



Email: principal@rodneycollege.school.nz

Thank you for your interest in the **Hard Materials Technology** vacancy at Rodney College.

The position to commence Term 2, 2025

Please find the following:

- person specification
- information on Wellsford & Rodney College
- application form

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

Please note that applications close with the Principal at **2pm Friday 14 January 2025**.

I look forward to receiving your application.

Yours sincerely

Laurence Caltaux
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 340 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.

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.



Confirmation			
1	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. 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.	Yes	No
2	I am legally entitled to work in New Zealand in the role applied for (i.e. as a New Zealand or Australian citizen/permanent resident or holder of a current and valid work visa or residence visa).	Yes	No
3	I am currently registered to teach in New Zealand.	Yes	No
4	In accordance with the Privacy Act 2020, I authorise the board of trustees to obtain further information from the referees listed in this application, and I consent to the referees disclosing such information to the board	Yes	No
5	STUDENT SAFETY - Cross out the statement that doesn't apply to you.		
	<ul style="list-style-type: none"> I have never been the subject of a complaint about the safety of a student. I have been the subject of a complaint about the safety of a student. Please give dates and details: 		
6	OFFENCES AGAINST THE LAW - Cross out the statements that don't apply to you.		
	<ul style="list-style-type: none"> I have never been convicted of an offence against the law (excluding minor traffic convictions). I have no pending charges of an offence against the law. I have been convicted of an offence against the law. Please give dates and details: I have pending charges of an offence against the law. Please give dates and details: 		
7	I know of no reason why I would not be suitable to work with children or young people.	Yes	No

Referees

Please provide the names and contact details of three referees below. Referee reports are confidential to the board. Referees will only be contacted for candidates who are shortlisted.

Referee 1

Full name				
Position				
Relationship to applicant				
Contact details	Home		Work	
	Mobile		Email	

Referee 2

Full name				
Position				
Relationship to applicant				
Contact details	Home		Work	
	Mobile		Email	

Referee 3

Full name				
Position				
Relationship to applicant				
Contact details	Home		Work	
	Mobile		Email	



Job Description: Teacher of Hard Materials Tech

Responsible to: Principal, HOD Technology.

Job Purpose:

The planning, delivery and review of teaching and learning programmes in the Technology Department to ensure the best possible outcomes for learners.

General Statement of Responsibilities

1. Teaching and Learning

Ensures that all programmes are appropriately planned, using assessment as a means of identifying needs and progressing learning. Planning takes into consideration the specific learning needs of Maori/Priority Learners.

2. Curriculum Content

Teaching and Learning programmes are in line with National Curriculum Statements and department schemes. Programmes include culturally responsive practice, and impart essential skills, attitudes and values.

3. Assessment: Junior and NCEA

Accurate monitoring and recording of student progress and achievement occurs, teachers will be able to appropriately report as required and to inform their planning to meet student learning needs.

4. General Contribution to the School

Participate and support the co-curricular and extra-curricular activities of the school.



Key Tasks	Performance Indicators
<p>1. Curriculum Delivery</p> <ul style="list-style-type: none"> Provides appropriate teaching and learning programmes Monitors, tracks and records Performance management Uses a wide range of educational resources and appropriate teaching techniques 	<p>Programmes are carefully planned to meet individual needs, based upon department schemes and curriculum guidelines.</p> <p>Uses a range of assessment methods as an overall strategy. Identifies barriers to learning and makes necessary changes to teaching practice based on assessment analysis.</p> <p>Regularly monitors, tracks and records student progress against the national achievement objectives.</p> <p>Provides appropriate in-class support to priority learners to ensure success in learning. Uses culturally inclusive practice. Specialist support drawn on as required.</p> <p>Participates fully in the school's performance management programme and is proactive in enhancing own professional learning and development.</p> <p>Actively participates and contributes in school professional learning and development.</p> <p>Establishes routines which are appropriate and understood by all students. Maximises the use of learning time.</p> <p>Develops positive relationships with students which demonstrate a respect for their individual needs and cultural backgrounds.</p> <p>Manages student relationships effectively and follows up on behaviour in line with the RCSRS process and restorative practice.</p> <p>Ensures teaching area presents a professional, lively and conducive atmosphere for learning.</p>
Key Tasks	Performance Indicators
<p>2. Assessment of Achievement</p> <ul style="list-style-type: none"> Motivates and engages students in learning Uses a range of assessment tools to measure student progress Reports on progress 	<p>Provides an environment in which learning and achieving is valued and recognised.</p> <p>Ensures that students are aware of the progress they are making in by providing appropriate feedback and feed forward.</p> <p>Uses assessment data, both formative and summative, as an integral part of the teaching and learning programme. Uses data to assess effectiveness of the teaching programme and delivery.</p> <p>Keeps accurate records of progress and reports on this as required. Reports provide clear, accurate and constructive information on student progress and achievement.</p> <p>Communicates clearly student progress in written form and verbal interview. These may occur at any time during the year.</p>



Key Tasks	Performance Indicators
3. Provides Pastoral Care	<p>Provides appropriate pastoral care to Whanau class and AC students to ensure that their needs are met.</p> <p>Tracks student attendance and takes appropriate action when this becomes a concern.</p>
4. General Contribution to the School <ul style="list-style-type: none">Establishes sound collegial relationships that are professionally supportive.	<p>Is professional and supportive of other members of the school staff in their teaching and learning duties. Establishes and maintains positive collegial working relationships.</p> <p>Participates and supports school activities relating to the enhancement of the general life of the school. These may include cultural, sporting, social and community activities.</p> <p>Where appropriate either co-operate in or lead the organisation of school activities.</p>
Teacher	Principal
Signed: _____	Signed: _____
Date: _____	Date: _____