



**Beckenham
Te Kura o Pūroto**

Application Package:

***Permanent, Full-time,
Teacher & Team Leader
(2 Permanent Units)***

starting Term 1, 2022

September 2021



Tēnā koe

Thank you for expressing your interest in applying for a Team Leader with 2 permanent Units teaching position at Beckenham Te Kura o Pūroto, beginning in Term 1, 2022.

Teachers who are employed at Beckenham Te Kura o Pūroto are encouraged to develop their skills across a range of levels whilst working here. This means that we will discuss year level preferences with applicants and will try to match the best teachers and their experience with where they can make the most constructive impact within our teams. What we are looking for first, are highly competent teachers. Saying that, this position is likely to be in our Year 3/4 Team for 2021.

This package contains the following information

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The following also needs to be downloaded from the school website and completed:

- Teaching Position Application Form

If you have any questions regarding this position, please contact me at Beckenham Te Kura o Pūroto.

e: principal@beckenham.school.nz

Ngā mihi

Sandy Hastings
Principal/Tumuaki

*Filling our kete for the journey!
Whakarite ngā kete mō te haerenga!*

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Application Instructions

If you are interested in applying for this position, please email (as PDF files) your application, (which needs to include the following **THREE DOCUMENTS**) to arrive no later than midday on Tuesday 12 October, 2021:

- Letter of application
- Curriculum Vitae
- Completed Teaching Position Application Form (This needs to be downloaded separately from the school website Vacancies page, as a PDF document)

by email to: applications@beckenham.school.nz

Timeline for Appointment Process

Applications in Gazette Online: Wednesday 22 September 2021

Applications close and must be received by: Tuesday 12 October, midday

The tentative time frame for the rest of the process is as follows:

Interviews between 18-22 October

Appointment process likely to be completed: Tuesday 26 October

BECKENHAM TE KURA O PŪROTO – Description

Beckenham Te Kura o Pūroto is a U6, decile 8, state, co-educational, full primary school. It is located in the southern suburbs of Christchurch.

The Beckenham Te Kura o Pūroto roll for 2021 opened at 457 and is expected to reach a maximum of about 527 by the end of the year. Our Leadership Team includes the Principal, two Deputy Principals (each with up to 0.2 teaching component), and five Team Leaders (who each have full responsibilities for teaching). Children learn in multi-level (two year groups) learning hubs throughout the school. Our staff is made up of over 20 full-time teachers, several part-time teachers and up to 10 teacher aides, a library assistant, secretary, financial administrator, PA to the Leadership Team, and a caretaker. The staff are highly competent, dynamic and very professional. They support one another and enjoy working together. Inclusion, collaboration, leadership and learner agency are strong features of the school culture. The school hosts an attached satellite class of Ferndale School for moderately disabled children. Our 2016 ERO review commented that “Beckenham School provides very good quality learning programmes and pastoral care for students...”.

As a result of the Canterbury earthquakes and building assessments by the Ministry of Education, the school was identified as needing significant rebuilding. The building programme began in Term 4 2016 and was finished early in 2018. During 2017, we were gifted a te reo Māori name for the school by Ngāi Tahu which has been incorporated into the existing name. As of 1 January 2018, the school name was officially changed from ‘Beckenham School’ to ‘Beckenham Te Kura o Pūroto’ (the school of the ponds).

We have developed learning environments that are flexible, student-centred, and that support a wide range of learning opportunities. These spaces are not single cell classrooms. They are spaces where teachers and learners work collaboratively to design and implement quality teaching and learning. For the last five years, our staff have been working towards more collaborative and flexible teaching partnerships and these are now a given for teaching here.

