



# Application Pack

Y3-4 Team Leader - Scale A Teacher  
Permanent

May 2023

Kia ora,

Thank you for your expression of interest in the **Y3-4 Team Leader/Teacher Position** at *Knights Stream School | Mingimingi Hautoa*. We are looking for a dynamic teacher and leader who is after a new and exciting challenge. The successful applicant will be teaching a year 3-4 composite class with two collaborative teaching partners and will be leading a team of six kaiako.

You need to have proven skills in building strong relationships, working in collaborative teams and in creating a child-centred curriculum. You need to be energetic and innovative, with the ability to help create a positive and empowering learning culture. High expectations of self and children, initiative and a sense of humour are must-haves!

The position **commences Monday 9 October, 2023** (day 1, Term 4). You may be required to visit the school during Term 3 (either paid release from an existing school or a paid day as a day reliever) to help with a smooth transition into Knights Stream School. You will be guided through a thorough induction process.

Please find the following included:

- Proposed Appointment Timeline
- School Profile, Our Vision and Mission
- Our School Beliefs and Values
- Person Specification
- Team Leader Job Description
- Position Application Form

All information enclosed in the application will remain confidential to the Appointments Committee. We reserve the right to re-advertise the position if required.

If you require further information, a school tour or would like to talk with the principal and leadership team, please contact Mike Molloy by phone: 027 357 8428, or visit our website: [www.knightsstream.school.nz](http://www.knightsstream.school.nz)

We look forward to receiving your application.

Ngā mihi nui



Mike Molloy  
Tumuaki | Principal  
Knights Stream School | Mingimingi Hautoa

## Proposed Appointment Timeline

Mon 15 May	Position Advertised
Fri 9 June	Positions Close (3pm)
12-13 June	Shortlisting
14-15 June	Referees contacted, successful candidates notified
Tue 20 June	Interviews
Wed 21 June	Positions offered
Mon 9 October	Position commences

*These timeframes are a guide only and may vary.*



## School Profile

Knights Stream School | Mingimingi Hautoa is near the border between Christchurch City and the Selwyn District, in the south-west of Christchurch. This is an area of rapid growth for the city. The community has a thriving village centre and a range of recreational activities - including a learn to ride track, skate park and playgrounds - all in walking distance of the school. The school embraces the rich cultural diversity that our whānau bring with them. Our parents/whānau are well connected to the school.

The school was gifted its Māori name by Te Taumutu Rūnanga, Mingimingi Hautoa - The Courageous Mingimingi. The school caters for children from years 1 - 8 and opened on 5 February 2019. Stage 1 is built to accommodate 450 children, with stage 2 bringing total capacity to 700 students.

Mingimingi (*Coprosma propinqua*) is a culturally and ecologically significant shrub. It has valued medicinal properties and was used by Māori in the making of hinaki tuna nets for catching eels (something Taumutu is keen to revive the art of making). To Māori these aspects make the shrub a taonga species of cultural and spiritual importance. It is a threatened plant and Taumutu consider it special to have Knights Stream school children champion its survival.

The local environment was traditionally kūkūwai (swamp/wetlands) and the connection with the water and land is of significance to the school. Te Tauawa a Maka (Nottingham Stream) and Ōpouira (Knights Stream) meet in the farmland around Sabys Road and become the Huritini / Halswell River (meaning many turns). The Huritini is a major tributary of Te Waihora/Lake Ellesmere and significant for linking urban Christchurch City with the lake. The river was an important mahinga kai site with tuna (eel), korari (the flower stalk of the flax), aruhe (bracken fern), kōareare (edible part of raupō) and a variety of birds. A former swamp, Te Uru Mānuka existed at the top of the Halswell in the Hornby area, draining the headwaters of Ōpouira/Knights Stream.

The school location was once part of an important waka haulage link. A nearby area, Ōwaka, references the waka transport route. When one waterway ended and there was a short distance to the next, light craft were dragged across these portages from one stream to another.

Ōtūmatua, our maunga, is a significant hillock located on the ridge above the Halswell Quarry leading up to Kennedy's Bush, sometimes referred to as Moffats Corner and also known as Kitcheners Knoll. Ōtūmatua is considered a wāhi tapu by Ngāi Tahu (sacred place) and previously had a tūahu (alter) located on top that was used as a place to forecast the weather.

Knights Stream School places children at the centre of learning and has strong foundational values.

## Our Vision and Mission

### **Vision:**

Courageous learners who positively influence the world.

### **Mission:**

Together we inspire, challenge and empower all learners to succeed.

