



TE WAKA KURA O
MOHUA
GOLDEN BAY HIGH SCHOOL

Information for Applicants

Head of Learning Area (HOLA) English - Year 7-13

*2 Management Units + 1 Middle Management Allowance
Commencing as soon as practical by negotiation*

CONTENT

- Information for Applicants and Person Specification
- Application Form and Declaration
- Job Description

The timeline for filling the position is as follows:

1. Closing date for applications: **Monday 24 March 2025, 5pm.**
2. Short-listing of applicants will occur after this date. You will be notified as to whether or not you are invited to an interview in due course.

Application details:

Please provide the following:

1. Completed application form
2. Covering letter
3. CV

Address your application to:

The Principal
Jono Hay
Te Waka Kura o Mohua - Golden Bay High School
12 Waitapu Road
Tākaka 7110

Email applications to Steph Hartill: steph@gbh.school.nz

Information for Applicants

We are seeking a passionate and future focused teacher to join our staff. The successful applicant will have the skill and enthusiasm to lead the delivery of a curriculum that meets the needs of all of our diverse learners. They will be able to develop a curriculum that utilises the resources and history of our local area, in partnership with Manawhenua ki Mohua and develop 21st Century capabilities with learners.

Te Waka Kura o Mohua – Golden Bay High School has recently had a major building redevelopment including new buildings and extensive refurbishment. The school is well resourced and committed to the professional learning and development of our staff, including educational leadership development. We are forward thinking and in the process of redesigning learning experiences for our students. We are currently working to enhance culturally sustaining and relational practices. We are an active member of the Kāhui Ako ki Mohua. This is an exciting time to join the school.

Set in the beautiful Mohua – Golden Bay, Tākaka has a vibrant and diverse community. There is a thriving arts community along with beautiful beaches, native forest and two national parks offering a wide variety of recreational opportunities. Golden Bay is a great place to live and work.

Person Specification

The successful candidate will be responsible for leading our English learning area and will:

- Have experience and show leadership in the English learning area.
- Lead curriculum planning and change as necessary.
- Recognise and value the importance of embedding mātauranga Māori within the curriculum.
- Create a positive and inclusive classroom environment that promotes and models respect and collaboration.
- Have a growth mindset and willingness to contribute to developing our future-focused curriculum and school wide strategic goals.
- Have a strong commitment to restorative practice and culturally responsive and relational teaching approaches.
- Provide pedagogical leadership within the English learning area and the wider school.
- Be able to work in a collaborative team environment.



Application for Head of Learning Area (HOLA) – English

Full Name: _____

Address: _____

Telephone (Mobile): _____ Email: _____

Current Position: _____

Time in that Position: _____

Teacher Practicing Certificate Number: _____

Type and Expiry Date: _____

Drivers License (Number and Category): _____

(This section is optional)

Date of Birth: _____

Family: _____

Health: _____

Ethnicity: _____

TOPICS TO BE ADDRESSED BY ALL APPLICANTS (in CV or covering letter)

1. A brief outline of the duties and responsibilities already undertaken.
2. Other relevant educational experiences.
3. Personal and professional qualities and experiences.
4. Personal interests.

Referees

Please arrange for at least two referees who may be contacted by phone to support your application.
Please list below the names and contact details.

- 1 Name: _____
Position: _____
Address: _____
Phone Number: (Mobile) _____ (Work) _____
(Email) _____
- 2 Name: _____
Position: _____
Address: _____
Phone Number: (Mobile) _____ (Work) _____
(Email) _____

Convictions against the Law / Unsuitability for the Position

Have you ever been convicted of any offence against the law (apart from minor traffic convictions), or otherwise know of any reason why you should not be employed in the school environment?

Yes / No If you answered **Yes**, please provide the date and details of the offence, or other reasons, together with any comments you may wish to make.

Please note:

- 1 You may be asked to provide a copy of the relevant Court record(s) obtainable from the Registrar of the Court concerned.
- 2 Failure to provide correct and true details of any conviction or reason for possible unsuitability will make you liable to dismissal from employment at Te Waka Kura o Mohua - Golden Bay High School Board.

DECLARATION

I solemnly and sincerely declare that, to the best of my knowledge and belief, the information given in this application is true and correct. I understand that this may be verified.

I agree to the referees being used for the purposes of considering my suitability for the position.

I agree that the Board may make further verbal or written inquiry from people relevant to this application.

I agree that if successful, my appointment will be subject to a satisfactory police vet.

