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| **Permanent Scale A Information and Application Pack** | |
| We are seeking teachers who have energy, passion, resilience, inspiration and are committed to our school vision of “Engage! Enrich! Empower!” to be employed as Permanent Scale A teachers at our school.  In 2019, there will be some middle leadership opportunities, with management units, available to interested internal applicants. You will be welcome to apply for these leadership opportunities at that time.  We also welcome applications from Provisionally Certified Teachers who will find our coaching and mentoring program supportive of them as they develop their expertise and build their passion for teaching.  Our school has two learning pathways for our students; our Māori pathway, Whānau Ata, which delivers Marautanga o Aotearoa and our English pathway which delivers the New Zealand Curriculum. A commitment to Ako and Te Tiriti o Waitangi is reflected in our school culture. We wish to appoint teachers who understand and action the principles of Rangatiratanga, Kotahitanga and Manaakitanga.  Our curriculum is not all about reading, writing and maths. We want our learners to develop passions and have the opportunity for authentic inquiry. We are committed to making a difference for our priority leaners and therefore all learners. We seek someone who demonstrates cultural sensitivity, responsiveness and understanding of students’ cultural diversity and is committed to working in a multicultural community.  Our learning spaces are ILE learning zones and so we welcome teachers who are passionate about the potential of ILE’s and embraces opportunities to be innovative and collaborative practices. We are looking for teachers who have an understanding of; how to personalising learning for our students, use digital technologies, integrate the curriculum and teachers who demonstrate an understanding and appreciation of our diverse community. We expect our teachers to be passionate about learning themselves and to be able to articulate their own recent learning related to teaching and learning.  We have a distributed leadership model where you would participate in working action groups developing innovative action plans, to ensure success for all our learners. We are looking for teachers who demonstrate a willingness to work collaborative around teaching and learning inquiry and reflects a solution-based approach to challenges.  We look forward to working with teachers who are excited about learning, making a difference for our students and helping lead the exciting world of Future Focused learning and teaching. | Applications available on the school website:  [www.freemansbay.school.nz](http://www.freemansbay.school.nz)  Applications will only be received by email and must include the application forms.  Applications close:  Monday 8th October 2018  Start date:  28th January 2019  Check out our website for more information about Freemans Bay School.  Information about our teaching and learning vision can be viewed [here.](https://youtu.be/ay-5nckii9U)  For school visits please contact the Deputy Principal: Bridget Lummis  [dp@freemansbay.school.nz](mailto:dp@freemansbay.school.nz) |

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| **OUR SCHOOL** | | |
| **Freemans Bay School Vision Statement:** | | |
| Create a stimulating, inclusive learning environment which empowers, engages and enriches learners to prepare them for their future world. | | |
| *Empower* learners to be collaborative, critical thinkers and problem-solvers. (Learning how to learn) | *Engage* learners through active involvement and powerful learning partnership | *Enrich* learners through personalising learning, inquiry and a wide curriculum. |
| For Teachers this means that they will: | | |
| ***Empower*** students with the knowledge and skills they need to pursue their passions, interests and future. Learners are collaborative, critical thinkers and problem-solvers. | ***Engage*** students in their learning -actively involving them, their whānau and the community in the learning process | ***Enrich*** student learning by personalising their learning, encouraging inquiry and exposing students to a wide curriculum that will spark their passions and interests. Learning is relevant, purposeful and students are excited about learning. |
| For Learners this means: | | |
| ***Empower Me*** so that I am a confident learner who is collaborative, a critical thinker and problem-solver. | ***Engage Me*** so that I am actively involved in my learning. | ***Enrich My Learning*** so that I love learning and am excited about learning new things. |
| * Habits of Mind * Making meaning – the changing nature of knowledge * Digital Literacy and Digital Fluency * Digital Citizenship * Project based/ Inquiry learning * Higher Order Thinking * Teachers as learners * Mentoring * Live locally, learn globally - Make connections (locally, nationally, and internationally) for learning | * Knowing the learner (Understanding of the student - where they 'come from' and what drives them) * Positive, caring relationships and connections which promote the well-being * Collaborative relationships * Commitment to bicultural partnership * Sensitivity to and respect for other cultures * Inclusive curriculum * Parental involvement and open communication around learning and progress * Student Wellbeing - Support for student from all agencies around their well-being | * Student Agency and Student voice * Digital tools across the curriculum * Real World Challenges/ Learning in community context * Wide curriculum * Collaborative learning * Assessment for Learning / Differentiated learning   + Building partnerships for learning   + Clarity about what is to be learnt   + Promoting further learning   + Assessment   + Active Reflection   + Shared Clarity about next learning Steps |

