

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 Guidance Position – 1MU, 1MMA

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 Guidance

(1MU, 1MMA)

Role Description

Purpose of the role

The purpose of the Head of Guidance role is to ensure that all ākonga have access to good guidance and counselling services that meet the emotional, social, spiritual, and cultural needs of all students. S/he will develop and lead a collaborative approach to counselling support working with the Strategic Leadership Team to further grow an inclusive climate in the school, free of intolerance, harassment and bullying.

Role description

Tenure: Permanent, full-time (1.0 FTTE)
Reporting to: Through the Principal to the Board of Trustees; reports directly to the Head of Learner Support and the Deputy Principal Student Engagement
Direct Reports: Guidance Counsellors, Health Nurse, Guidance Administrator

Role requirements

To be considered for the position, applicants will be registered teachers and have:

1. demonstrated successful experience in working with young people in a counselling setting, and
2. the ability to work at a school leadership level, and
3. understanding of te ao Māori and culturally responsive pedagogy, and
4. an understanding of Restorative and PB4L practices, and
5. a current teaching practising certificate and relevant counselling qualification.

Head of Guidance Role Description

Role functions

Focus Areas / Tasks	Outcomes
1.0 Confidential counselling	
<p>To provide a confidential counselling/guidance service for ākonga and parents/carers/whānau</p>	<ul style="list-style-type: none"> ● Leads an effective counselling team that: <ul style="list-style-type: none"> ○ Accepts self-referrals from students, staff / kaiako and families/whānau ○ Accepts appropriate referrals from kaiako, families/whānau ○ Helps clients to explore their difficulties and concerns, and to develop their capabilities and resilience ○ Fosters conditions in which a client can grow and develop as a person ○ Promotes awareness of and respect for difference ○ Advocates for those who are disempowered ○ Maintains client safety by providing a confidential and safe counselling environment, unless safety of client/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; ● Leads the development of safety plans for high 'at risk' students; ● Is conversant with, and ensures all Guidance Counsellors adhere to the legal and ethical responsibilities of counsellors (NZAC Code of Ethics).
2.0 Programmes	
<p>Coordinate the delivery of guidance-related programmes within an appropriate time frame and evaluation of guidance-related programmes</p>	<ul style="list-style-type: none"> ● Provide a wrap around care system for student wellbeing in conjunction with the Head of Learner Support; ● Organises and facilitates group counselling sessions (e.g. self-esteem, grief, abuse survivors, anger management, smoking cessation, etc.); ● Coordinates the facilitation of restorative justice conferences; ● Acts as a resource person for staff who are involved in pastoral care programmes.

Head of Guidance Role Description

3.0 Effective and efficient systems	
Develops effective, efficient systems to support counselling service programmes	<ul style="list-style-type: none"> • Is familiar with and is guided by the school's policies and procedures; • Prepares and maintain a guidance counselling management action plan and operating manual; • Directs and oversees the work of the Guidance department's support staff worker; • Oversees the completion of documentation in relation to referrals to outside agencies/community groups by Guidance Counsellors; • Develops resources to assist teachers with the day to day pastoral support and understanding of students; • Raises awareness in the school community of the relevant counselling services available; • Maintains and updates agreed protocols for required notification to the Principal and appropriate agencies; • Assists with preparation of policies and procedures for a safe school; • Ensures Guidance Counsellors keep notes securely, and of a sufficient standard to be useful and credible when referring to outside agencies, abuse disclosures, etc.
4.0 Traumatic incidents	
Provide specialist advice to the school's traumatic incident team	<ul style="list-style-type: none"> • Assists in the management of crises which affect the welfare of students or staff; • Reviews and updates plan annually ensuring accessible to all staff.
5.0 Liaison	
Network, liaise and consult as appropriate community, agencies and organisations to ensure that individuals are assisted to find appropriate information and support in a timely basis	<ul style="list-style-type: none"> • When appropriate, organises and/or acts as a student advocate e.g. at Board of Trustees Suspension Committee meetings, Family Group Conferences; • Liaises with outside agencies, (e.g. Oranga Tamariki, CAF Rural, Police, RTLB, Family Court, iwi/hapu organisations, etc.); • Maintains contact with Ngāi Tahu and other Māori agencies regarding student welfare; • Maintains up-to-date database of these services and resources; • Attends relevant school meetings.
6.0 Professional Learning and Development	

Head of Guidance Role Description

<p>Ensure professional development for all Guidance Counsellors</p>	<ul style="list-style-type: none"> ● Provides advice, guidance and mentoring to Deans and Heads of House; ● Ensures Guidance Counsellors participate in professional development appropriate to the role and the requirements of NZAC; ● Ensures all Guidance Counsellors attend professional supervision from an appropriately qualified supervisor and that they: <ul style="list-style-type: none"> ○ Examine their current practice, including discussion of particular cases; ○ Evaluate safety assessments and planning and associated professional decisions; ○ Ensure ethical concerns are explored and clarified; ○ Explore and address ways that the personal and professional life of the guidance counsellor impact on work with clients; ● Completes staff performance appraisal annually as per Rangiora High School policy and practice; ● Provides professional development for staff, e.g. restorative practice; ● Keeps up to date with current research.
<p>7. Learner Support</p>	
<p>Provide or assist in the development of learner support services within the school</p>	<ul style="list-style-type: none"> ● Helps to identify students with needs or at risk; ● Is involved in conferencing with teachers to develop appropriate strategies to meet the needs of particular students; ● Supervises work for counselling or social services students on placement.
<p>8. Caseload analysis</p>	
<p>Track major or presenting issues with a view to informing next steps</p>	<ul style="list-style-type: none"> ● Ensures Guidance Counsellors keep and update individual records of interviews, needs and action after a student visit while maintaining confidentiality; ● KAMAR records maintained as appropriate by all Guidance Counsellors; ● Submits a report to the Principal each term, that includes an analysis of statistical breakdowns of numbers counselled, including gender, year level, ethnicity, issues, small group work and next steps.

Head of Guidance Role Description

Professional knowledge, relationships, values and engagement

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

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