Signature: _____

Date: _____



JOB DESCRIPTION

Head of Learning Area (English)

Purpose of the position:

The Head of Learning Area will be responsible for the delivery of courses and interpretation of the New Zealand Curriculum for the learning area which they are responsible and any additional related Industry Training Organisation standards associated with courses run in conjunction with the NZC. They will also ensure compliance with all Board policies and procedures relating to curriculum delivery.

General Statement of Responsibilities:

1. To provide co-ordination, management and supervision of long term and day to day curriculum planning, delivery and operations within area/s of delegated authority.
2. To provide professional leadership within area/s of delegated authority.
3. To provide the resources within which students and staff may function effectively.
4. To ensure that there is a suitable subject assessment programme for all levels or areas.
5. To provide an effective communication link between the senior management of the school and the area/s of delegated responsibility.
6. To maintain effective and appropriate relationships both within the school and with its community.
7. To promote the strategic direction and goals of the school.
8. To undertake tasks specific to the learning area or designated by the Principal.

Key Tasks	Desired Outcomes
1. Curriculum Planning & Delivery	
<p>Curriculum Management Document:</p> <ul style="list-style-type: none"> • The creation and maintenance of the learning area management document in keeping with the guidelines provided. • A copy to be provided to SLT annually. It is understood that this document is a 'living document' and may change over the course of the teaching year. 	<p>Teachers have appropriate guidelines for planning programmes of learning in line with National Curriculum and school policies.</p> <p>Ensure curriculum coverage in the department is appropriate.</p>

Key Tasks	Desired Outcomes
<p>Unit plans:</p> <ul style="list-style-type: none"> • Ensure that these are appropriate to support the goals and scheme of work for the learning area. <p>Course Booklets:</p> <ul style="list-style-type: none"> • Responsible for the submission of the information on courses within their learning area to SLT. <p>Course information Evenings:</p> <ul style="list-style-type: none"> • Responsible for attending and ensuring that information regarding their learning area is made available to students and parents. <p>Annual Board Report:</p> <ul style="list-style-type: none"> • Collate and present a report to the Board as per requirements. <p>Delegations:</p> <ul style="list-style-type: none"> • Delegate where they see fit the content and assessment of courses to members of their learning area while retaining overall responsibility. 	<p>Board and SLT is kept informed of programme developments.</p> <p>Strategic plan obligations are being followed.</p>
2. Professional Leadership	
<ul style="list-style-type: none"> • Use department meeting time to lead professional discussion. • Supports staff in their teaching roles and encourages professional development. • Provides appropriate guidance to staff • Participates fully in the school's performance management system. 	<p>Staff in the department feel valued and supported.</p> <p>They are encouraged to maintain up to date knowledge of developments in teaching and learning.</p> <p>There is a collaborative approach to planning, assessing and delivery of programmes.</p>
3. Resource Management	
<ul style="list-style-type: none"> • Produces an annual budget in approximately November for the following year. • Responsible for the day to day management and maintenance of department resources as well as the purchase of new resources. • Works within budget. • An inventory is kept. 	<p>Financial resources are well managed.</p> <p>Appropriate storage, records and use is made of departmental resources.</p> <p>Assets are kept on a current register or inventory.</p>
4. Student Assessment	
<p>Assessment:</p> <ul style="list-style-type: none"> • Ensure assessment is carried out according to school procedures relevant to the course. • That assessment is meaningful, fair, supports learning and meets NZQA requirements where applicable. • That students are kept informed of assessment deadlines, expectations etc 	<p>The department has sound methods of assessing student achievement against any accepted standards or learning progressions.</p> <p>Ensures that accurate records are kept and that analysis assists in identifying student learning needs which are then used to inform planning.</p>

Key Tasks	Desired Outcomes
<ul style="list-style-type: none"> Analysis of results is undertaken to inform programme planning in the annual Board report. <p>Markbooks:</p> <ul style="list-style-type: none"> It is the responsibility of the HOLA to ensure that markbooks in KAMAR are setup and marks entered in a timely manner to reflect the assessment of student learning in their learning area. <p>Reports:</p> <ul style="list-style-type: none"> Ensures that national and school data is available for reports and that members of the learning area have completed their report comments and attitudes by the time specified. Support staff to make appropriate and useful comments to parents. 	<p>Parents are kept accurately informed of student achievements and progress.</p>
5. Communications	
<ul style="list-style-type: none"> Meets as required with senior managers. Advises on staff appointments making suitable recommendations. Holds regular department meetings to disseminate information and grow capability of staff. Keeps accurate department meeting minutes. Encourage staff to participate in school activities. Contributes as required to school evaluation and policy development. 	<p>Managers are kept up to date with any issues relating to the learning area.</p> <p>There is an ongoing, strong link between school wide policy, procedures and programme planning and learning area teachers.</p> <p>All staff are kept fully informed, meetings run smoothly and effectively, accurate records are kept.</p>
6. Relationships	
<p>SLT:</p> <ul style="list-style-type: none"> Accountable for their learning area to the SLT. Provide an effective communication link between the SLT and the staff in their learning area. <p>School & Community:</p> <ul style="list-style-type: none"> Maintain effective and appropriate relationships both within the school and with its community. 	<p>Assists in presenting a school wide positive image, helping to enhance relationships with all members of the school community and actively participating in and supporting general school policy direction and strategic targets.</p> <p>Is fully supportive of wider school activities to enhance these in enriching the programmes offered to students.</p>