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| **FREEMANS BAY SCHOOL** |

Freemans Bay School is a U6 contributing Primary School. We are a multicultural primary school situated in Freemans Bay, close to Auckland’s central business district and Ponsonby Road. Many of our students come from the greater Ponsonby area and the central city, however a number commute from all parts of Auckland. Although we are an inner-city school, we have chosen to develop a wonderful green space. Our grounds are expansive and there is plenty of space for play and activity. We ended 2017 with just over 500 students and a staff of 60.

The school has had stable and effective leadership for several years. Sandra Jenkins has been the principal since 2007.

Over the past three years we have been in the Ministry of Education “New Schools Build” project and this has seen the school totally rebuilt. The final stage of upgrading the grounds is expected to be completed in May this year. We are committed to ILE environments and our teachers collaborate in teams of two or three within these spaces. These future focused spaces provide an opportunity to give traction to our vision of Engage, Empower, Enrich.

We have just started our journey with the Kāhui Ako o Waitematā, a collaborative network of schools seeking to learn from and with each other as we create seamless pathways for students from Primary through to Secondary education and beyond. The Kāhui Ako o Waitematā is unique in that these Auckland inner city schools have a commitment to dual curriculum pathways; both Māori through Marautanga o Aotearoa and our English pathway which delivers the New Zealand Curriculum.

**Supporting your Work Environment**

We have a variety of learning spaces designed to accommodate up to twenty-six classes in learning hubs of two or three. The learning spaces include small and large gathering spaces, quiet zones, kitchens, maker spaces and art areas. We have a new multi-purpose hall which can seat 750 and is a wonderful space for cultural and sporting activities. Our “Not so Quiet” library, is a hive of activity and houses our teacher resource library.

We have a wonderful staff lounge, where people can relax and recharge. We have a range of meeting rooms that can be utilised as spaces for teacher release and when undertaking school project work. Like our students and teachers, the Leadership team also work in an open, shared space. Our school is well resourced, and you will be supplied with the devices and resources you need to do your work efficiently and effectively. Freemans Bay School is well set up to support future-oriented learning and teaching.

**Supporting Teaching and Learning**

Each of our teachers belongs to one of five whānau and these are divided into smaller teams of two or three teachers. Each whānau has a team leader. Each whānau have dedicated Learning Assistants (LA) who make up our LA team. The teams meet regularly to collaborate on planning classroom programmes, review and reflect on the impact of teaching and learning and to organise school events and team/whānau social occasions.

Freemans Bay School has developed effective support structures, including:

* A staffed school library and teacher resource centre that supports teachers with teaching and learning
* A dedicated ELearning/Digital Technology leader to support staff and learners in developing future focused learning
* A dedicated Kāhikitea leader to support staff and learners to increase their understanding of Te Reo Māori and Tikanga
* A dedicated Learning Support leader to support teachers and the pastoral, social and academic needs of students with identified special education needs
* A dedicated ESOL leader to support staff and learners in developing programmes to support our students who speak languages other than English at home
* Two PE leaders who support and increase teacher and learner capacity in physical education
* A music specialist where students get rich music experiences while allowing teachers time for CRT
* Learning support facilities - although your students are your responsibility, we have specialist staff with the knowledge and willingness to help teachers with GATE, ESOL or those with learning or behaviour needs
* Curriculum support facilities - support is given in planning, assessment and reporting and with supporting teacher inquiry or any challenges that arise.

**Supporting Professional Learning**

We value professional learning and growth at Freemans Bay School and support you with your own learning through inquiry, reflection and study. All permanently appointed teachers on our staff are encouraged to advance their qualifications and develop their careers. Our Board has therefore agreed to pay 100% of the cost of all tertiary papers that lead towards an education diploma or a degree. In addition to this financial assistance, our Board allows one day’s study/exam leave per paper.

We are also a Microsoft Showcase School and there are opportunities for teachers to attend workshops at our school related to using Microsoft products for teaching and learning. Teachers are supported to become Microsoft Innovator Educator Experts and this in turn has rewards such as being part of a global learning team and attending overseas leadership conferences. Some of our teachers have presented at ULearn workshops and this is also encouraged.

