



Thank you for your interest in the Deputy Principal position at Ilam School commencing at the start of Term 1, 2019.

Please find included in the pack:

- Application Form
- Ilam School Background
- Person Specification
- Timeline
- EEO Form

The successful applicants will be expected to work within the Code of Professional Responsibility and Standards for the Teaching Profession. A detailed job description will be negotiated when the appointment is made.

Your application should include both a Curriculum Vitae, containing the names of 3 referees, *and* a letter stating your suitability for the position. In your letter *please* ensure you make reference to the person specification and key tasks of the position, as well as any other attributes that you could bring to the position. Please also include a completed 'application for appointment' form and EEO form.

The closing date for applications is 12:00pm on Wednesday 11 September. Please send your applications to: The Principal, 66 Ilam Road, Ilam, Christchurch, 8041. If you would like your curriculum vitae returned to you, please enclose a stamped self-addressed envelope. Please **DO NOT** email applications.

You are most welcome to come and visit Ilam and get a feel for the school yourself. Please do not hesitate to contact me either via phone or email (admin@ilam.school.nz) to make an appointment so that I can show you around this very special place.

I look forward to receiving your application.

Yours sincerely

Paul Dolan  
Principal



**APPLICATION FOR APPOINTMENT  
DEPUTY PRINCIPAL**

**PERSONAL DETAILS:**

Name: .....

Address: .....

Telephone: ..... (Cell)

Email .....

Please make sure that you include:

- Your C.V. containing the names of 3 people we can contact to verify the information you provide, details of past experience and educational qualifications.
- Letter stating your suitability against the Person Specification and Key Tasks of the role.
- Application for Appointment form.
- EEO form.

CONFIRMATION			
1	<p>I certify that the information given in this application is, to the best of my knowledge, true and correct. I understand that the claims made in my application may be checked.</p> <p>I understand that if I have supplied incorrect or misleading information, or have omitted any important information, I may be disqualified from appointment, or if appointed, may be dismissed.</p>	Yes	No
2	I am currently registered to teach in New Zealand.	Yes	No
3	<p>In accordance with the Privacy Act, I authorise the board of trustees to:</p> <ul style="list-style-type: none"> <li>● Obtain further information from the referees listed in this application, and I consent to the referees disclosing such information to the board</li> <li>● Obtain information in relation to my application from persons not listed as referees, and I consent to these persons disclosing pertinent information to the board.</li> <li>● Contact the Teaching Council of Aotearoa.</li> </ul>	Yes	No
4	<p>STUDENT SAFETY</p> <p><i>[Cross out the statement that doesn't apply to you]</i></p> <ul style="list-style-type: none"> <li>● I have never been the subject of a complaint about the safety of a student.</li> <li>● I have been the subject of a complaint about the safety of a student.</li> </ul> <p><i>If you answered 'yes' please give dates and details:</i></p>		
5	<p>OFFENCES AGAINST THE LAW</p> <p><i>[Cross out the statements that don't apply to you]</i></p> <ul style="list-style-type: none"> <li>● I have never been convicted of an offence against the law (excluding minor traffic convictions).</li> <li>● I have no pending charges of an offence against the law.</li> <li>● I have been convicted of an offence against the law.</li> </ul> <p><i>Please give dates and details:</i></p> <ul style="list-style-type: none"> <li>● I have pending charges of an offence against the law.</li> </ul> <p><i>Please give dates and details:</i></p>		
6	I know of no reason why I would not be suitable to work with children or young people.	TRUE	FALSE
<p>-----</p> <p><i>Applicant's signature</i></p>		<p>-----</p> <p><i>Date</i></p>	



Ilam School is a U6, decile 6, co-educational state school with a roll of around 500 children. Founded in 1950, the school is a contributing school catering for children from New Entrants to Year 6. The majority of children enrol at Kirkwood and Cobham Intermediates after leaving Ilam. The school is set in attractive, spacious grounds.

Ilam School provides high quality education for children by teachers who are committed to ongoing professional development. The staff take part in regular, in-depth professional development to ensure they are familiar with modern teaching techniques and pedagogy. The staff are skilled in, and value the importance of, meeting the individual needs of children across the school.

A feature of Ilam School is the very respectful relationships that exist across the school. These respectful relationships exist between children, between children and staff and between staff and the parent community. The concept of respect is an integral part of the school's curriculum being one of our four key values. It is woven through the everyday curriculum that is covered both inside and outside of the classroom.

