



Email: principal@rodneycollege.school.nz

Thank you for your interest in the **HOD MATHS** vacancy at Rodney College.

The position starts in Term 3 - 2023.

Please find the following:

- person specification
- information on Wellsford & Rodney College
- application form
- HOD Job Description

The names of three confidential referees and their contact details are requested.

Please note that applications close with the Principal at **2pm Monday 19 June 2023**.
I look forward to receiving your application.

Yours sincerely

Irene Symes
PRINCIPAL



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PERSON SPECIFICATION

It is essential that the appointee:

- has an understanding and acceptance of the principles of the Treaty of Waitangi and is culturally aware and responsive.
- is a competent, registered teacher.
- is enthusiastic and innovative about their subject area.
- has experience in the delivery of the New Zealand Curriculum, and has current knowledge of NCEA and NZQA requirements.
- has experience in current approaches to assessment and be able to use assessment data for multiple purposes.
- Is culturally relational and responsive.
- is committed to empowering young people.
- is passionate about improving student achievement for all students.
- promotes a safe environment to maximise opportunities for learning including a strong emphasis on positive relationship and behaviour management.
- has proven ability to lead and work as part of a team.
- has effective communication skills.
- has strong interpersonal skills and the ability to manage change.
- has strong self-management, decision making and time management skills.
- be an effective manager of resources.
- can think strategically in responding to challenges and contributing to the future development of the school.



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Rodney College is a small rural secondary school catering for approximately 350 students from Year 9 to Year 13 offering a wide range of co-curricular learning, sporting and cultural opportunities. Staff at the college are expected to be culturally responsive and relational in their dealings with students, staff and whanau. We greatly value the contribution of our local Maori community. We are predominantly bicultural with 35% Maori.

The community expectations of the College are those of high academic attainment, job qualifications, discipline and social development of its children, with leadership as a key focus for all students in educational matters. Our NCEA pass rates in recent years have been at or above national levels at all levels.

Rodney College is in the centre of the Wellsford community, a medium sized rural service town situated one hour's drive from Auckland and Whangarei. The community served by the College stretches from east to west coasts and is part of Auckland Super City in the south and Kaipara District Council in the north. The area is essentially rural and covers nearly 700 square kilometres where dairy and sheep farming predominate, with increasing forestry and lifestyle development.

The largest settlements are Wellsford and the coastal resort of Mangawhai. Communities at Tomarata, Pakiri, Tauhoa and Tabora have schools which also contribute students to the College. Apart from farming and farm related businesses, Wellsford is now a thriving "gateway" town with many food outlets providing for the needs of ever increasing through traffic. Rodney College is focused on providing students with work placement opportunities as part of their learning programme.

The main facilities of Wellsford township are the sports facilities, golf course, squash courts, bowling green and Centennial Park. The town has a community centre, comprehensive medical centre, Maori health centre, museum and library. In addition, the nearby Kaipara Harbour to the west and the beaches of Mangawhai, Te Arai and Pakiri to the east are easily accessible.

Local education facilities include kindergarten and day care, kohanga reo and primary schools. Not only is the community welcomed into the Rodney College environment through sport and social events, staff and students are involved in the community with active roles in sporting and cultural activities, community projects and fundraising.



RODNEY COLLEGE APPLICATION FOR EMPLOYMENT

Important Notes for Applicants

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](#), 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 sentence¹ at any time
 - the offence was neither a [specified offence under the Clean Slate Act 2004](#) nor a [specified offence under the Vulnerable Children Act 2014](#)
 - 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.

8. 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](#).
9. This application form and supporting documents will be held by the board. 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.

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.



