

**QUEEN'S HIGH SCHOOL  
195 Surrey Street  
DUNEDIN**

**Application for Appointment  
Head of Learning Support**

**Full Time, Fixed Term, Position 2019**

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Dunedin**

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# **QUEEN'S HIGH SCHOOL - DUNEDIN**

## **Timeline for Application for Position**

### **Application:**

Enclosed is the information you will need to help you apply for the position of Head of Learning Support.

Please note the following dates:

**Wednesday 28<sup>th</sup> November:** Applications close 4pm

Completed applications can be sent **via email** to [ghs@queens.school.nz](mailto:ghs@queens.school.nz)

**OR Post to:**

**The Principal, Queen's High School,  
195 Surrey Street, St Clair, Dunedin 9012**

It is intended to advise the successful applicant after the interviews.

The starting date for the position will be the start of Term One 2019.

## **SCHOOL DESCRIPTION**

Queen's High School was established in 1955. It offers a broadly balanced curriculum and excellent academic standard. There is a rich cultural and sporting life in a disciplined and caring environment.

Queen's High School has a student roll of about 400. The catchment area is very diverse and the backgrounds of students range from those who are very much urban students to those who live rurally or in smaller towns. Students reflect a range of socio-economic backgrounds and experiences.

Most of the students are of European descent (65%), around 25% identify as Maori and 6% identify as Pacific Islanders. We have a number of fee paying overseas students, mainly from Asian and European countries. In Learning Support we have students who meet the High and Medium Ongoing and Reviewable Resource Scheme (ORRS) funding. These students are mainstreamed as a first choice and taught within Learning Support department groups as appropriate.

Situated in St Clair, Queen's High School has a gymnasium and dance studio, a well-equipped and resourced library, several computer suites, specialist chemistry, physics, biology and general science laboratories, specialist music, drama, graphics and art suites, food and fabric rooms and a multi-purpose technology block. We share a 500 seat Performing Arts Centre with the neighbouring boys' school, King's High School.

Queen's is a future-focused school which has never rested on just its laurels or its traditions and is known as a school at the forefront of educational thinking. We are always looking for ways to enhance achievement and implement innovation giving our students every opportunity for success.

Decile: 5  
Location: St Clair, Dunedin  
Roll: 400 approx.

### **Special Programmes offered:**

ORS Funded Students  
GATE extension programme  
Junior Literacy programme  
Critical Digital Literacy programme  
Gateway- Work placements  
Active Education  
Positive behaviour for learning (PB4L) initiative  
SPEC –Youth Incentive Programme

**Please refer to our website: [www.queens.school.nz](http://www.queens.school.nz)**

## OUR VALUES AND BELIEFS

**Manaakitanga** lies at the heart (te rotu) of our school. This means that the students are cared for as culturally-located individuals and that our teachers build strong supportive, learning relationships with the girls.

**The Queen's Way:** Respect for People, Place and Learning forms the basis of our classroom and community interactions.

### 1. Single-sex Education

We value the opportunities single-sex education provides for girls to:

- Participate without hindrance in all learning opportunities.
- Build positive self esteem and confidence as individuals.
- Feel secure in front of their peers and to care for each other.
- Be confident in excelling.
- Celebrate talent and success.
- Be prepared "to have a go".
- Persevere despite failure and continue to strive.
- Become independent learners
- Develop holistically: ethically, intellectually, socially and emotionally.

### 2. Celebration of Diversity

We affirm diversity and value differences. The cultural mix of our students and the inclusion of students with special needs provide opportunities to learn about each other in a supportive and positive way.

### 3. Respect and Integrity

We expect staff and students to act ethically and to show respect for others, their property, the school's reputation and facilities. Students will be encouraged to value honesty, personal responsibility and accountability.

### 4. Achieving Learner Potential

We believe in the capacity of Queen's to lift students' sights and achievement; to let them understand and grasp the opportunities for independent learning and personal growth across multiple dimensions.

### 5. Innovation and Improvement

We believe that change, challenge and risk-taking are vital to continual improvement and prepare us to take advantage of opportunities. Students will be encouraged to value innovation, inquiry and curiosity.

### 6. Teacher Expertise

We offer outstanding teachers; whose expertise is called upon nationally; who are committed to innovation, high levels of competence in curriculum delivery and the highest levels of student achievement.

