**Ashburton Christian School**

**PROFESSIONAL REFEREE’S REPORT**

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| Position Applied For | | **English and Social Sciences Lead Teacher** | | | | |
| Applicant Name | |  | | | | |
| Name of Referee | |  | | | | |
| Report must be received by | | **Friday 02 October** | | | | |
| Preferred contact number | |  | | | | |
| Occupation of Referee | |  | | | | |
| Position held of Referee | |  | | | | |
| **To the Referee:**    As a nominated referee you are invited to complete the report on the above applicant.    YOUR REPORT IS CONFIDENTIAL TO THE ASHBURTON CHRISTIAN SCHOOL APPOINTMENTS COMMITTEE     * Complete EITHER Section A OR Section B * Please e-mail to the Tim Kuipers the ACS principal (principal@acs.school.nz) | | | | | | |
| **Section A** | | | | | | |
| Please tick this statement and sign below if for some reason you are unable to act as a Referee | | | | | | |
|  | **I do not wish / am unable to submit a Referee’s Report.** | | | | | |
| Name |  | | Signature |  | Date |  |
| **Section B** | | | | | | | |
| 1. How long have you known the applicant and in what context?      1. What opportunities have you had to observe the applicant’s professional capacity? | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Comment on the following qualities of the applicant**  **1 =** Outstanding or Highly Effective **2** = Above Average or Mostly Effective  **3 =** Average or Sometimes Effective **4 =** Below Average or Rarely Effective  **5 =** Unsatisfactory or Ineffective **N =** Not Observed / Unable to Comment | | | | | | | | | | | |
| 3. Personal qualities | | | | **1** | **2** | **3** | | **4** | | **5** | **N** |
| • Appearance | | | |  |  |  | |  | |  |  |
| • Sense of humour | | | |  |  |  | |  | |  |  |
| • Social conduct | | | |  |  |  | |  | |  |  |
| • Sensitivity | | | |  |  |  | |  | |  |  |
| • Approachability | | | |  |  |  | |  | |  |  |
| • Diligence | | | |  |  |  | |  | |  |  |
| • Relationships with peers | | | |  |  |  | |  | |  |  |
| • Relationships with students | | | |  |  |  | |  | |  |  |
| • Health and physical fitness | | | |  |  |  | |  | |  |  |
| • Sense of integrity | | | |  |  |  | |  | |  |  |
| 4. Communication skills | | | | **1** | **2** | **3** | | **4** | | **5** | **N** |
| • Listening skills | | | |  |  |  | |  | |  |  |
| • Written communication skills | | | |  |  |  | |  | |  |  |
| • Verbal communication skills | | | |  |  |  | |  | |  |  |
| • Public communication skills | | | |  |  |  | |  | |  |  |
| 5. Leadership qualities (May be applicable) | | | | **1** | **2** | **3** | | **4** | | **5** | **N** |
| • Sense of vision | | | |  |  |  | |  | |  |  |
| • Sense of fairness | | | |  |  |  | |  | |  |  |
| • Acknowledges the skill and knowledge of others | | | |  |  |  | |  | |  |  |
| • Respected as a leader | | | |  |  |  | |  | |  |  |
| • Can motivate others | | | |  |  |  | |  | |  |  |
| • Can correct people constructively | | | |  |  |  | |  | |  |  |
| • Leads by example | | | |  |  |  | |  | |  |  |
| • Responds positively to criticism | | | |  |  |  | |  | |  |  |
| 6. Ability to deal with conflict | | | | **1** | **2** | **3** | | **4** | | **5** | **N** |
| • Listens to and considers differing points of view | | | |  |  |  | |  | |  |  |
| • All parties feel they are listened to | | | |  |  |  | |  | |  |  |
| • Deals with conflict wisely | | | |  |  |  | |  | |  |  |
| 7. Teaching qualities | | | | **1** | **2** | **3** | | **4** | | **5** | **N** |
| • Manages student behaviour balancing grace and firmness | | | |  |  |  | |  | |  |  |
| • Manages behaviour restoratively | | | |  |  |  | |  | |  |  |
| • Understanding of specialty curriculum area/s | | | |  |  |  | |  | |  |  |
| • Effective teaching pedagogy | | | |  |  |  | |  | |  |  |
| • Uses assessment to improve teaching and learning | | | |  |  |  | |  | |  |  |
| • Reflective on teaching practice | | | |  |  |  | |  | |  |  |
| 8. Professional Qualities | | | | **1** | **2** | **3** | | **4** | | **5** | **N** |
| • Well prepared for meetings | | | |  |  |  | |  | |  |  |
| • Has strong administrative skills | | | |  |  |  | |  | |  |  |
| • Undertakes delegated responsibilities with minimum supervision | | | |  |  |  | |  | |  |  |
| 9. Equity issues  Please comment on the applicant’s knowledge, approaches, views and ability to work through issues such as cultural differences, denominational issues, gender matters, disabled, special needs and socio economically disadvantaged. | | | | | | | | | | | |
|  | | | | | | | | | | | |
| 10. Community involvement  Please comment on the community involvement by the applicant that you are aware of. | | | | | | | | | | | |
|  | | | | | | | | | | | |
| 11. Applicant’s potential (refer to attached job description)  Please comment on what you believe to be the applicant’s potential to handle the responsibilities of the position applied for. Please emphasise both strengths and weaknesses you feel are important, physical and emotional fitness for the position and/or comment on significant points not covered in the above sections. | | | | | | | | | | | |
|  | | | | | | | | | | | |
| Print Name |  | Signature |  | | | | Date | |  | | |
| Please email completed form to    Tim Kuipers  Principal, Ashburton Christian School principal@acs.school.nz | | | | | | | | | | | |

# A drawing of a cartoon character Description automatically generatedEnglish and Social Sciences Lead Teacher

JOB DESCRIPTION

**Position:** English and Social Sciences Lead Teacher

**Reports to:** Assistant Principal – Secondary

**Liaises with**: Senior Leadership team

**Primary Tasks of the Role:**

* To teach in English and one area of Social Sciences
* To direct the teaching and learning of English and Social Sciences
* To be a home room teacher

**Person Specifications:**

The CTR 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.
* Be active in prayer both for their class, the school and on a personal basis.
* Be a pastoral, diligent and a humble team player.
* Be relationally gifted with Secondary aged students
* Be able to uphold and engage with the Special Character of the school
* Be adaptable to changes in curriculum delivery and systems as we grow the school
* Understand and abide by ‘Our Code, Our Standards’ (Teachers’ Council).

**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

* Lead the Home Room as per the teachers’ handbook (currently being developed)
* Work cooperatively with other teachers in designing and implementing students’ personalised learning plans.
* Direct the teaching and learning in English and Social Sciences across the Secondary School
* Provide a stimulating classroom programme for effective learning in your areas of specialty (English plus one Social Science)
* Use a variety of teaching techniques to meet the learning needs of the students.
* Provide Supervision or mentoring for those learning via distance in those subjects
* Manage behaviour restoratively, seeking to discern heart issues.
* Have an understanding and commitment to evidence-based practice.

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 levels of the school.