APPLICATION FOR EMPLOYMENT

Position applied for Number	Location	Vacancy/Reference

Tick one

Mr Mrs Ms Miss

Or other preferred title:

Surname/Family name	First names (in full)

Birth name (if applicable)

--

Are you known by any other name(s)? (if yes please provide below) Yes No

--

Full postal address

--

Email address

--

Contact telephone numbers

Personal:	Business:



Educational Qualifications

	Name	Location	Number of years completed	Highest Qualification Gained
Secondary School				
University				
Other				

Identity Verification, Criminal Record and Right to Work

Please tick the appropriate boxes:

<u>Immigration information</u>	
Are you a New Zealand citizen?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If not, do you have resident status, or	Yes <input type="checkbox"/> No <input type="checkbox"/>
A current NZ work permit	Yes <input type="checkbox"/> No <input type="checkbox"/>
Have you ever had a criminal conviction?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If "Yes" please detail:	
<i>(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. The Clean Slate Act does not apply to schedule 2 offences.)</i>	
Have you ever received a police diversion for an offence?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If "Yes" please detail:	
Have you ever been discharged without conviction for an offence?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If "Yes" please detail:	
Do you have a current New Zealand driver's licence?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Have you ever been convicted of a driving offence which resulted in temporary or permanent loss of licence, or imprisonment?	Yes <input type="checkbox"/> No <input type="checkbox"/>
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 Yes No
that we should know to assess your suitability for
appointment and your ability to do the job?

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 Yes No
process, disease or infection, such as occupational overuse
syndrome which the tasks of this position may aggravate or contribute to?

If "Yes", please detail:

For teaching/principal positions: Do you hold a current practising certificate from
the Teaching Council Yes No
of Aotearoa New Zealand?

Please enter your registration number:

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.

Period worked (please specify the start and end dates)		Employer's name (or reason for gap in employment)	Position held	Reason for leaving
Start date	End date			
	to			
	to			
	to			
	to			



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 (preferred)	Mobile/Email

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 <input type="checkbox"/>	No <input type="checkbox"/>
I authorise the Board, or nominated representative, permission to access any information held by the Teaching Council of Aotearoa New Zealand or any other educational organisation, including information regarding matters under investigation, to gather information related to my suitability for appointment to the position.	Yes <input type="checkbox"/>	No <input type="checkbox"/>

DECLARATION

"I (name) declare that to the best of my knowledge the answers in this application form and the information provided in my Curriculum Vitae are correct and I understand that if any false or misleading information is given, or any material information suppressed, I will not be employed, or if I am employed, my employment will be terminated.

I understand that any false information given in relation to my medical history may result in my loss of entitlement for any compensation from ACC or the Board's workplace accident insurer."

Signature of Applicant

Date:

DECLARATION

"This application, any accompanying CV and other information agreed by this applicant that is supplied to or collected by the school shall be confidential to the applicant, the school and its interview panel."



Job Description: HOD of Maths

Responsible to: Principal

Responsible for: Maths Department

To lead teaching and learning in the Maths Department to ensure the best possible outcomes for students.

General Statement of Responsibilities:

1. To ensure that appropriate levels of student achievement are attained in this learning area.
2. To provide professional leadership, management and supervision of long term and day to day curriculum planning, delivery and operations within the area/s of delegated authority.
3. To provide professional leadership within the area/s of delegated authority and in the school.
4. To provide the administrative framework within which students and staff may function effectively.
5. To ensure that there is a suitable assessment programme for all levels or areas.
6. To provide, through formal and informal interactions, appropriate support to teachers in their professional tasks and in management of student relationships and behaviour.
7. To provide an effective communication link between the senior management of the school and the area/s of delegated responsibility.
8. To maintain effective and appropriate relationships both within the school and with its community.