### 7. Management and Equality

We believe that sound management gives freedom to think and learn. Students will be encouraged to value equality through fairness and social justice.

### 8. Healthy Environment

We believe that physical and emotional comfort and the safety of students and staff at school are paramount.

### 9. Ecological Sustainability

We encourage staff and students to be aware of the consequences of their interactions with the environment and to develop practices that support ecological sustainability.

### 10. Citizenship and Service

We foster co-operation with, and service to, the school community promoting a sense of belonging and a caring attitude.

**11. Life beyond School** We believe that readiness for tertiary study or employment is vital and we offer comprehensive career and option advice to support this.

# **STATEMENT OF PURPOSE**

## **1. CURRICULUM CONTENT**

To provide a:

- broad, balanced and coherent curriculum which reflects the Principles, Values and Key Competencies of the New Zealand Curriculum.
- curriculum that encourages students to look to the future by exploring issues such as sustainability, citizenship, enterprise and globalisation
- curriculum which is responsive to the needs of the Queen's High School community.
- bicultural environment where students value their position as citizens of Aotearoa New Zealand.

## **2. CURRICULUM DELIVERY**

To provide within a caring and well-resourced environment, quality teaching which enables each student to be a successful learner.

## **3. STUDENT PROGRESS AND ACHIEVEMENT**

To value and encourage scholarship and achievement at every level. To monitor and report on students' progress in a way which enhances student learning by giving clear, dependable and realistic information based on sound evidence.

## **4. TREATY OF WAITANGI**

To reflect and acknowledge within the school, the partnership between the tangata whenua and tauiwi, in keeping with the principles of the Treaty of Waitangi. Instruction in tikanga Māori and te reo Māori is available to all students.

## **5. SCHOOL SELF-REVIEW**

To review the school's performance in relation to this charter so that priorities and opportunities are identified and achievements celebrated. Self-review will be based on the evaluation of the effectiveness of programmes with a focus on improvement.

## **6. COMMUNITY INVOLVEMENT**

To enhance the learning opportunities by establishing a partnership with the school's community. To promote high levels of community confidence and support for the school and its work with students.

## **7. PERSONNEL**

To employ motivated, high calibre staff who are committed to upholding the aims and spirit of Queen's High School. To be a good and fair employer, creating a relationship of trust and openness.

## **8. FINANCE**

To manage the school's finances in order to meet the charter objectives and reflect the school's priorities.

## **9. PROPERTY**

To provide safe, well-maintained buildings and facilities which are well suited to an innovative curriculum. To provide an aesthetically pleasing environment for the enjoyment of teaching and learning.

## **10. DIVERSITY AND INCLUSION**

To value the diverse ethnic and cultural heritage of Queen's High School students and respond to the special qualities and needs of all students.

## **11. STUDENT WELFARE**

To provide an environment which supports the emotional and physical wellbeing and intellectual growth of our students.



# QUEEN'S HIGH SCHOOL

## JOB DESCRIPTION

**POSITION:** Head of Learning Support/SENCO

**MANAGEMENT UNITS:** 1MU

**TENURE:** Full Time  
Fixed Term

**RESPONSIBLE TO:** Board of Trustees  
Principal

### **PRIMARY EXPECTATIONS:**

A Head of Department is an enthusiastic and effective classroom teacher and a positive, co-operative member of the Learning Support Learning Area and has a commitment to the co-curricular life of the school. This is a leadership role in managing our Learning Support team including teacher aides and students who need extra support to access the curriculum. Queen's has a long standing commitment to inclusion.

Queen's High School Learning Support Department, provides resources for students with disabilities. The goal of the Department is to promote the learning of students identified as having significant special educational needs because of their disability.

Learning Support operates as a multi-disciplinary team with input from all disciplines to give a holistic approach to the student's needs.

**AIM:**

- ❖ To provide those students who have been identified as having intellectual and/or physical disabilities, under ORRS, with the same opportunities for education as those without disabilities.
- ❖ To provide students with the necessary skills so that they may be able to function as independently as possible in society.

