



## APPLICATION AND APPOINTMENT PROCEDURE

### ESOL Learning Assistant

Part-time (25hrs/wk), fixed term for 2019

Rangiora High School is an equal opportunities employer. Applications will be considered on merit regardless of disability, handicap, marital or parental status, race, religion, gender or sexual orientation.

Rangiora High School is an innovative decile 9 co-ed school of 1700 students, just 30 minutes from Christchurch. We are committed to restorative practices and culturally responsive pedagogy. We are actively seeking innovative practitioners who have student voice and choice firmly at the heart of their practice. We have recently completed a significant ILE building project and redesigned our junior school curriculum as a flexible, connected model. Applicants must be passionate about improving student engagement and achievement, have a clear focus on learning, be able to see the “big picture” across all learning areas, and be willing to commit to co-curricular and extra-curricular activities.

#### 1. Closing date

- Applications for this position close at 12 noon on Friday 22 March 2019.

#### 2. Method of Application

- Application should be made on the school's application form.
- Applicants may enclose additional curriculum vitae and other supporting material.
- A covering letter should be addressed to the Principal, Ms Karen Stewart.
- Application material will not be returned once the appointment has been made.

#### 3. Referees

- Applicants are asked to provide the names and addresses of two people who may be contacted to act as Referees.

#### 4. Short-listing & Interview

- Short-listing and interviewing of applicants will occur in the week beginning Monday 18 March 2019.
- Applicants invited to an interview for this position will have their travel costs reimbursed where necessary.
- Applicants wishing to bring whānau or other support to the interview may do so at their own expense and should contact Mrs Faye Wallcroft, PA to the Principal, at [wlf@rangiorahigh.school.nz](mailto:wlf@rangiorahigh.school.nz) in advance so that suitable arrangements can be made.

**5. Commencement of duties**

- The appointee will be expected to commence duties as soon as possible after appointment.

**6. Tenure**

- This is a part-time position working 25 hours per week in the ESOL department, with international students.
- The appointee will be offered an employment agreement with the Board of Trustees. The appointee will be asked if they wish to become a party to the Support Staff in Schools Collective Agreement or to be employed on an Individual Employment Agreement.
- Should the appointee indicate a preference for the Collective Agreement they will be asked to indicate that they have nominated the NZEI as their bargaining agent and are therefore eligible to join this agreement.
- Should the appointee indicate they wish to be employed on an Individual Employment Agreement, the details of the agreement will be negotiated at the time of appointment. The Board has resolved to offer terms and conditions of employment, which reflect as far as possible those of the Collective Agreement.

**7. Remuneration**

- The remuneration offered will be in accordance with the Support Staff in Schools Collective Agreement and as appropriate to the appointee's qualifications, training and experience.

**8. Professional Learning and Development**

- All staff new to the school will take part in an induction programme and will be provided with advice and guidance through the school's professional support system.

**9. General**

- The school's Charter is available [here](#) on the school's website: [www.rangiorahigh.school.nz](http://www.rangiorahigh.school.nz)

For further information or clarification, applicants are welcome to contact Mr Chris Quigley, Deputy Principal, on 03 3118888 or [chris.quigley@rangiorahigh.school.nz](mailto:chris.quigley@rangiorahigh.school.nz)

# Rangiora High School



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North Canterbury, New Zealand  
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admin@rangiorahigh.school.nz  
rangiorahigh.school.nz

## POSITION DESCRIPTION

**Title:** Learning Assistant

**Hours:** Part-time (25hrs/wk)

**Remuneration:** Commensurate with training and experience

**Responsible to:** The Principal  
Curriculum Leader, ESOL & NESB

### Primary Goals:

- 1 To work as a positive and supportive team member with the teachers and students of Rangiora High School.
- 2 To undertake other tasks as required by the Curriculum Leader, ESOL & NESB.

Tasks	Expected Outcomes	Performance Indicators
To work as a positive and supportive team member with the staff of Rangiora High School.	<ul style="list-style-type: none"> <li>▪ Positive support is provided to the staff of Rangiora High School, including support of school behavioural guidelines, expectations and support systems.</li> <li>▪ Effective working relationships are developed with colleagues.</li> <li>▪ Support the Curriculum Leader in instructing students in literacy skills.</li> <li>▪ Communicate about student performance with the Curriculum Leader.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The appointee will deal with staff and parents/caregivers politely and professionally.</li> <li>▪ Support of school behavioural guidelines, expectations and support systems result in constructive relationships being established.</li> <li>▪ Relationships with other staff are co-operative and supportive.</li> <li>▪ The appointee will take part in regular planning meetings.</li> <li>▪ The Curriculum Leader is supported in instructing students in literacy.</li> <li>▪ The Curriculum Leader is informed of student performance on a regular basis.</li> </ul>
To work as a positive and supportive team member with the students of Rangiora High School.	<ul style="list-style-type: none"> <li>▪ Positive support is provided to students of Rangiora High School by support of school behavioural guidelines, expectations and support systems.</li> <li>▪ Being responsive to individual student need.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The appointee will deal with students politely and professionally.</li> <li>▪ The appointee will work individually with some students.</li> <li>▪ The appointee will facilitate group work.</li> <li>▪ The appointee may help supervise field trips.</li> <li>▪ The appointee will encourage students to develop independent work habits so they can manage their own learning.</li> <li>▪ Treating students as individuals results in trust and rapport being developed with students.</li> <li>▪ Support of school behavioural guidelines, expectations and support systems result in constructive relationships being established with students.</li> </ul>
To undertake other tasks as required by the Curriculum Leader (or her delegate).	<ul style="list-style-type: none"> <li>▪ Tasks as assigned by the Curriculum Leader are completed in a timely and efficient manner.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tasks as assigned by the Curriculum Leader are completed in a timely and efficient manner.</li> </ul>

**DECLARATION:**

I accept this position description.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **PERSON DESCRIPTION FOR LEARNING ASSISTANT**

### **PERSONAL QUALITIES**

The person appointed to this position will:

- have a positive demeanour
- be approachable, energetic, organised, flexible and efficient.
- be able to work under stress.
- be unflappable and able to retain a keen sense of humour.

### **KNOWLEDGE AND UNDERSTANDING**

The person appointed to this position will:

- have a belief in integrated curriculum delivery
- be sympathetic to the needs of students from a wide variety of socio-economic backgrounds and educational abilities.
- be able to show an interest in education issues.

### **SKILLS**

The person appointed to this position will:

- relate effectively to young people.
- have excellent oral and written communication skills with students, staff, parents/caregivers and outside agencies.
- relate effectively to parents/caregivers and outside agencies.
- establish priorities, define tasks and see them through to completion.
- have well developed ICT skills.

### **EQUITY**

The person appointed to this position will:

- have an awareness of the intent and spirit of the Treaty of Waitangi.
- be culturally sensitive to students from all cultural backgrounds.
- demonstrate an awareness of the needs of male and female students.
- demonstrate an awareness of the needs of students with physical and intellectual disabilities.
- be able to work confidently and fairly with all staff, students, parents and caregivers.