In 2014 and 2015 our staff, Board and community reviewed the vision of Beckenham School as we grappled with the opportunities that change offered us. We clarified our shared understanding of what we value and believe about teaching and learning at Beckenham Te Kura o Pūroto, and what this needs to then look like in practice for everyone involved. During 2017 and 2018 we developed our understanding and practice around delivering a conceptual curriculum, incorporating deep, inquiry based learning. In 2019 we began the journey of PB4L. Since 2019 we have been learning about the impact of using the Science of Reading in our literacy teaching and from 2021 have been using the Structured Literacy approach across the school.

We have an independently run out-of-school-care programme (BOSCO) operating on-site from 7.30 - 8.30 am and 3:00 – 6:00 pm each day. They also operate a holiday programme for 10 weeks of the year. These programmes are valued by, and important to, many of our school families.

The school is fortunate to be located adjacent to Beckenham Park and the seamless merging of the two sites gives a very extensive play environment for the children.

Approximately 15% of the school's population is Māori, and there is a strong support for school te reo Māori and tikanga Māori programmes from within our community. Our staff are committed to improving their understanding and use of Te Reo Māori. Over 40 different nationalities are represented at our school. The school is well known for its inclusive practices and willingness to support each learner as a unique and valued individual. A strong learning support programme assists children with learning, behavioural, social and/or emotional challenges. There is a very positive and caring tone in the playground and learning spaces. We believe in a restorative approach to conflict resolution and continue to develop our understanding in this practice so that it underpins the way everyone responds to interpersonal differences. The school enjoys a positive reputation within the local community and staff and Board members are actively engaged in a variety of education networks in Christchurch.

A significant feature of the school is the active parent and whānau participation in, and support of, all aspects of school life including learning assistance, attendance at functions, and fundraising activities for the provision of further facilities. Our PTA and Board of Trustees are visible and engaged in the life of the school, ensuring that staff, students and families are well supported.

Person Specification – Team Leader at Beckenham Te Kura o Pūroto

Applicants need to deliberately address this set of specifications when applying, demonstrating both understanding and evidence of success in each area.

Below are the skills and dispositions required for these positions.

- **Desire to work in a fully collaborative teaching and learning environment and successful experience in leadership of collaboration**
- **Strong interpersonal skills, underpinned by integrity, respect, openness and honesty**, that enable them to:
 - build and maintain **positive and professional relationships** with BOT members, staff, students, whānau and external agencies, through effective and timely communication
 - have **empathy**, understanding and a sense of humour that supports positive relationships
 - work **collaboratively in an environment of change**, being open to new ideas and pedagogical practice founded in evidence and research
 - **use restorative practices** to promote and develop positive social behaviours
- **Personal skills, experience and aptitude** that enables them, as a school leader, to:
 - demonstrate **commitment to the profession**, being an exemplary role model and motivate others to excel
 - bring a **growth mindset** to all challenges and contribute to a high-functioning and collaborative team that is **solutions focused**, being open to sharing learning practice with others, learning from and with colleagues
 - be a **self-manager** - take responsibility for his/her actions, manage time effectively to meet deadlines and be proactive in responding to uncertainty
 - **reflect** on practice to effect continuous improvement
- **Pedagogical knowledge and experience needed to lead the delivery of quality learning outcomes through:**
 - **effective teaching practice** that supports **all** learners to be successful
 - **culturally inclusive** and **differentiated** teaching practice that is sensitive to the unique needs of students with behavioural and/or learning needs
 - use of **‘teaching as inquiry’** to focus and refine the impact of their teaching on improving student learning
 - regular **analysis of student achievement data** to inform teaching and learning programmes
- **Understanding and skill in utilising e-learning** and digital technology that promotes ubiquity, agency and connectedness in order to:
 - **increase student engagement** in deep learning
 - enable students to **make connections and explore new learning possibilities**, both local and global
 - maintain **professional communication and connectedness** for continuous pedagogical growth and development
 - be a self-manager and able to support others in the **functional use of technology** on a day-to-day professional basis
- **Commitment to being a life-long learner** with aspirations to further their professional career
- **Competence and confidence in using Te Reo Māori** in everyday learning interactions and a commitment to continuing their own learning in the use of te reo Māori.