Of course, other professional development opportunities are available. Our Board sets aside a considerable sum for this purpose each year, and that development can take place in school or teams to meet individual teacher needs identified during coaching or professional learning sessions.

We often contract in high profile Educational Consultants for staff development and this year we have been working with Mary-Anne Murphy who has taken a range of workshops on working collaboratively and developing student agency in ILE environments.

**Supporting your Career**

Everyone at Freemans Bay School is committed to making this a top-quality school. We have a commitment to the success of our learners and in developing staff career pathways.

This is important for every staff member. A staff member, who has worked in a school that is seen to be successful, has better career opportunities for the future. If one’s school is recognised as a leader, the teachers in that school are also likely to be recognised as leaders. While we hope our staff members will stay, we also hope that if they do leave they will go on to career advancement.

We are committed to providing opportunities to grow your capacity and hopefully to provide you with a challenging and motivating environment to grow your leadership skills and attributes. We have a history of growing Team Leaders, Deputy Principals and Principals at Freemans Bay School.

In 2016 and 2017 our leadership team has worked with Education Group as a two-year commitment of becoming accredited coaches using the Growth Coaching International structure and we hope to roll a coaching programme out in 2018 so all of our teachers will benefit from this investment.

In 2018 our work with Mary-Anne Murphy provides opportunities for teams to be coached and supported to strengthen our ways of working in ILE. This work delivered through whole school workshops and team workshops so there are lots of opportunities for deep dives and robust discussions.

Freemans Bay School has many visits from academics and educators from across New Zealand and the world. We are part of the Global Schools Alliance and these visits provide our staff with opportunities to showcase their teaching as well as sharing dialogue with educators from different parts of the globe.

**Supporting your Wellbeing in our Work Environment**

The wellbeing of our staff is very important to us. We invest in the health and wellbeing of our staff to encourage staff to pursue their own active sporting and wellbeing interest; whether it be a gym membership or class, Pilates, sports gear or a yoga classes. We budget up to of $100, on a FTTE pro rata basis, each year for expenses related to wellbeing as a tangible contribution to our staff.

HIB, Hep B and flu vaccines are fully funded.

Three sessions of counselling costs can also be applied for under our Employee Assistance Programme.

We take supporting your health and wellbeing seriously and we want you to have great work life balance.

**Supporting your need to have Fun!**

Although we work hard and have a focus on the education of our learners, we also like to still have a sense of fun. We like to build in some social activities to relax and unwind and get to know our fellow staff outside school.

These are some of the fun things we do together each year:

* Enjoy an end of year, subsidised Christmas lunch and drinks at a quality venue
* Whānau and team social dinners, coffees and other occasions
* Take part in staff-initiated activities such as Zumba, Yoga, cycling or walking groups
* Enjoy regular Friday after school “Happy Hour”

The list is not definitive – we welcome your ideas for fun. We have a staff of around 60 people in total so there is plenty of scope for enjoying some social time together.

**Supporting You!**

We have given you an overview of systems and structures that we have at Freemans Bay School. Ultimately, we want to support you to grow. These systems will support you to be able to work to the best of your ability and grow as an educator and leader.

We have a supportive culture which reflects our school vision of “Engage, Empower, Enrich” so that our learners and our staff will thrive.

**[YOU CAN SEE MORE ABOUT OUR TEACHING AND LEARNING VISION IN THIS VIDEO](https://youtu.be/ay-5nckii9U)**

[](https://www.youtube.com/watch?v=ay-5nckii9U&feature=youtu.be)

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| **PERSON SPECIFICATIONS** |

We look forward to working with a teacher who is excited about making a difference for our students and helping lead us into the exciting world of future focused learning and teaching.

The following success profile dimensions are required by the teacher who will work with the Team Leader and teachers to shape the next phase of our journey yet are by no means a complete picture.

