



Golden Sands School
Scale A Teaching Position
Application Pack
2020



Background Information

Golden Sands School was established by the Minister of Education, Anne Tolley, on the 27th May 2009. The school opened in February 2011 with 83 Year 1-4 students, and by the end of 2020 we expect to have 750 Year 1-6 students.

The school is a state of the art modern learning environment. We focus on personalising learning through an integrated curriculum.

Vision

We aspire to be...

Positive participants in the global community

Positive participants are:

- Responsible and active contributors, who take responsibility for their actions
- PROUD
- Resilient, flexible and confident

Global community:

- Encompasses school, local, national and global communities
- Having an awareness of the wider world and how it works, a sense of their role in it, and respecting and valuing diversity
- Global thinkers who are able to engage globally in an effective manner

Mission

How will we achieve this?

A community, who continue to grow, achieve and make a difference.

- *Grow* - growth mindset, open to continual lifelong learning
- *Achieve* - academically, socially, culturally; reaching potential
- *Make a difference* - make a positive difference to others, able to act to make the world a more sustainable and socially just place.

Values

We believe in being...

PROUD in living, learning and leading

	Our Living We are all learning the importance of living and participating in our community and our world. We care about others, we respect them, we cooperate with them and together we solve problems. We know that sometimes there can be setbacks, but we learn ways to grow and persevere. Teachers give us opportunities and experiences that will help us deal with the future.	Our Learning We are all inquiring learners - we are curious, we wonder, we ask questions, we are open to new ideas and we think about answers. We understand and can talk about our learning and the ways we can improve. Teachers motivate and challenge students, ensuring they are interested and engaged. Teachers understand students learn best when they are cared for, encouraged and praised for their efforts. We know we will be learning all our lives.	Our Leadership We are all learning how to be leaders. We understand we are independent and dependable. We realise we have choices about the person we are and we try hard to be responsible. We know we have great potential and we help each other to develop this. We learn how to greet people and communicate with them. Teachers model ways to be leaders, by involving and including students, they help them grow confidence and self-esteem and they praise them for their actions.
Proactive	I choose the 'weather' of my mind I plan what I want to do and how I want to be I work then play	I am prepared to take risks and ask questions I am curious and keen to explore learning I lead my own learning	I trust my instincts when completing leadership tasks and when acting as a leader I am self motivated and can motivate and encourage others I know when to lead and when to follow I am keen to learn what qualities make a good leader
Respectful	I respect myself and others I am confident and caring I can be humble	I respect my own and others learning I can collaborate with others to learn	I acknowledge and appreciate the contributions of others I respect myself as a leader I respect others as leaders
Open	I am open to new situations and ideas and the ideas of others I am willing to solve problems	I believe I 'can' and I challenge myself I am flexible and open to new learning I am prepared to take risks and I learn from my mistakes	I take risks to create and explore I actively listen I believe that learning is a reciprocal process
Understanding	I understand myself and how I learn I listen carefully to others so I can understand them and communicate well	I understand how I learn and my learning needs I can talk about and reflect on my learning I can demonstrate my learning by teaching others I can apply my learning	I can guide and support others I understand that people lead in different ways I understand and accept the responsibility of being a leader
Dependable	I can count on me Others can count on me too	I persevere I am responsible for my own learning	I know that actions speak louder than words I can instil confidence in others I am a reliable leader I am reliable and loyal to my school and community I can make the right choices when leading

Scale A Teacher

Person Specification

Personal Qualities

- Professional
- Collaborative with excellent interpersonal skills
- Has integrity
- Gains respect from others
- Is innovative, highly motivated and has initiative
- Enjoys challenge and has a 'can-do' attitude
- Is reflective
- Highly organised
- Energetic
- Flexible
- Has a good sense of humour

Teaching and Learning Qualities

- Is an outstanding classroom practitioner
- Able to sustain excellent practice in an innovative learning environment
- Proven ability using e-tools in own and students learning
- Able to develop learning-centred classroom programmes
- Passionate about teaching and learning and has a thorough understanding of current approaches, including 21st century learning
- Sets high expectations for student achievement and behaviour
- Has exemplary formative assessment practice
- Able to personalise learning
- Uses teacher inquiry model to improve own and colleagues pedagogy

Other Qualities

- Is a positive role model for students and the community
- Demonstrates strong personal commitment and is able to inspire others
- Able to develop positive relationships with staff and contribute positively to staff morale
- Will contribute to extra-curricular activities
- Demonstrates effective collaboration
- Is supportive of the Principal, Board of Trustees and the vision of the school
- Holds a current NZ Teachers Registration certificate

Application Information

Please apply in writing including the following information:

- Letter of application, including preferred teaching level
- Curriculum Vitae, including the contact details of 3 professional referees
- Completed application form addressing the person specifications
- 2 Referee Reports should be sent directly to the address below

Application should be sent to:

Melanie Taylor
Confidential Application
Golden Sands School
26 Golden Sands Drive
Papamoa 3118

Please include a stamped self-addressed envelope for the return of your application.

Or email to
Jade Smith
jsmith@goldensands.school.nz



Golden Sands School Application Form Scale A Teaching Appointment

Full Name: _____ Date of Birth: _____

Address: _____

Telephone: _____ Mobile: _____

Teachers Registration Number: _____ Expiry Date: _____

Current Position: _____ Tenure: _____

School: _____

Health

Do you have any known condition that may affect your ability to efficiently carry out the functions and responsibilities of the position applied for? YES / NO

If yes, please specify:

Connections

Do you have any connections with staff or students of Golden Sands School? YES/NO

If yes, please specify:

Criminal Convictions

In terms of a criminal conviction, the Criminal Records (Clean Slate) Act 2004 provides certain convictions do not have to be disclosed providing:

- You have not committed any offence within 7 (consecutive) years of being sentenced for the offence; and
- You did not serve a custodial sentence at any time (serious offences such murder, manslaughter, rape, and causing serious bodily harm would require disclosure); and
- The offence was not a specified offence (specified offences are in the main, sexual in nature); and

- You have paid any fines or costs

Custodial sentences include sentences of preventive detention and corrective training. Non custodial sentences include fines, reparation orders, community based sentences and suspended sentences. Please note you are not obliged to disclose convictions if you are an eligible individual but can do so if you wish. If you are uncertain as to whether you are eligible contact the Ministry of Justice. You can find out more about what you must disclose on www.justice.govt.nz/pubs/other/2004/clean-slate/english-clean-slate.pdf

Have you ever had a criminal conviction: If yes, please provide details	YES	NO
Have you ever had a police diversion for an offence?	YES	NO
Have you ever been convicted of a driving offence, which resulted in permanent loss of licence, or imprisonment?	YES	NO
Are you awaiting sentencing or currently have charges pending?	YES	NO

Declaration

This application is submitted on the understanding that any information given is for the use of the employer who may have access to this information. I give permission for the Appointments Committee to make enquiries of my past or present employer (s) or colleagues or any other person who may assist in establishing my suitability for the position at this school.

I agree to the Appointments Committee visiting my present place of employment to observe, if required. I certify that the information in this application and my curriculum vitae is, to the best of my knowledge, correct.

Applicant signature: _____ Date: _____