

Rangiora High School



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Rangiora High School

Rangiora High School is a Year 9 – 13 decile 9 co-educational state secondary school located 30 minutes from Christchurch in North Canterbury. It was established in 1881 by an Act of Parliament and opened in 1884.

The school roll is 1671 students (1 July 2019). 11.5% of our students identify as Maori, 1.5% Pasifika, 8% as other European and 2.5% as Asian. Our International programme caters for approximately 61 students who come primarily from Japan, Thailand, China, Vietnam, Korea, Germany, France, Italy, France and Finland. International students come to Rangiora High School for a variety of reasons – to learn English, to experience the Kiwi lifestyle and/or to gain qualifications.

Rangiora High School's vision is to create for students at Rangiora High School, inclusive, equitable and relevant learning opportunities with clear pathways that meet the aspirations of our community and which empowers every student towards life-long learning. At the heart of our vision and at the centre of our work are our students and we want the best for them. We want to see them profoundly engaged in learning and through this engagement to have them experience success and gain achievement in qualifications so that they can effectively transition to further learning and training. Our work is guided and informed by our values:

- **Aspire (Wawatahia):** Aspiring to achieve your best.
- **Respect (Whakautea):** Respect yourself, others and the environment.
- **Contribute (Tohaina):** Actively contribute to the community.

The school is committed to the ongoing development of Ako, cultural and relation for responsive pedagogies, PB4L and restorative practice.

In Year 9 and 10 students are organised in house groupings of 60 students, taught collaboratively by two teachers in flexible learning spaces using BYOD as part of a 'connected approach' to learning. The Youtube links below provide further information on the connected curriculum:

- [A collaborative approach to teaching and learning in Rakahuri](#)
- [Creating Authentic Learning Experiences at Rangiora High School](#)
- [Designing An Environment to Support Teaching and Learning](#)

Rangiora High School is a member of the [Puketeraki Kāhui Ako](#). The vision for our Kāhui Ako is to create a Community of Learning in the heart of the wider Rangiora District where learning is engaging, relevant and responsive to the needs of all students. At Rangiora High School this work is embedded through our annual plan and professional learning and development planning.

For further information about Rangiora High School, I would encourage you to visit the [school's website](#). You are welcome to visit the school and if you wish to do so please contact my PA Faye Wallcroft by email principal@rangiorahigh.school.nz or phone 033118888 extn 2001.

Aspire - Wawatahia

Respect - Whakautea

Contribute - Tohaina

Rangiora

Rangiora High School is located in the heart of the Waimakariri District. A satellite town of Christchurch, Rangiora has a population of 18,100 (June 2017). It has all the amenities of a large urban area, while retaining a small town atmosphere. Rangiora is the gateway to a myriad of walking and cycling tracks in Waimakariri District, east coast beaches and the wineries of North Canterbury.

For more information about the district, please see the websites below.

- [Visit Waimakariri](#)
- [Live in North Canterbury](#)
- [Rangiora - Wikipedia](#)

The Head of Learner Support Position – 4MU+2MMA

Thank you for your interest in this exciting position.

Timeline (approximate)

Friday 30 August	Position advertised online
Monday 16 September, 4pm	Applications close
Monday 16 September, 4pm	Referees reports due
Wednesday 25 September	Shortlisting, referee checks and interviews complete
Thursday 26 September	We anticipate making an offer of employment on this day
January, 2020	Appointee commences work

Method of Application

- Applications are only accepted electronically through the NZSTA School Jobs Career Centre website <https://schooljobs.careercentre.net.nz>.
- Applicants should include their curriculum vitae and a covering letter addressed to the Principal, Ms Karen Stewart.
- Referee reports (x3) are required to support your application – the template referee reports can be downloaded via the website link above or from the Rangiora High School website vacancies page. Please ask your referees to email their completed referee form to principal@rangiorahigh.school.nz by 4pm on Monday, 16 September 2019.
- Application material will not be returned.

Applications close at 4pm on Monday, 16 September. Emails will be electronically acknowledged and further correspondence may be by email.

Please do not hesitate to contact us if you have any further questions.

Karen Stewart
Principal

Rangiora High School

Te Kura Tuarua o Rangiora

“Creating inclusive, equitable and relevant learning opportunities with clear pathways that meet the aspirations of our community and empowers every student towards life-long learning.”



Head of Learner Support

(4MUs and 2MMAs)

Role Description

Purpose of the role

The purpose of Head of Learner Support role is to ensure that all ākonga have access to the services they need. S/he will develop and lead a collaborative approach to learning support around what best meets the needs of Rangiora High School's young people.

