



Greymouth High School  
High Street, PO Box 192  
Greymouth 7840, New Zealand

Phone: +64 3 768 0472  
Freephone: 0800 GREYHIGH  
Fax: +64 3 768 6293

Email: [office@greyhigh.school.nz](mailto:office@greyhigh.school.nz)  
Find us on Facebook  
[www.greyhigh.school.nz](http://www.greyhigh.school.nz)

16 November 2018

Thank you for your interest in Greymouth High School.

Please find attached copies of the documents required for the position of:

**Health and PE: 1.0FTTE, fixed term for 2019 (due to being Board funded and therefore subject to review).**

**The information includes:**

- GHS Cover Letter
- Application Form
- Job Description
- Time Line

**Applicants are required to submit:**

- A covering letter
- Curriculum Vitae
- Completed Application Form
- **PLEASE NOTE:** Phone or cellphone number details are required for referees so that the Principal can contact them.

Applications are required to be received by Greymouth High School **by the closing deadline of 5.00 pm Wednesday 5 December, 2018. This can be by email or post.**

I look forward to receiving your application.

Andy England  
Principal



Te Kura Tuarua O Māwhera

## APPLICATION FOR APPOINTMENT

Health and PE: 1.0FTTE, fixed term for 2019 (due to being Board funded and therefore subject to review).

Greymouth High School is a smoke free environment and an E E O Employer.



Family Name: \_\_\_\_\_ First Names: \_\_\_\_\_

Other names known by previously: \_\_\_\_\_

Address (home) \_\_\_\_\_

Address (work) \_\_\_\_\_

EDUCANZ Certification \_\_\_\_\_ Full/Prov/STC Expiry Date: \_\_\_\_\_

Telephone: \_\_\_\_\_ Cellphone: \_\_\_\_\_

Next of Kin: \_\_\_\_\_

### Please enclose:

- a) Your current CV including details of qualifications, teaching and other employment experience.
- b) An accompanying letter stating the particular strengths/interests you will bring to this position.
- c) A statement of your commitment to assist with extra and co-curricular programmes to help the overall growth and development of our students at Greymouth High School.

### Referees

*Provide details of two people who will act as Referees for you. These must be received by 5.00pm Wednesday 5 December 2018.*

Name & Position	Address	Contact Telephone/Cell Numbers.

### **Applications should be posted to:**

The Principal  
Greymouth High School  
P O Box 192  
Greymouth

**Applications must be received by 5.00pm Wednesday 5 December, 2018**

## Declarations

1. *Have you ever been convicted of a criminal offence in New Zealand or overseas or otherwise know of any reason why you should not be employed to work in the school environment?*

☐

Yes

☐

No

2. *Do you have any known condition, injury or illness that may affect your ability to carry out the duties and responsibilities outlined in the position description?*

☐

Yes

☐

No

If you have answered 'Yes' to either of these questions, please attach any comment or clarification that you would like to make. You may be asked to provide correct and true details or copies of relevant records if you have answered 'yes'. (Failure to provide true and correct details of a conviction or criminal offence or reason for possible unsuitability will make you liable to dismissal should you be the successful applicant. Failure to provide true and correct information about your medical history may result in loss of entitlement to any compensation from ACC or the Board's workplace accident insurer).

*"I \_\_\_\_\_ 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.*

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## Privacy Act

1. ***Purpose for which the information is collected.***

The information is collected for staff selection purposes. Please contact the school if you have any difficulty with the form.

2. ***Storage.***

The information is held at Greymouth High School, P O Box 192, Greymouth.  
It is accessible by members of the appointments committee.

3. ***Access to and correction of information.***

At any time, you may request access to the information, and you may request correction of the information.

I authorise Greymouth High School to seek information about my employment record and personal background from any of my nominated referees, former employers, Teachers' Registration Board and Police and I understand that this information will be treated in complete confidence. This shall act as sufficient discharge to the above organisation and people on release of any relevant information.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Applicant)

## Teacher Job Description

**Name:**

**Department/s:** Health and PE: 1.0FTTE, fixed term for 2019 (due to being Board funded and therefore subject to review).

