

APPLICATION INFORMATION

SECONDARY TEACHER (PERMANENT, 0.6FTE)



We are in our second year of high school and have a growing team. We are seeking a 0.6FTE teacher with one or two specialty subjects. Experience with careers and pathways programmes are an advantage.

We have a united and enthusiastic team and are very supportive of teachers' family life and well-being. Applicants will have the chance to enrich the mathematics programme at ACS.

We have a considered approach to education, blending content rich teaching with training in essential competencies. We base our teaching on personalising the students' learning and support. The successful applicant will need to uphold the special character of ACS and contribute to its broader vision.

Dear Prospective Applicant,

Many thanks for your inquiry in relation to our advertisement for a mathematics teacher (Permanent, Part Time).

This is an exciting time at Ashburton Christian School. Establishing Senior Secondary has always been part of the board's vision and it is a blessing to see it getting under way.

ACS began in 2009 with 27 Year 1-8 students, was integrated into the state system in 2011 before extending to Year 10 in 2015. The roll cap was increased from 120 to 345 as of 2020. We will have over 30 Year 11 and 13 students in 2022 with a roll of about 190 across the school. We now have 230 students.

We were approved as an international school, but implementation is on hold in our current times.

Our motto, and overall purpose, is to glorify God which is achieved through keeping our focus on our vision. The successful applicant will be part of a team building that vision in the secondary years.

While the mathematics department will be just three people, we have strong links to other schools and a strong multi-school proprietor, The Christian Schools Trust. This ensures access to other more established schools, and their expertise.

APPLICATION REQUIREMENTS

For the application we require:

1. A covering letter
2. A copy of your curriculum vitae
3. Two professional referee reports
4. One or two pastoral referee reports. Note: pastoral referees may be current or past church or school leaders or mentors who have a personal faith and can attest to your faith

In these documents, please include the following:

1. Your reasons for wishing to be considered for this position
2. A statement on your current understanding and vision relating to special character Christian schools
3. Your teaching experience and expertise
4. Your leadership experience and how it relates to the role

Please send the following links to:

- Two **Professional** Referees [Professional Referee Form LINK](#)
- One or two **Pastoral** Referees [Pastoral Referee Form LINK](#)

The Referee online forms will close at the same time as the applications.

If you would like an opportunity to visit ACS prior to your application, or have any queries regarding the position, please contact the school 03 3076340 or bursar@acs.school.nz.

APPOINTMENTS TIMELINE

The following deadlines will guide our process:

Friday 23 September, 4:00pm

Applications close.

Friday 30 September

Interviews complete and positions offered.

We prefer to receive applications electronically at bursar@acs.school.nz

Once again, thank you for showing interest in the position we are offering.

Regards,



Tim Kuipers

Principal

JOB DESCRIPTION

SECONDARY TEACHER



Position: Secondary Teacher

Reports to: Assistant Principal – Secondary

Liases with: Senior Leadership team

Primary Tasks of the Role:

- To teach in their subject specialty area
- Teach in other areas as required
- To support the overall secondary programme, including development of personalised learning plans
- Assess against NCEA standards

Person Specifications:

The teacher will:

- Have a personal relationship with the Lord Jesus Christ and be one who is led by the Spirit of God, this is the life-source of all Christian teaching.
- Have the ability and willingness to creatively engage with the motto, vision, and educational philosophy of the school.
- Use the Bible as a source of knowledge, understanding and wisdom that guides thinking in your key roles.
- View their ministry in the school as a call from God in service, rather than simply a position of employment.
- Be an example of Christian living, demonstrating a personal relationship with the Lord Jesus Christ by the way they relate to children, parents, staff and school administrators.
- Live private lives consistent with a Christian profession of faith as determined by the proprietors of the school, who are the caretakers of special character.
- Be active in prayer both for their class, the school and on a personal basis.
- Have the ability to communicate effectively both in written and verbal contexts.
- Be a pastoral, diligent and a humble team player.
- Understand and abide by 'Our Code, Our Standards' (Teachers' Council).
- Familiarity with NCEA assessment would be an advantage.

Details of the Role:

Relationships with Students and families

- Establish effective relationships with students that builds a positive, encouraging and safe learning environment, with sensitivity to their backgrounds.
- Consider each student's unique gifting in God and encourage and develop these God given qualities to the best of their ability.
- Have a conviction that every young person can glorify God through their lives.
- Have a passion for seeing young people develop in confidence, purpose and identity.
- Establish clear standards of acceptable behaviour and consistently and fairly apply these within the philosophy, policy and procedures of the school.
- Maintain confidentiality regarding students, parents and staff when communicating with others.
- Work from the understanding that parents are the first educators of their children.

Teaching and Learning

- Work cooperatively with other teachers in designing and implementing students' personalised learning plans.
- Provide a stimulating classroom programme for effective learning in your areas of specialty
- Use a variety of teaching techniques to meet the learning needs of the students.
- Manage behaviour restoratively, seeking to discern heart issues.
- Have an understanding and commitment to evidence-based practice.
- Willingness to teach students from Years 7 to 13

Relationships with Staff and Wider School Commitments

- Work collaboratively with the Senior Leadership Team (SLT)
- Work cooperatively in teams with all staff, teaching and non-teaching.
- Maintain their own professional development.
- Be committed to major school events.
- Be willing to contribute at all year levels of the school.