## Our Values and Beliefs

*“Values are deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act. Values are part of the everyday curriculum – encouraged, modelled, and explored.” The New Zealand Curriculum Ministry of Education (2007), p.9-10*

**Kaua e rangiruatia te hāpai o te hoe; e kore tō tātou waka e ū ki uta**

‘Do not lift the paddle out of unison or our canoe will never reach the shore.’ This proverb serves to emphasise the importance of all working together to succeed in any joint project.

**Steering the waka through the high ‘C’s’**



# Person Specification

***We are looking for an inspirational teacher who will help us fulfil our vision. You need to demonstrate the following qualities and skills:***

## RELATIONSHIPS

- Friendly and compassionate
- An effective communicator (honest and open)
- Collaborative
- Able to build positive relationships with a diverse range of people (tamariki, whānau and kaimahi)
- Empathetic and understanding
- Interested and genuinely caring towards others
- Can have courageous conversations and maintain mana
- Able to set high expectations of self and promote high expectations in others
- Confident (pono) and inspiring
- Fun!

## CURRICULUM DESIGN

- Innovative and resourceful
- Creative
- Child centred curriculum design - encouraging deep learning and engagement through inquiry
- Committed to inclusive practice
- Digitally savvy - in particular with the use of iPads
- Able to connect culture to the curriculum
- Ready to continue learning (ako) as our children's needs evolve
- Able to lead with passion
- A courageous risk taker.

## ORGANISATION and MANAGEMENT

- Highly organised
- Adaptive and reflective practitioner
- Implement an authentic programme to reflect the learners' needs.

## COMMUNITY

- Able to connect and build networks within and beyond the school
- Able to relate to all cultures
- Committed to honouring te Tiriti o Waitangi
- Willing to support and be involved in developing a positive community within the local area.

## STANDARDS FOR THE TEACHING PROFESSION

Teachers must demonstrate all of the professional standards.



# Team Leader Job Description

Position:	Y3-4 Team Leader
Remuneration:	2 permanent units (\$8,000)
Release:	0.5 days week
Responsible to:	The Deputy Principal (and the Principal)
Responsible for:	A teaching team of 6 (including self)

## Key Task 1 - Team Culture

Lead school culture, relationships and systems.

*Expected outcomes:*

- Lead and promote a positive culture in the school
- Maintain a close relationship with staff and provide support and advice where necessary
- Work with the Senior Leadership team in developing and implementing school-wide programmes and initiatives
- Ensure that the Senior Leadership Team is fully aware of plans, programmes, achievements, concerns and developments across the team
- Ensure the wellbeing of all staff and students
- Work as a strategic and collaborative management team
- Develop and review (termly) a team MATES (Mutually Agreed Team Expectations agreement)

## Key Task 2 - Parent Liaison and Communication

Design and lead effective parent communication systems

*Expected outcomes:*

- Lead and support the development and implementation of systems:
- External and internal communication, liaison and meetings
- Liaise with parents and caregivers to offer advice and guidance
- Writing termly team newsletters
- Manage the use of Hero as a tool to share teaching and learning.

### **Key Task 3 - Leading the Team**

Lead teams of teachers to achieve the best outcomes for students

*Expected outcomes:*

- Help induct new staff to the team
- Appraise team (with support from senior management)
- Work with the Principal to guide staff in the establishment of both personal and school-wide goals in their appraisal
- Lead effective teaching and learning practices across the team
- Plan and monitor a budget for the team of \$4,000
- Be responsible for, and maintain team organisation, minutes, systems, management and resources.

### **Key Task 4 - Teacher and Student Support**

Coach teachers to ensure they have the training, support and skills to be effective practitioners.

*Expected outcomes:*

- Work with your team in a collaborative manner
- Find and distribute research/readings that will help inform best practice
- Support the development and trial of new teaching initiatives and reflect/record on the effectiveness
- Record, monitor and support pastoral needs of students within your team
- Ensure all moderate to serious behavioural issues have been documented
- Support staff with behavioural and learning needs.

### **Key Task 5 - Leading Curriculum**

Design, plan, prepare a Middle School Curriculum that promotes:

- The school values and beliefs
- The key competencies
- A 21C future focused Curriculum
- The students needs and interests
- Inquiry based learning approaches

*Expected outcomes:*

- Lead the implementation of the school curriculum
- Provide team leadership in areas of curriculum development, pedagogy, assessment and classroom management
- Develop systems and practices that enable effective practice e.g. term-end curriculum reviews, topic coverage, tracking and long term curriculum topic planning for the following term



- With the Leadership Team, review and develop the school curriculum learning areas, and assist with the writing of the associated curriculum documents
- Inform staff of new curriculum updates and initiatives
- Run scheduled team meetings or professional learning sessions
- In consultation with your team plan budgets to support and resource the curriculum
- Model and encourage the sharing of best teaching practices that enhance classroom programmes
- Using outside agencies to support children with learning difficulties and/or special abilities
- Lead the sharing of useful websites/apps/ideas/readings/research to improve quality teaching of improve quality teaching of Digital Learning
- Develop and lead inquiry based learning in the team.