Key Tasks	Desired Outcomes
<p>Staff:</p> <ul style="list-style-type: none"> • Responsible, through formal and informal interactions, for the professional support of staff associated with the delivery of the courses in their learning area. This includes course content and assessment as well as the safety and wellbeing of students. • Facilitate professional growth cycle among staff associated with their learning area and/or other staff as required. • Actively supports school policy decisions, strategic targets and plans. • Provides a positive role model to the school community. • Contributes to the full life of the school, including extra-curricular activities, major school events and encourages others to do so. 	
7. To promote the strategic direction and goals of the school	
<ul style="list-style-type: none"> • Promotes strategic goals within the learning area. • Takes actions to support the achievement of the school wide strategic goals. • Makes learning area goals and targets, and associated action plans to support the achievement of school wide strategic goals and targets. 	<p>Work undertaken supports progress, in the learning area, towards school wide goals and targets as specified in the Strategic Plan and Annual Implementation Plan.</p>

Appointee Signature: _____

Date: _____

Principal Signature: _____

Date: _____



Job Description for Teacher

1. Class Teaching: To provide quality learning opportunities targeted to the specific needs of each class.

Key Objectives	Expected Outcomes
a) Establish level of achievement for each student	Baseline measurements recorded or baseline sample filed
b) Set achievable goals from departmental scheme (where appropriate)	Individual pupils know specific goals
c) Design and plan learning activities that are motivating and challenging for all students	Class programme written up, students are involved with lessons
d) Assess students' progress and evaluate learning activities and outcomes	Cumulative records show individual students making progress
e) Identify and remove barriers to learning	Cumulative pupil records show progress

2. Class Culture: To develop an environment where individuals are encouraged, respected and challenged to learn

Key Objectives	Expected Outcomes
a) Develop an environment where students feel safe, relaxed, committed to learning	Evidence of students taking appropriate responsibility for learning
b) Ensure the tasks set are appropriate for the full range of students in the class	All students experience success at their level
c) Ensure that student management is based on positive reinforcement	Teachers and students use positive messages to one another
d) Ensure the teaching area is an attractive, orderly place where equipment and resources are well managed	An interesting classroom with students involved in its maintenance and displays
e) Provide a procedure for resolving mis-understandings and disputes	Distractions to learning are kept to a minimum; disputes are rapidly resolved

3. Whole School Culture: To maintain professionalism, both within the school and in the community, in order to foster trust and the highest quality learning and teaching

Key Objectives	Expected Outcomes
a) Participate in student activities outside the classroom	Evidence of a good rapport with students
b) Communicate with parents/caregivers regarding progress, concerns, etc	Reports that emphasise progress made; Attendance at parent/teacher interviews as appropriate Proactive communication with home as required
c) Support the school in the community	Individual's confidentiality respected Problems resolved within the institution and with appropriate constituents Students' positive attributes promoted
d) Support whole-of-school events	Teacher will participate in whole school events, appropriate to his/her responsibilities
e) Actively promote, by example, appropriate and desirable behaviour	Teacher will listen to a variety of points of view; will be available for individual help and advice; will model courtesy; will act fairly; show a sense of humour, in dealing with students, colleagues, parents and members of the public

4. Professional Learning and Development:

Key Objectives	Expected Outcomes
Maintain an understanding of trends in the teaching area, keeping up to date in education generally, and in the curriculum area in particular.	Teacher works productively in Professional Growth Cycle Teacher actively seeks professional learning and development

Pastoral: Possible Form Teacher.

Special Responsibilities: To undertake teaching responsibilities as directed by the Principal.

Appointee Signature: _____

Date: _____

Principal Signature: _____

Date: _____