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| Knowledge | Experience | Behavioural  competencies | Personal Attributes | Aptitudes |
| **Qualification:**   * A relevant qualification in education   **Specific Knowledge:**   * Bi-cultural knowledge and practice * Current with contemporary research, theory and practice in education sector * Understands and can relate to the Freemans Bay School vision of Engage, Enrich, Empower * Understands key competencies required for teaching in a diverse school community | **Vocational:**   * Proven track record * Knowledge of the inquiry approach * Experience in innovative curriculum design in flexible learning environments * Committed to personal learning   **Connectiveness**   * Is active in networks – has professional relationships in Associations | **Leadership:**   * Has knowledge of priority learners * Relational – above the line behaviours * Innovative * Accountable * Astute problem solver and decision maker * Growth mindset | **Attitude**   * A ‘mover and shaker’ * Can do * Inclusive * Reflective * Resilient * Aspirational   **Values**   * Personal values aligned to school values * Understands and actions the principles of Rangatiratanga, Kotahitanga and Manaakitanga * Genuinely puts learners at the centre of decisions * Culturally responsive * Has integrity | **Reasoning / Comprehension**   * Verbal * Numerical (data) * ICT competent   **Recognition**   * Patterns * Error * Risk |



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| **IMPORTANT INFORMATION FOR APPLICANTS** |

**APPLICATION FOR EMPLOYMENT**

Thank you for applying for a position with our school. Please ensure you have a copy of the position description and person specification before completing this application.

1. Please fully complete this form personally. First, read it through, then answer all questions and make sure you sign and date where indicated on the last page.
2. Attach a curriculum vitae (CV) containing any additional information, if necessary.
3. Copies only of qualification certificates should be attached. If successful in your application you will be required to provide the originals as proof of qualifications.
4. If you are selected for an interview you may bring whānau/support people at your own expense. Please advise if this is your intention.
5. 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.
6. All applicants will be required to give consent to a Police vet.
7. a) Applicants may not be employed as a children’s worker if they have been convicted of a specified offence listed in [Schedule 2 of the Vulnerable Children Act 2014](http://www.legislation.govt.nz/act/public/2014/0040/latest/DLM5501909.html), unless they obtain an exemption. The Criminal Records (Clean Slate) Act 2004 will not apply to these specified offences and these offences will be included in your Police vetting results.

b) The Clean Slate Act provides certain convictions do not have to be disclosed providing:

* + - you have not committed any offence within 7 consecutive years of being sentenced for the offence
    - you did not serve a custodial sentence[[1]](#footnote-1) at any time
    - the offence was neither a [specified offence under the Clean Slate Act 2004](http://www.legislation.govt.nz/act/public/2004/0036/latest/DLM280848.html) nor a [specified offence under the Vulnerable Children Act 2014](http://www.legislation.govt.nz/act/public/2014/0040/latest/DLM5501909.html)
    - you have paid any fines or costs

Please note that you are not obliged to disclose convictions if you meet the above conditions but can do so if you wish. If you are uncertain as to whether you are eligible contact the Ministry of Justice.

1. Shortlisted applicants being interviewed will need to provide originals of both a primary identity document (e.g. passport) and a secondary identity document (e.g. New Zealand driver license). A list of acceptable primary and secondary documents is available in the last sections of the [Vulnerable Children Regulations 2015](http://www.legislation.govt.nz/regulation/public/2015/0106/latest/whole.html#DLM6482207).
2. This application form and supporting documents of shortlisted applicants will be held by the board for 6 months after the appointment. You may access these in accordance with the provisions of the Privacy Act 1993. If you have any queries, please contact the person cited in the advertisement.

