



**Beckenham  
Te Kura o Pūroto**

***Application Package:***

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

***Two positions:  
New Entrant Team Leader  
Senior School Team Leader***

***starting Term 1, 2023***

September 2022



Tēnā koe

Thank you for expressing your interest in applying for one of our two Team Leader with 2 permanent Units teaching position at Beckenham Te Kura o Pūroto, beginning in Term 1, 2023.

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 appoint the best teachers and growing leaders to the school, and then work to fit them into the area of the school that they can make the most impact and contribute best to the team, at any particular time. Saying that, for 2023, one positions is likely to be in New Entrants and the other in either Year 5/6 or Year 7/8.

We are looking for highly skilled and competent teachers, with proved leadership experience.

This package contains the following information

- Application Instructions page 3
- School Description page 4
- Person Specification page 5
- Team Leader Job Description page 6-7

**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](mailto:principal@beckenham.school.nz)

Ngā mihi

Sandy Hastings  
Principal/Tumuaki

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

71 Sandwich Rd, Christchurch 8023  
Phone (03) 337 1404  
Email [office@beckenham.school.nz](mailto:office@beckenham.school.nz)  
[www.beckenham.school.nz](http://www.beckenham.school.nz)

## 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 **9am on Wednesday 12 October, 2022**:

- Letter of application
- Curriculum Vitae
- Completed Teaching Position Application Form (This needs to be downloaded separately from the school website Vacancies page, as a WORD document, filled in, and then saved as a pdf)

by **email** to: [applications@beckenham.school.nz](mailto:applications@beckenham.school.nz)

### Timeline for Appointment Process

Applications in Gazette Online: Monday 19 September 2022

Applications close and must be received by: Wednesday 12 October, 9am

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

Interviews 15-22 October

Appointment process likely to be completed: Monday 24 October

## BECKENHAM TE KURA O PŪROTO – Description

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

*The Beckenham Te Kura o Pūroto roll for 2022 opened at around 450 and is expected to reach a maximum of about 509 by the end of this year. Our Leadership Team includes the Principal, two Deputy Principals, and five Team Leaders (who each have full responsibilities for teaching). Children learn in multi-level (two-three year groups) learning hubs throughout the school. Our staff is made up of over 20 teachers, several part-time teachers and teacher aides, a library assistant, secretary, financial administrator, 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.*

*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. In 2021 an additional double classroom block was added. 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 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 the 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 have been developing our understanding and practice in delivering a conceptual curriculum, incorporating deep, inquiry based learning. In 2019 we began the journey of PB4L. In 2020 we embraced the Science of Reading and have developed a Structured Literacy approach to teaching reading and writing that is used throughout 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. 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 lead teaching 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 team’s teaching to improving student learning
  - leading the team to undertake 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 willingness to support the school with growing staff and student capability in Te Reo and Te Ao Māori.

## **Team Leader and Member of Leadership Team Job Description**

It is an expectation that Team Leaders at Beckenham Te Kura o Pūroto will demonstrate the educational leadership capabilities below<sup>1</sup>:

- Building and Sustaining high trust relationships
- Ensuring culturally responsive practice and understanding of Aotearoa New Zealand's cultural heritage, using Te Tiriti o Waitangi as the foundation
- Building and sustaining collective leadership and professional community
- Strategically thinking and planning
- Evaluating practices in relation to outcomes
- Adept management of resources to achieve vision and goals
- Attending to own learning as leaders and their own wellbeing
- Embodying the schools' values and showing moral purpose, optimism, agency and resilience
- Contributing to the development and wellbeing of education beyond their organisation

### **Goals:**

**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 / strategic lens as a priority.
- Contribute to the development of shared approaches that are congruent across teams.
- Lead the Cycle of Inquiry (Teaching as Inquiry) with your team. Share findings with Leadership team at regular intervals.

#### **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)
  - ensures differentiation and inclusion are important lenses for planning, reflecting a UDL approach
  - meets the requirements of both the New Zealand curriculum and Beckenham Te Kura o Pūroto Local Curriculum.
  - is appropriately documented and evaluated and .
  - Includes reflection and cycles of inquiry
- Lead team in the analysis and use of assessment and reporting data, moderation, planning and future cycles of assessment.

---

<sup>1</sup> Referenced from the "[Educational Leadership Capability Framework](#)"

## Pastoral Care and Wellbeing of Learners

- Ensure that team communication with parents regarding all aspects of their child's schooling is timely, effective and appropriate
- Support and coach teachers within your team to pro-actively build relationships with both learners, and their whānau, that will support learner well-being and their ongoing sense of belonging within the school.
- Ensure school wide procedures for supporting positive behaviour and wellbeing are followed.

## Professional Leadership and Pastoral Care and Wellbeing of staff

- Ensure your team are supported to be effective and maintain their own wellbeing,
- Support open, honest 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 difference
- Constructively and actively contribute 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
- Celebrate together and acknowledge the strengths within the team. Utilise a strengths based approach 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 (including the [staff handbook](#) and [School Docs](#).)
- Maintain a big picture view of your team to identify times for coaching or mentoring of the team as a whole or individuals (and outside of your team as requested).
- Support the members of your team in developing and meeting the goals of their [Professional Growth Cycles](#) using our school process.
- Take a leadership role in the communication of, [planning and running of ILP's](#) in the team.

## 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, including timely sharing of information.
- Ensure that accurate minutes of your meetings are kept on Google Docs and shared with Leadership Team
- Communicate effectively with the DP / SENCO or Principal regarding resourcing needs, learning support, G&T, pastoral care and ESOL programmes, and any other identified areas of need. ([See Inclusion and Support Pathways](#))
- Delegate responsibility within your team to build leadership, utilise strengths and manage the workload equitably
- Share examples of next practice from other teams.

## Evaluation

- Reflect on and evaluate the performance of your team each term to develop next steps
- Reflect on and evaluate your leadership of the team to support your next steps in your leadership
- All members of the team you relate to in this role will be invited to reflect on and share information to support your evaluation of your leadership and next steps in your leadership development. This information will be built into your 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.***