**Appraiser:** HoD Phys Ed & Health.

**Registration No:**

**Expiry date:**

**Bargaining agent:** PPTA / Self



Responsibilities		Expected Outcomes
1.	To plan and teach appropriate subjects as may be required, including PB4L lessons, by following Greymouth High School curriculum documents, schemes of work, homework and assessment procedures.	<ul style="list-style-type: none"><li>• Schemes of work are followed; lessons are planned effectively, teaching strategies and learning objectives are appropriate to the level and ability of the group as well as individual needs of students.</li><li>• Curriculum and assessment requirements are met as stated in the department documents.</li><li>• Participate in scheme revision and preparation co-operatively as required.</li><li>• Assessment requirements as stated in the department documents are effectively implemented; formative assessment evident in every class.</li><li>• Formal assessments properly recorded and filed; NZQF procedures are met.</li><li>• Constructive feedback given to each student regularly and after each formal assessment.</li><li>• Analyse end of unit and end of year data to contribute to scheme, department and school self-review.</li><li>• Teach lesson plans as directed through PB4L and/or the Pastoral Team.</li><li>• Expectations for each student are clearly expressed, realistic and challenging.</li><li>• A purposeful working atmosphere is maintained.</li><li>• Active participation and student interest evident.</li><li>• Emphasis is given to assisting students to learn for themselves.</li><li>• Teacher inquiry cycle is used to investigate aspects of programme delivery to enhance effective teaching.</li></ul>
2.	To identify students who are not achieving to their capacity and take positive action to help them achieve.	<ul style="list-style-type: none"><li>• Consistently follow school-wide system as defined by Positive Behaviour for Learning.</li><li>• Use a variety of teaching techniques and encouragement to meet individual learning needs.</li></ul>

		<ul style="list-style-type: none"> <li>• Consultation about students with Class Mentors, HOD, Deans, SENCo, Counsellor and other appropriate staff or agencies.</li> <li>• Expectations for each student clearly expressed, realistic and challenging.</li> <li>• Parents contacted as necessary.</li> </ul>
3.	To report meaningfully to parents on the progress of each student via Weekly Note System, formal school reports, report evenings, or if circumstances warrant.	<ul style="list-style-type: none"> <li>• Weekly notes submitted according to guidelines.</li> <li>• Reports written in accordance with school policies.</li> <li>• Effective communication with parents, including parent report evenings.</li> </ul>
4.	To contribute to the smooth running of the school by supporting normal school policies, procedures, non-teaching duties and co-curricular activities and by taking professional initiative when circumstances warrant.	<ul style="list-style-type: none"> <li>• Agreed delegated tasks are carried out.</li> <li>• Participate in faculty and other meetings as required.</li> <li>• Non-teaching duties, eg lunchtime supervision duty, normally associated with the operation of GHS are satisfactorily carried out according to relevant guidelines as stated in the Staff Manual.</li> </ul>
5.	To be available and willing to assist with co-curricular activities appropriate to your skills and the needs of the school.	<ul style="list-style-type: none"> <li>• Participation in an agreed co-curricular activity.</li> </ul>
6.	To offer professional opinion and contribute to staff discussions on school matters; attending staff meetings as required by the Head of Department and Principal	<ul style="list-style-type: none"> <li>• To share ideas and information.</li> <li>• To work co-operatively and supportively with other staff.</li> <li>• Participation in Department and other meetings as required.</li> </ul>
7.	To keep up to date with current curricular and pedagogical knowledge relevant to secondary school teaching.	<ul style="list-style-type: none"> <li>• Engage in professional learning opportunities regularly.</li> <li>• Personal goals are established and reviewed annually.</li> <li>• Evidence of the implementation of professional learning undertaken is gathered.</li> <li>• A commitment to annual staff appraisal.</li> </ul>

### Other Responsibilities

1.	
2.	
3.	