Team Leader and Member of Leadership Team Job Description

Leadership Capabilities¹:

- Building and Sustaining high trust relationships
- Ensuring culturally responsive practice
- Building and sustaining collective leadership and professional community
- Strategically thinking and planning
- Evaluating practices and Reporting back to staff, whānau and the board
- Adept management of resources to achieve the vision and goals
- Attending to own learning as leaders and own wellbeing
- Embodying the schools' values and showing moral purpose, optimism, agency and resilience
- Contributing to the development and wellbeing of education beyond our school

To provide professional guidance and leadership of a teaching team, as a member of the Leadership Team.

Outcome

The team you lead will function as an effective and collaborative teaching team with student outcomes and needs driving the decision-making, and based on the shared practice and understandings developed through the Leadership Team and wider school vision.

To contribute to and support the Leadership Team with the wider goals of the school

Outcome

The Leadership team will be high-functioning, effective and collaborative. They will make decisions driven by student needs and outcomes within the goals of the Strategic Plan, and will support and uphold the professional integrity of the team and model this to the wider school community.

Responsibilities:

Curriculum Knowledge

- Ensure your team are well prepared to deliver programmes, monitor planning, and engage support if needed
- Keep up to date with current pedagogy and practice with a future-focused lens as a priority.
- Contribute to the development of shared approaches that are congruent across teams.

Planning and Assessment

- Provide leadership to your team to facilitate planning for teaching and learning that reflects the needs of the learners (collectively and individually) and meets the requirements of both the New Zealand curriculum and Beckenham Te Kura o Pūroto.
- Ensure that planning within your team is appropriately documented and evaluated
- Ensure self-reflection is built into the agreed team planning and assessment processes

Pastoral Care and Wellbeing of Learners

- Ensure that team communication with parents regarding transition, teaching and learning programmes and activities is effective, timely and appropriate
- Support teachers within your team to pro-actively build relationships with whānau that will support the well-being of learners and their ongoing inclusion within the school.
- Ensure school wide procedures for supporting behaviours are followed

Professional Leadership and Pastoral Care and Wellbeing of staff

- Ensure your team are supported to be effective and maintain wellbeing,
- Support open and transparent communication, particularly through the use of:
 - timely, solutions-focused conversations
 - directing people (and supporting them if needed) to the person who can make a

¹ Referenced from the "[Educational Leadership Capability Framework](#)"

difference

- Make constructive contributions to the work of the Leadership Team in a manner which supports effective school organisation and improved learning outcomes for students
- Support the Principal and Leadership Team in the leadership and management of the school and deputise as required.
- Lead by example, in all ways
- Utilise strengths based approach from within your team and delegate as appropriate so teamwork is shared
- Ensure your team are familiar with school policies and procedures as they are reviewed and adopted
- Mentoring and coaching of staff within your team (and outside of your team as requested)
- Appraise the members of your team, using the current system and with support from the Deputy Principals and/or Principal as needed

Professional Responsibility for the smooth running of both the Leadership Team and your teaching team

- Create and follow systems and conditions for the effective running of each team, based on the development and use of the staff essential agreement
- Be well organised, and well prepared for meetings, and sharing of information.
- Ensure that accurate minutes of your meetings are kept on Google Docs and shared with DP & Principal
- Communicate effectively with the DP or Principal regarding resourcing needs, learning support, G&T and ESOL programmes, and any other identified areas of need
- Delegate responsibility within your team to build leadership, utilise strengths and manage the workload equitably

Evaluation

- Reflect on and evaluate the performance of your team each term to develop next steps
- All members of the team you relate to in this role will be invited to submit information relating to your performance. This information will be built into your appraisal feedback

Remember to download the application form from our website and complete, along with a letter of application and your C.V.

We look forward to hearing from you.