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| **Application for Scale A Teacher at Freemans Bay School** | | | | | | | | | | | | | | | |
| **Personal Details** | | | | | | | | | | | | | | | |
| Title (Please Tick) | | | * Mr | | * Mrs | | * Ms | | | | * Miss | | | |  |
| Surname/ Family Name | | |  | | | | | | | | | | | | |
| First Names  (in full, underline preferred) | | |  | | | | | | | | | | | | |
| Birth Name (if applicable) | | |  | | | | | | | | | | | | |
| Are you known by any other name(s)?  (If yes, please provide detail) | | | * Yes | | | | | | | * No | | | | | |
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| Full Postal Address | | |  | | | | | | | | | | | | |
| Email Address | | |  | | | | | | | | | | | | |
| Phone Number (Day) | | |  | | | | | | | | | | | | |
| Phone Number (Evening) | | |  | | | | | | | | | | | | |
| Do you hold a current practising certificate from the Education Council of Aotearoa New Zealand? | | | | | | | | | * Yes | | | | | * No | |
| Category: | | | | Registration Number: | | | | | | | | | Expiry Date: | | |
| **Educational Qualifications** | | | | | | | | | | | | | | | |
| Highest Secondary School Qualification | | | |  | | | | | | | | | | | |
| Tertiary Qualifications | | | | | | | | | | | | | | | |
| **Qualification** | | | | **Date Awarded** | | | | **Institution** | | | | | | | |
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| **Employment History** | | | | | | | | | | | | | | | |
| Please list your work experience for the last five years beginning with your most recent position. Please explain any gaps in employment. If you were self-employed, give details. Attach additional sheets if necessary***.*** from | | | | | | | | | | | | | | | |
| **Start Date** | **End Date** | **Employer’s Name (or reason for gap in Employment)** | | | | **Position Held** | | | | | | **Reason for Leaving** | | | |
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| **Identity Verification, Criminal Record and Right to Work** | | | |
| Are you a New Zealand citizen? | | * Yes | * No |
|  | • If not, do you have residential status? | * Yes | * No |
|  | • or a Current Work Permit | * Yes | * No |
|  | Please provide details of either your residential status or work permit | | |
| Have you ever had a criminal conviction? | | * Yes | * No |
| If “Yes” please detail:  *(A board may not employ or engage a children’s worker who has been convicted of an offence specified in* [*Schedule 2 of the Vulnerable Children Act 2014*](http://www.legislation.govt.nz/act/public/2014/0040/latest/DLM5501909.html)*. The Clean Slate Act does not apply to schedule 2 offences.)* | | | |
| Have you ever received a police diversion for an offence? | | * Yes | * No |
| If “Yes”’ please detail: | | | |
| Have you ever been discharged without conviction for an offence? | | * Yes | * No |
| If “Yes”’ please detail: | | | |
| Do you have a current New Zealand driver’s licence? | | * Yes | * No |
| Have you ever been convicted of a driving offence which resulted in temporary or permanent loss of licence, or imprisonment? | | * Yes | * No |
| If “Yes”’ please detail: | | | |
| Are you awaiting sentencing, or do you have charges pending? | | * Yes | * No |
| If “Yes”’ please state, the nature of the conviction/cases pending: | | | |
| In addition to other information provided are there any other factors that we should know to assess your suitability for appointment  and your ability to do the job? | | * Yes | * No |
| If “Yes”, please detail: | | | |
| Have you ever been the subject of any concerns involving child safety? | | * Yes | * No |
| If “Yes” please detail: | | | |
| Have you had any injury or medical condition caused by gradual process, disease or infection, such as occupational overuse  syndrome which the tasks of this position may aggravate or contribute to? | | * Yes | * No |
| If “Yes” please detail: | | | |

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| **Referees** | | | | |
| Please provide the names of three people who could act as referees for you. One of these should be your current or most recent employer. Please indicate which referee is your current/previous employer in the table below. If you have included written references from people other than those recorded below, please note that we may contact the writers of these references. | | | | |
| **Name** | **Organisation** | **Position/**  **Relationship** | **Landline** | **Mobile** |
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| **Authority to approach other referees** | | |
| I authorise the Board, or nominated representative, to approach persons other than the referees whose names I have supplied, to gather information related to my suitability for appointment to the position. | * Yes | * No |
| 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. | * Yes | * No |

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| **Key Criteria for Teacher at Freemans Bay School** |
| The position you are seeking requires specific knowledge, skills, attributes and personal characteristics. These are stated in the person specification sheet in this application package. Please complete the following self-assessment. Please limit your responses to the space provided. Bullet points are acceptable. |
| **Professional Leadership and Knowledge** |
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| **Teaching and Learning** |
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| **Students and Community** |
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| **Commitment to Tiriti o Waitangi in Education** |
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| **Commitment to Personal Learning** |
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| **E-Learning & Future focused Learning** |
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| **Be Creative….**  **This is your Space** |
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| **Declaration** |
| I certify that:   * The information I have supplied in this application is true and correct. * I confirm in terms of the Privacy Act 1993 that I have authorised access to referees. * I know of no reason why I would not be suitable to work with children/young people. * 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 liable to be dismissed.   Signature:  Date:  **Note: An electronic signature is acceptable** |

1. **Custodial sentence** means a sentence of imprisonment and includes corrective training, preventive detention, a sentence of imprisonment served by home detention, borstal training, detention centre training and any other sentence that requires the full-time detention of an individual. **Non-custodial sentence** includes, but is not limited to, a community-based sentence, a sentence of home detention, a sentence of a fine or reparation, a suspended sentence of imprisonment, and a specified order. [↑](#footnote-ref-1)