Key Result Area	Performance Indicators	Performance Measure
Leading Teaching and Learning	<p>Enhances and shares teaching skills and experiences.</p> <p>Actively leads and participates in professional learning and development.</p> <p>Active involvement in professional associations and up to date in effective pedagogies.</p> <p>Builds relationship with other high performing schools and professionals in department curriculum and subject area.</p> <p>Keep up to date and lead the department in the developments in curriculum and assessment.</p> <p>Ensures teaching area presents a professional, lively and conducive atmosphere for learning.</p> <p>All teachers use culturally responsive practices in their teaching and learning programmes.</p>	<p>The annual Professional Growth Cycle fosters professional learning in a collaborative teacher learning environment.</p> <p>Student feedback indicates a high level of confidence in the teachers' practice.</p> <p>Teachers feel valued and supported. All are encouraged to maintain up to date knowledge of developments in teaching and learning.</p> <p>Visits other schools as part of professional learning. Involved in professional networks.</p> <p>Resource areas well organised. Classrooms display high quality recent student work. Classrooms kept in a tidy, well-ordered condition.</p> <p>Visits to classrooms occur often. PGC goals are linked to improving individual teacher performance.</p>
Academic Performance	<p>Establish and report on academic goals for the Department.</p> <p>Monitor and analyse internal assessment and external exam results.</p> <p>Make necessary changes to teaching practise based on assessment analysis.</p> <p>Analysis of junior programme and student achievement which prepares students for Level 1 NCEA.</p>	<p>Comparison of NCEA results with National average.</p> <p>Percentage of students gaining 14+ credits in each single subject. For each NCEA assessment evaluate</p> <p>Outcomes against predicted grades and adjust or make improvements to practise.</p> <p>Track and identify student progress and improve teaching practise to lift performance.</p>
NCEA Assessment	<p>All NCEA assessment carried out as per Rodney College and NZQA guidelines.</p> <p>Use KAMAR to centrally record student assessments at all level Results entered on Kamar as assessed.</p> <p>Implement school policy on reporting of student progress.</p>	<p>Systems are in place that ensure the effective internal and external moderation of student work.</p> <p>Accurate records are kept identifying student progress and learning needs.</p> <p>All teaching staff can clearly explain the key differences between Not Achieved, Achieved, Merit and Excellence for each standard they teach.</p>



Key Result Area	Performance Indicators	Performance Measure
Junior Assessment	<p>Assessment is aligned to Rodney College junior assessment.</p> <p>Assessment occurs regularly and serves formatively to enhance teaching and learning.</p> <p>Students are well prepared for NCEA assessment.</p>	<p>There is a strong emphasis on formative assessment is used to identify learning needs and to implement improvements.</p> <p>All teaching staff can clearly explain the key differences from Level 3 to Level 4 and Level 5.</p>
Planning	<p>To be responsible for adequate schemes of work which include:</p> <ul style="list-style-type: none"> • Clear aims and objectives • Guidance on teaching methods and approaches <p><i>Content of the course:</i></p> <ul style="list-style-type: none"> • Skills, concepts and knowledge • Links to national curriculum statements • Methods and frequency of assessment <p>To establish, formulate and implement Department objectives and plans in accordance with the school's overall aims both annually and with 1-3year year outlook.</p> <p>Participate as a leader by contributing to whole school strategic development.</p>	<p>Schemes are working documents and planning is available on request.</p> <p>Learning programmes are based on student needs and interests and incorporate effective pedagogies.</p> <p>Annual and long-term planning discussed with Principal and part of annual review and budget cycle.</p> <p>Department and PGC goals reflect school strategic direction and are reviewed annually.</p>
Budget	<p>Budgets and accounts are prepared and monitored. Budget decisions are aligned with increasing student achievement, with financial decisions reviewed in relation to student outcomes.</p> <p>Maintain expenditure within approved budget limits. Liaise with the Executive Officer for financial information, reconciliation of accounts and advice.</p>	<p>Department performs within budget.</p> <p>Up to date and relevant teaching and learning resources are provided.</p> <p>Feedback from Executive Officer.</p>
Administration and Communication	<p>Meetings attended, tasks are delegated, and appropriate actions taken.</p> <p>Represents department views in meetings.</p> <p>Meets with SLT as required and attends HOD meetings.</p>	<p>Department runs smoothly with all deadlines met.</p> <p>Teachers in department are kept informed and represented.</p> <p>SLT are kept informed of issues and developments within department.</p>



Key Result Area	Performance Indicators	Performance Measure
	<p>Department kept up to date with current developments in education in general and their own subject area in particular.</p> <p>Actively supports school policy decisions, strategic targets and plans.</p>	<p>There is an ongoing, strong link between school-wide policy, procedures and programme planning and teachers in the department.</p>

Teacher

Principal

Signed: _____

Signed: _____

Date: _____

Date: _____