### **Key Task 6 - Leading Pedagogy**

Leading teachers to enable the best educational achievement of all akonga/learners through quality practice.

*Expected outcomes:*

- Model, guide and promote best classroom practice
- Monitor the assessment and planning of the team (weekly, unit, anecdotes, reporting)
- Reflect regularly using PMI (or similar)
- Ensure teaching spaces are attractive, tidy and stimulating for the children
- Ensure work standard is high
- Observe teaching, where appropriate, and provide constructive and positive feedback
- Ensure the school behaviour plan is followed
- Ensure staff are using positive behaviour techniques and systems
- Reinforce and promote the school values.

# POSITION APPLICATION FORM

Please email to: [office@knightsstream.school.nz](mailto:office@knightsstream.school.nz)

Position applied for: Year 3-4 Team Leader - Permanent Position

## PERSONAL DETAILS

Surname			
Given names			
Preferred name			
Address			
Date of birth			
Contact details	HOME		WORK
	MOBILE		EMAIL

Certificated Teacher Status	<input checked="" type="checkbox"/>	Registration No.	Expiry date
Certificated teacher	<input type="checkbox"/>		
Provisionally certificated	<input type="checkbox"/>		
Not yet certificated	<input type="checkbox"/>	[Hatched area]	

Present Teaching Position	
School	
Date appointed	
Type of appointment	

Can we contact your current principal about this position? YES NO

Educational Qualifications	Type of qualification	Date received	Received from

**Details of Training and Service**  
Please include details of your work history for the last 5 years.

SCHOOL	POSITION AND TENURE (FULL TIME OR FIXED TERM)	DATES	CLASS LEVEL

Please indicate any breaks in service and give reasons, e.g. overseas travel:

DATES	REASON FOR BREAK

**Total certificated service**

**A** | In permanent positions \_\_\_\_\_ years \_\_\_\_\_ months

**B** | In relieving positions \_\_\_\_\_ years \_\_\_\_\_ months



# CONFIRMATION

1	<p>I certify that the information given in this application is, to the best of my knowledge, true and correct. I understand that the claims made in my application may be checked.</p> <p>I understand that if I have supplied incorrect or misleading information, or have omitted any important information, I may be disqualified from appointment, or if appointed, may be dismissed.</p>	YES	NO
2	I am currently registered to teach in New Zealand.	YES	NO
3	<p>In accordance with the Privacy Act, I authorise the board of trustees to:</p> <ul style="list-style-type: none"> <li>• Obtain further information from the referees listed in this application, and I consent to the referees disclosing such information to the board</li> <li>• Obtain information in relation to my application from persons not listed as referees, and I consent to these persons disclosing pertinent information to the board.</li> <li>• I authorise the Board, or nominated representative, permission to access any information held by the Education Council of Aotearoa New Zealand (EDUCANZ) or any other educational organisation, including information regarding matters under investigation, to gather information related to my suitability for appointment to the position.</li> </ul>	YES	NO
4	<p><b>STUDENT SAFETY</b>  <i>[Tick as appropriate]</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I have never been the subject of a complaint about the safety of a student.</li> <li><input type="checkbox"/> I have been the subject of a complaint about the safety of a student.  <i>Please give dates and details:</i></li> </ul>		
5	<p><b>OFFENCES AGAINST THE LAW</b>  <i>[Tick as appropriate]</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I have never been convicted of an offence against the law (excluding minor traffic convictions).</li> <li><input type="checkbox"/> I have no pending charges of an offence against the law.</li> <li><input type="checkbox"/> I have been convicted of an offence against the law.  <i>Please give dates and details:</i></li> <li><input type="checkbox"/> I have pending charges of an offence against the law.  <i>Please give dates and details:</i></li> </ul>		
6	I know of no reason why I would not be suitable to work with children or young people.	TRUE	FALSE
<p>PLEASE NOTE ELECTRONIC SIGNATURES ARE CONSIDERED TO BE EQUAL TO HANDWRITTEN SIGNATURES.</p>			
<p>.....</p> <p><i>Applicant's signature</i></p>			<p>.....</p> <p><i>Date</i></p>

# REFEREES

Please provide the names and contact details of three referees below. Referees' reports are confidential to the board. Referees will usually only be contacted for candidates who are short-listed. *Please do not complete this if these are included in your CV.*

REFEREE'S DETAILS			
Full name			
Position			
Relationship to the applicant			
Contact details	PRIVATE		WORK
	MOBILE		EMAIL

REFEREE'S DETAILS			
Full name			
Position			
Relationship to the applicant			
Contact details	PRIVATE		WORK
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