and managing classroom resources in accordance with school and faculty guidelines.</p>	<p>a Lesson plans are prepared in accordance with subject schemes and the school charter.</p> <p>b Resources are developed and managed in accordance with school and faculty guidelines.</p>

Tasks	Performance Indicators	Expected Outcomes
	<p>c Teaching subjects according to curriculum goals and objectives set by faculty and school charter.</p> <p>d Marking and evaluating student work.</p> <p>e Assessing student progress and recording results and completing reports and profiles on students.</p> <p>f Evaluating teaching programmes.</p> <p>g Assisting the Curriculum Leader and Head of Faculty to develop and manage subject resources.</p> <p>h Meeting deadlines which may be established from time to time.</p> <p>i Providing students and parents with information regarding course objectives and assessment programmes in consultation with the Curriculum Leader and Head of Faculty.</p> <p>j Attending faculty and subject meetings, contributing to the formulation of goals and their implementation.</p> <p>k Meeting the requirements of the Code of Professional Responsibility and Standards for the Teaching Professions and the appropriate Professional Standards.</p>	<p>c Lesson critiques confirm teaching to curriculum goals and objectives set by faculty and school charter.</p> <p>d Student work is regularly and helpfully assessed.</p> <p>e Students' needs are assessed before and after teaching/learning and programmes are planned according to student need.</p> <p>f Adequate records of student progress are maintained as directed by school policy for both professional and parent use. Appraisal booklets show evidence of student evaluation of courses</p> <p>g Contributes to faculty organisation by efficiently developing and managing subject resources</p> <p>h Assessment and reporting deadlines met</p> <p>i Students and parents will be well-informed of the demands of each subject for their personal planning needs.</p> <p>j Regarded as a team player by peers in faculty through attendance at meetings, contribution to the formulation of goals and their implementation.</p> <p>k The requirements of the Code of Professional Responsibility and Standards for the Teaching Professions and the appropriate Professional Standards are met.</p>

Tasks	Performance Indicators	Expected Outcomes
<p>4 To undertake Professional Development</p>	<ul style="list-style-type: none"> a Keeping abreast of subject and educational developments. b Attending teacher development programmes. c Participating in in-service courses. d Participating in the professional development cycle undertaking a personal annual appraisal, following the requirements of the Code of Professional Responsibility and Standards for the Teaching Professions and the appropriate Professional Standards. e Following-up on the outcomes of the performance review which is part of that cycle. 	<ul style="list-style-type: none"> a Professional reading helps keep abreast of subject and educational developments. b Each year undertakes at least one course/unit of professional development activity. c Attends and participates in professional meetings scheduled by the Principal. d Participation in professional development and performance appraisals. The requirements of the Code of Professional Responsibility and Standards for the Teaching Professions and the appropriate Professional Standards are met. e Actively follows up on the outcomes of performance appraisal.
<p>5 To make a general contribution to school life</p>	<ul style="list-style-type: none"> a Carrying out pastoral duties, including acting as a Form Teacher or in other negotiated pastoral care roles. b Carrying out general supervision duties as required. c Participating in negotiated extra-curricular activities. d Meeting the requirements of the Code of Professional Responsibility and Standards for the Teaching Professions and the appropriate Professional Standards. 	<ul style="list-style-type: none"> a Regards the Form Teacher role as an important part of being a teacher at Rangiora High School. b Duties performed diligently without prompting. Leads by example supporting standards expected of students. c Participates in negotiated extra curricular activities. d Supports the wider educational, collegial and cultural life of the school. Participates in whole school events and support community and school programmes.

Tasks	Performance Indicators	Expected Outcomes
<p>6 To carry out community responsibilities</p>	<p>a Reporting to parents/caregivers and other relevant community groups on student progress, following the format established by the school.</p> <p>b Being available on occasions to meet parents/caregivers and to make other such formal and informal contact as may be necessary, in consultation with school leadership staff.</p> <p>c Meeting the requirements of the Code of Professional Responsibility and Standards for the Teaching Professions and the appropriate Professional Standards.</p>	<p>a Reports to parents/caregivers and other relevant community groups on student progress, following the format established by the school.</p> <p>b As a Form Teacher telephones all new students at the start of the year and is available to meet parents/caregivers on occasions and provide information for them indirectly through the administration, pastoral and/or counselling staff.</p> <p>c The requirements of the Code of Professional Responsibility and Standards for the Teaching Professions and the appropriate Professional Standards are met.</p>
<p>7 To undertake specific responsibilities</p>	<p>a Teach subjects or undertake specific duties as assigned by the Curriculum Leader and Head of Faculty.</p> <p>b Teach classes in other subject areas as determined by qualifications and experience and as may from time to time be agreed upon between the appointee and the school leadership staff.</p>	<p>a Subjects are taught and specific duties as assigned by the Curriculum Leader and Head of Faculty are undertaken.</p> <p>b Classes in other subject areas may be taught.</p>

This job description is subject to annual review in October

DECLARATION:

I accept this position description.

Signature: _____ Date: _____

ASSISTANT TEACHER PERSON DESCRIPTION

PERSONAL QUALITIES

The person appointed to this position will:

- be a strong communicator of ideas and beliefs
- show enthusiasm and commitment to promoting their subject.
- show respect and support to students and staff.
- have a clear understanding of the wider issues of education in the school environment

QUALIFICATIONS

The person appointed to this position will:

- hold a relevant tertiary qualification.
- be trained as a teacher and be registered with the Education Council of Aotearoa New Zealand (or have applied for such registration).
- hold a current practising certificate from the Education Council of Aotearoa New Zealand.

KNOWLEDGE AND UNDERSTANDING

The person appointed to this position will:

- be able to show an interest in, and an understanding of, education issues.
- be up to date with new education developments particularly as they apply to the National Curriculum and the National Qualifications Framework.
- have a knowledge and understanding of the New Zealand Curriculum Framework.
- have knowledge, understanding and experience of current assessment practices in NCEA and in the junior school.

SKILLS

The person appointed to this position will:

- relate effectively to young people.
- have excellent oral and written communication skills.
- be a strategic planner and thinker.
- relate effectively to parents.
- establish priorities, defining tasks and seeing them through to completion.
- have the ability to effectively manage curriculum resources and practical equipment.
- have the required ICT skills.

EQUITY

The person appointed to this position will:

- have an awareness of the intent and spirit of the Treaty of Waitangi.
- be culturally sensitive to students from all cultural backgrounds.
- demonstrate an awareness of the needs of male and female students.
- demonstrate an awareness of the needs of students with physical and intellectual disabilities.
- be able to work confidently and fairly with all staff, students, parents and caregivers.