**KEY TASKS:****A. Teaching Programmes**

- ◆ To coordinate programmes for Special Needs students to ensure that:
  - Charter goals are kept.
  - Students undertake balanced study in the essential learning areas stated in the New Zealand Curriculum framework.
  - Students are given the opportunity to develop the key competencies stated in the New Zealand Curriculum framework.

**B. Student Programmes**

- ◆ To oversee implementation of new programmes in areas of perceived or real need.
- ◆ To adjust individual programmes where necessary.
- ◆ To liaise with Learning Area Leaders re courses, and resources and timetabling.

**C. Student Progress**

- ◆ To co-ordinate and allocate teaching staff responsibilities for students.
- ◆ To ensure regular assessment and reporting of skill mastery to students, parents, departments.
- ◆ To ensure accurate records of student progress are kept.

**D. Department Organisation**

- ◆ To meet regularly with staff (Therapists, Resource Teachers and Teacher's Aide[s]) to:
  - plan and evaluate student needs.
  - monitor student progress and systems of assessment.
  - ensure that accurate records are kept.
  - ensure that IEP objectives are being followed for each individual student.
  - plan and evaluate resource needs.

- coordinate provision of therapist from outside Queen's High School.
- inform staff of school systems and events.

#### **E. Timetabling**

- ◆ To plan and record student timetables.
- ◆ To allocate classroom support, teacher aides and resource teachers.
- ◆ To plan alternative programmes for students in exam time.

#### **F. Staff Development**

- ◆ In conjunction with the Principal and Senior Leadership Team to plan programmes for staff development and familiarity with curriculum.
- ◆ To co-ordinate Special Needs presentations to the general staff whenever this is thought necessary.

#### **G. Mainstream Classroom**

- ◆ To observe and assess students.
- ◆ To identify resource needs.
- ◆ To provide information about students to classroom teachers.
- ◆ To support classroom teachers by assisting with resources necessary for Special Needs students to participate in learning programmes.

#### **H. Resource Management**

- ◆ To be responsible for the preparation of a departmental budget and the monitoring of it's spending in conjunction with the Executive Officer.
- ◆ To maintain an inventory of resources.
- ◆ To be responsible for the maintenance of resources.
- ◆ To complete Group Special Education reports.
- ◆ To apply for resources from the Ministry of Education and/or Sara Cohen School– transport, discretionary funding.
- ◆ To help provide resources for Special Needs students in the wider school community e.g. reader/writer.
- ◆ To co-ordinate taxi transport for eligible students.
- ◆ To work in partnership with RTLB.

## **I. Year 13 Associates**

- ◆ To co-ordinate Year 13 Learning Support Associates.
- ◆ To offer training programme and/or information to Year 13 Learning Support Associates working in the mainstream.

## **J. SENCO job tasks**

- ◆ To liaise with the RTLB working with Queen's High School to
  - Aid in the implementation of support programmes with students identified by the RTLB.
  - Co-ordinate the referrals any student requiring RTLB assistance.
  - Coordinate the transition of Year 8 students which are under the RTLB service, into Queen's High School.
- ◆ To liaise with the Principal's Nominee(PN)
  - On the register of students identifies as possible SAC candidates.
  - To coordinate with the RTLB and the PN re testing of identifies students.
  - To support assessment needs of students identified on the register.

# **QUEEN'S HIGH SCHOOL - DUNEDIN**

## **PERSON SPECIFICATION FOR POSITION**

Queen's High School was established in 1955 and we celebrated its 60<sup>th</sup> Jubilee in 2015. It offers a broadly balanced curriculum and excellent academic achievement. There is a rich cultural and sporting life in a disciplined and caring environment.

The school encourages the pursuit of excellence, upholding the principles of equality and promoting sound and socially acceptable conduct within a caring, positive environment.

Of course we want someone who is passionate about young people and their learning and a commitment to excellence and the confidence to set and expect the highest standards and values.

- The commitment to maintain and support the school culture.
- The ability to work with colleagues as part of a team.
- A genuine understanding of the curriculum, learning and a desire and willingness to support our students in this area.
- A willingness to be involved with co-curricular activities.

## QUEEN'S HIGH SCHOOL

## Information for Teacher Applicants Recruitment and Selection Procedures



This page is for your information. Please tear it off and keep it when you send in your application.