**Mentor (delete if not allocated this role in this year)**

Mentors are a key part of the pastoral care system, therefore highly influential on the learning outcomes of students. This is achieved by *mentoring*: building a positive relationship with students, their parents and whanau; helping them to set appropriate goals together and to track their progress. Also by a team approach: working collaboratively with Deans, your Mentor class's teachers and parents/whanau to support the young people in your class. Different year levels require different emphases/skills of the mentor. The Mentor may be required to be an advocate for their students.

Responsibilities		Expected Outcomes
1.	Actively build positive relationships with student, their parents and whanau.	<ul style="list-style-type: none"> <li>Take action to get to know students, parents, whanau, eg mihi mihi, contact with home, meetings with parents/whanau. Every family contacted by phone or in person during Term 1.</li> <li>Frequent positive engagement with all students in whanau group.</li> <li>Relay communications as required.</li> </ul>
2.	Make Mentor class welcoming and inclusive.	<ul style="list-style-type: none"> <li>Create a welcoming, inclusive environment to set a positive tone for the day ahead.</li> <li>Ensure students get 'need to know' information.</li> <li>Mentor on personal presentation eg. issue uniform passes.</li> </ul>
3.	Work with the Pastoral Team to support students with higher needs.	<ul style="list-style-type: none"> <li>Report to Dean where tracking shows an unusual pattern, eg higher absences, difficult career choices, poor behaviour and co-construct a planned response.</li> <li>Support students as planned with Dean/Assistant Principal.</li> </ul>
4.	Contribute to written reports.	<ul style="list-style-type: none"> <li>Collate and write reports twice per year.</li> </ul>
5.	Advocate for students as required.	<ul style="list-style-type: none"> <li>Represent students within Greymouth High School at times of need, eg attend stand down meetings, to ensure that the student/parents/whanau understand the process and articulate themselves effectively.</li> </ul>
<b>Senior Mentors Only</b>		
6.	Work with students to track relevant data sets.	<ul style="list-style-type: none"> <li>Follow school guidelines to build database in collaboration with student and parent/whanau, eg Dream Catcher, KAMAR.</li> <li>Frequently check data (academic, pastoral) with student.</li> <li>Act on trends identified eg absences.</li> </ul>
7.	Provide basic careers and pastoral advice within limits.	<ul style="list-style-type: none"> <li>As led by the Careers Services Leader, run sessions on careers and course choices at a basic level.</li> </ul>
8.	Contribute to references.	<ul style="list-style-type: none"> <li>Collate and write references as required.</li> </ul>

**Responsible to:** Principal, appropriate Head/s of Department of your teaching subject/s.

**Person Specifications:**

1. To enjoy working with young people.
2. To be a positive role model for students by demonstrating commitment to the school's mission statement, values and school-wide expectations.
3. Able to demonstrate experience in or the potential to excel in each of the responsibilities listed in the job description.
4. An effective and competent teacher with the ability to manage students in non-confrontational ways.
5. Have the ability to work in a team with a common goal.
6. Have a high level of self-motivation coupled with flexibility.
7. To be able to gain the confidence and respect of students in order to influence their behaviour and attitude.

**Accountability and Legal Requirements:**

To participate in an annual performance management process, which will be designed to highlight personal strengths and achievements, identify any professional development needs and help focus on the key tasks and responsibilities required by this position.

A school authority (ie a state school or private school) may only permanently appoint a teacher who has either a current practising certificate or a limited authority to teach issued by the Teachers' Council (s.12A,s.315).

**Job Description Approved by:****Name****Signature****Date****Principal (Andy England)**

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16 November 2018

## TIMELINE

**Health and PE: 1.0FTTE, fixed term for 2019 (due to being Board funded and therefore subject to review).**

The timeline for appointments will be:

Date	Event
Monday 19 November	Position advertised on line & in Education Gazette.
Wednesday 5 December.	Applications close @ 5.00pm.
Thursday 6 December.	Short-listing / Short-listed candidates to be notified and interviews organised.



Te Kura Tuarua O Māwhera