The Head of Learner Support will lead the Learner Support Team to:

- build an inclusive school where all learners / ākonga participate, progress and make successful transitions
- identify and plan for the learning support needs of moderate, at risk and priority ākonga i.e. their behaviour, emotional, learning, pastoral and / or social needs
- build the capability of teachers / kaiako to support the development of their practice in working with moderate and priority ākonga
- support for kaiako to partner successfully with parents / whānau and develop an understanding of learning support processes and who to contact if needed;
- support their team members to access services and resources to support learners;
- strengthen relationships with specialist supports and services, such as Resource Teacher of Behaviour and Learning (RTLb), Oranga Tamariki – Ministry for Children, and community organisations.

Role description

Tenure: Permanent, full-time (1.0 FTTE)
Reporting to: Through the Principal to the Board of Trustees; reports directly to the Deputy Principal Teaching and Learning
Direct Reports: Head of Guidance, MU Mainstream Support, Heads of House, Deans, Learning Support Coordinators, Learning Assistants, Enhancement Coordinator, MU English as a Second Language.

Our vision is to create for students at Rangiora High School, inclusive, equitable and relevant learning opportunities with clear pathways that meet the aspirations of our community and which empowers every student towards lifelong learning.

Head of Learner Support: Role description

Role requirements

To be considered for the position, applicants will hold a current teaching practising certificate and relevant teaching qualification and have...

- demonstrated successful experience in working with young people with learning support needs in the classroom
- a sound knowledge, commitment to, and understanding of the [Learning Support Action Plan priorities](#) and the ability to lead the next steps in the development of Learner Support Team at Rangiora High School
- demonstrated successful experience in leading Positive Behaviour for Learning (PB4L) initiative/s to create inclusive learning environments that foster well-being and achievement for every ākonga
- demonstrated successful experience in leading Restorative Practice to build / maintain positive, respectful relationships across a school community
- an understanding of te ao Māori and is a culturally responsive practitioner.

Role functions

Focus Areas / Tasks	Outcomes
1.0 Inclusive practices	
Support students through building an inclusive school environment where all students participate, progress and make successful transitions.	<p>Leads the ongoing development of an inclusive environment for all students and creates a common understanding of what this means, ensuring that the RHS Lighthouse values, PB4L and restorative practice are embedded in schoolwide practice;</p> <p>Leads an effective Learning Support team that:</p> <ul style="list-style-type: none"> ○ Accepts appropriate referrals from kaiako, families/whānau, for learning and/or behaviour ○ Designs and implements programmes for students with learning and/or behavioural needs that develops IEPs (Individual Learning Plans) and PLPs (Personalised Learning Programmes as appropriate ○ Fosters conditions in which a learner can grow and develop towards being a resilient lifelong learner ○ Promotes awareness of and respect for difference ○ Advocates for those who are disempowered ○ Maintains learner safety by providing a confidential and safe environment, unless the safety of the learner and/or others is compromised ○ Includes mediation and restorative conferences ○ Liaises with DPs, Heads of House, Deans and kaiako about students of concern and inform them of matters which may affect their relationship or responsibilities with students;

Head of Learner Support: Role description

	<p>Ensures a Learning Support Register of students' needs (at school and house levels) is kept up-to-date, and uses this when working with the Learner Support team to decide on the best use of available learning support resources to meet the needs of ākongā;</p> <p>Tracks major or presenting issues with a view to informing next steps;</p> <p>Information sharing and privacy protocols are followed;</p> <p>Ongoing development of systems and structures that enable members of the Learner Support Team to work effectively with kaiako, other professionals and parents/whānau to</p> <ul style="list-style-type: none"> ❑ identify students' needs early and respond in a timely manner with the right support ❑ Ensure a smooth transition for learners from/to secondary school, and into further education, training or work; <p>Occasionally work with individual high needs students to provide direct support where appropriate;</p> <p>Supports Learner Support team members to ensure that students receiving specialist support and have an individual learning plan.</p>
<p>2.0 Teacher / Kaiako capability</p>	
<p>Support kaiako in schools to lift their capability to better meet the needs of learners, and to strengthen their connections with early learning services.</p>	<p>Leads the identification of learning support needs across the school or kura through the provision of tools and advice to kaiako;</p> <p>Supports the Learner Support team members through sharing of evidence-based strategies, practices, and guidance about what will make a difference for their students;</p> <p>Embeds a culture of collaboration between members of the Learner Support team and kaiako where different approaches are openly observed and shared;</p> <p>Works with members of the Learner Support team to develop capability through training and professional development;</p> <p>Provides kaiako with clear avenues to seek additional advice on meeting the learning support needs of all students.</p>