Further information on Queen's High School can be obtained from our website: [www.queens.school.nz](http://www.queens.school.nz)

Queen's High School has an equal employment opportunity policy and welcomes applications from women, Pacific Nation people, ethnic minorities and people with disabilities.

Queen's High School provides a smoke-free environment.

A copy of the relevant Collective Employment Contract or individual contract will be made available to all new staff appointed.

- Please fully complete this form personally. Read it through first then answer all questions and make sure you sign and date where indicated on the last page.
- The enclosed job description and person specification outline the main functions of the position and the skills required.
- All applications are acknowledged promptly by email.
- You are asked to supply on your CV names and contact details of three recent referees who can substantiate your suitability for this position. Referees will be contacted.
- Copies only of relevant qualification certificates should be attached. Certified documents supporting an application should be properly sighted and authenticated by persons authorised to do so.
- All applicants for teaching positions must be registered.
- After applications close a short list of candidates are selected for interview based on the information contained in the application. Shortlisting usually takes place within one week of the closing date. Shortlisted candidates are contacted by telephone to arrange an interview time, and for this reason we request two contact phone numbers.
- Interviews are normally held within one week of the closing date during working hours between 8.30 am and 5.00 pm. The selection panel is made up usually of two people and candidates are given information about the panel at the time the interview is arranged.
- Interviews give applicants the opportunity to tell the selection panel how well their skills, experience and qualifications match those required for the position. We are particularly interested in hearing from applicants the strengths you would bring to the particular position and to the School as a whole.
- Interviews also give applicants the opportunity to find out more about the day to day aspects of the position.
- Candidates are welcome to bring whanau or a support group to the interview. Please advise the person who arranges the interview if you intend to do this.
- The successful candidate will be offered the position as soon as possible after the interview, by telephone. After discussion, a formal offer of appointment will be made in writing.
- All unsuccessful candidates are advised by email after the appointment has been confirmed. This is usually within two weeks of the close-off date or within one week of the interview.

**QUEEN'S HIGH SCHOOL**

**APPLICATION FOR EMPLOYMENT**

Under the Privacy Act 1993, all information given will be treated as confidential and will only be made available to those involved in the selection and appointment process. You have the right of access to personal information and also to see any correction you think necessary to ensure accuracy.

Unsuccessful applications will have their curriculum vitae returned to them if requested and any others will be destroyed once the appointment process is complete.

For ease of processing and photocopying, please do not send CVs and applications bound or in folders.

Please check that you have supplied the required information and mark the boxes off as you go.

Unless you are just entering or re-entering the workforce, at least one referee should have been your Principal/Head of Learning Area/Manager or worked closely with you and be able to give work-related information.

**Position applied for:** \_\_\_\_\_

**PERSONAL DETAILS** *(please print clearly)*

**Title** :Dr, Mr, Mrs, Ms

**Full Name:** \_\_\_\_\_

**Postal Address:**

Teacher Registration No: \_\_\_\_\_ Full Reg / Prov Reg

Expiry Date: \_\_\_\_\_

**Other contact details:** *(delete as appropriate)*

Home telephone number: \_\_\_\_\_ Leave Message Yes/ No

Business telephone number: \_\_\_\_\_ Leave Message Yes/ No

Cell Phone: \_\_\_\_\_ Leave Message Yes/ No

Email address:

**CURRICULUM VITAE CHECKLIST**

Applicants are asked to complete this Application for Employment form and return it with a covering letter of application and Curriculum Vitae for each position applied for. Your Curriculum Vitae should contain the following:

- Full employment history (most recent position first)
- Education, training and qualifications; including conferences and courses attended in recent years relevant to this position.
- Subjects you are prepared to teach (levels)
- Specific skills, strengths and abilities relevant to this position.
- Names and contact details of three recent referees who can substantiate your suitability for this position.
- Any other relevant information and experience.

**CITIZENSHIP** *(please tick the appropriate box)*

- |  |  |
|--|--|
| <input type="checkbox"/> NZ Citizen            | <input type="checkbox"/> Require NZ Work Permit        |
| <input type="checkbox"/> Permanent NZ Resident | <input type="checkbox"/> Hold NZ Work Permit           |
| <input type="checkbox"/> Australia Citizen     | <input type="checkbox"/> Permanent Australian Resident |