Head of Learner Support: Role description

3.0 Parents / whānau partnerships	
<p>Leads support for parents / whānau to partner successfully with the school.</p>	<p>Ensures parent / whānau and student voice is heard and represented when making decisions about the allocation of learning support resources;</p> <p>Works with Learner Support team members and kaiako to ensure that parents / whānau are given access to resources and guidance at an early stage so they are able to be pro-active in school engagement about their children;</p> <p>Leads school-wide engagement and communication with parents / whānau of students with learning support needs;</p> <p>Helps Learner Support team and kaiako to build capability and confidence in working in partnership with parents / whānau, and working directly with parents / whānau on more complex or disputed matters.</p>
4.0 Liaison	
<p>Works with SENCOs across the Puketeraki Kahui Ako, and wider agencies to access services and resources to support learners.</p>	<p>Leads the use of the learning support register and assists with planning to meet needs as students move through the system;</p> <p>Supports Learning Support Coordinators to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work with akonga in alternative education (Maungatere), their parents / whanau and kaiako <input type="checkbox"/> work with with SENCO's across the Puketeraki Kahui Ako and the Ministry's Learning Support Facilitator to build a strong learning support network across a range of providers and agencies; <input type="checkbox"/> develop expertise and a connected network / community of practice that shares good practice and up to date information, guidance, resources and support; <input type="checkbox"/> To collect information for research and evaluation purposes.
<p>Work with and influence the school or kura leadership team to ensure all students receive the appropriate support to enhance their learning and progress.</p>	<p>To work with the Learner Support team to provide regular reports, drawing on the learning support register, to the school leadership about student numbers, needs, trends, issues and next steps regarding learning support;</p> <p>To work with the Learner Support team to implement the recommendations of the triennial faculty review reports (in 2020-2021 the Priority Learner Review Report);</p> <p>Raise and advise on particular capability development</p>

Head of Learner Support: Role description

	<p>needs related to learning support for kaiako and learning support faculty members;</p> <p>Raises learning support related issues that require leadership involvement in order to resolve;</p> <p>Influences school wide system and resource decisions to support students with learning support needs;</p> <p>Helps to create shifts toward earlier intervention and group delivery of learning support services.</p>
<p>6.0 Effective and efficient systems</p>	
<p>Develops effective, efficient systems to support learners to progress and achieve.</p>	<p>Is familiar with and is guided by the school's policies and procedures;</p> <p>Directs and oversees the work of the Learning Assistants including those working in Reading Recovery programme;</p> <p>KAMAR records are maintained by members of Learner Support team;</p> <p>Ensures members of the Learner Support team keep notes securely, and of a sufficient standard to be useful and credible when referring to outside agencies;</p> <p>Oversees the completion of documentation in relation to referrals and funding sources / agencies to outside agencies/community groups by members of the Learner Support team;</p> <p>Oversees the administration of Special Assessment Conditions (SAC) including applications, documentation, employing and training reader /writers to support eligible students in assessments;</p> <p>Maintains and updates agreed protocols for required notification to the Principal and appropriate agencies;</p> <p>Prepares and maintain a learning support management action plan and operating manual;</p> <p>Assists with preparation of policies and procedures for a safe school.</p>
<p>7.0 Professional Learning and Development</p>	
<p>Provides advice, guidance and mentoring to members of the Learning Support Team and kaiako</p>	<p>Uses professional learning opportunities to improve and further develop understanding of best practice;</p> <p>Completes staff performance appraisal annually as per</p>

Head of Learner Support: Role description

	<p>Rangiora High School policy and practice;</p> <p>Provides professional development for staff, e.g. restorative practice;</p> <p>Attends relevant school meetings e.g. PB4L;</p> <p>Keeps up to date with current research.</p>
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Professional knowledge, relationships, values and engagement

As a registered teacher, the Head of Learner Support will embody the Code of Professional Responsibility and Standards for the Teaching Profession.

Professional knowledge in practice
Standard
<p>Te Tiriti o Waitangi</p> <p>Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand</p>
<p>Professional learning</p> <p>Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the wellbeing of all learners.</p>
<p>Professional relationships</p> <p>Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p>
<p>Learning-focused culture</p> <p>Develop a culture that is focused on growing student wellbeing, and is characterised by respect, inclusion, empathy, collaboration and safety.</p>
<p>Design for learning</p> <p>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.</p>
<p>Teaching</p> <p>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>