The children who attend Ilam are considerate and supportive of each other and are fortunate to be offered a wealth of opportunities to spark their interests, feed their enthusiasm and extend their creativity. Whether it is programmes offered as part of the curriculum or extra-curricula activities, the range offered goes towards creating well-rounded individuals with a richness of experiences.

We embrace biculturalism and multiculturalism. Ilam is one of New Zealand's most culturally diverse primary schools with children from around 60 different cultural and national backgrounds attending, providing a rich and diverse environment. This diverse make-up is a key factor in the school's overall culture. A significant number of these children (22% of the total school roll) receive support to enhance their speaking and writing of English from our highly skilled ESOL staff.

A number of children identified as being Gifted and Talented attend Ilam School. Staff are skilled in both identifying and catering for these children's needs. Within the classroom setting, gifted and talented learners are taught in an environment structured to foster pace, variety, student choice of content, complexity, challenge, development of creativity, collaborative inquiry, independent investigation, and development of thinking skills in authentic real world contexts.

Ilam School has a close relationship with the University of Canterbury, which is located on our northern boundary. Staff and students from the university provide contributions to class and individual programmes, opening exciting new horizons to our children.

The Ilam Board of Trustees are well informed and have a high interest in ensuring the best possible education is offered to children.

## Our Vision and Values

At Ilam School we want to prepare our learners for their futures. Whatever the future brings, we know they must be able to collaborate with others to solve complex problems for a better world. Today's learners will need to be highly literate and numerate with innovative, computational, critical thinking, problem solving, teamwork, good communication and creativity capabilities and cultural competences. In order to achieve this, the Ilam School community has developed this vision, elements of which are reflected in the whakataukī or expressions quoted below. We believe these key areas will enable Ilam School children to thrive as they head into their futures.



While we think Ilam is a fantastic school, however, don't just take our word for it, here are some of the highlights from our 2017 ERO report:

- The school is well led and the board of trustees is committed to continuous improvement.
- The school has maintained strong levels of student achievement in the National Standards in reading, writing and mathematics over time.
- The board, leaders and teachers effectively respond to Māori and other children whose learning and achievement need acceleration.
- This school is very responsive to the individual needs of children and is working well to reduce disparity to provide equitable outcomes for all.
- Children with additional learning needs are responded to very well. The school identifies the needs of these children early and provides high quality support programmes to accelerate their learning and promote equity and excellence for all.

- Leaders and teachers take collective responsibility for children's progress and achievement.
- At this school leaders and teachers are strongly committed to equity and excellence for all learners.
- The language, culture and identity of children, families and whānau are highly valued and respected.
- Student learning, wellbeing and progress are the core concerns and collective responsibility of the board, leaders and staff.
- There is a strong focus on knowing the child and what they bring to their learning.
- Students experience positive and supportive transitions to, within and from school.
- Trustees, leaders and staff promote a bicultural learning environment that positively benefits Māori and all children.
- Leadership actively develops and pursues the school's vision and goals with a clear focus on continuous improvement and building reflective practices.
- The board actively serves the school. They are committed to building knowledge and skills across the school to provide equity and excellence for all children.
- The school is highly effective in providing pastoral care, good quality education and ESOL tuition for its international students.



## DEPUTY PRINCIPAL POSITION

### PERSON SPECIFICATION:

#### Personal Attributes

- Have an enthusiastic and encouraging manner with a positive 'can do' attitude.
- Have a high level of integrity and who practices fairness, acts with flexibility and is acutely aware of the responsibility that comes with being a role model for students and staff, both in and out of the school setting.
- Be self aware, reflective and have an intuitive understanding of others.
- Have the ability to be calm under pressure, show perseverance and be willing to learn from mistakes
- Be organised and be able to manage your workload.
- Have experience as a valued team member, have a sense of humour and perspective.
- Have excellent oral and written communication skills.
- Have a strong set of personal values and strength of character.

#### Professional Attributes

- Have proven successful leadership experience.
- Be committed to their own on-going personal and professional development and be pro-active in their awareness of educational trends, issues and developments in New Zealand education.
- Have the ability to, and experience of, interacting positively with students, staff, Board of Trustees, parents, the wider community and a range of contributing agencies and organisations.
- The experience and ability to continually improve teaching and learning practice, supporting and enabling others as they strive to achieve this.
- Have a strong curriculum knowledge.
- Be able to relate to the range of cultures within the school community.
- Have a commitment to the partnership between home and school and the wider community.
- Have the knowledge and ability to take on the role of SENCO, being empathetic to the needs of children who are Gifted and Talented, and/or have special needs.
- Have had experience in providing pastoral care and or learning and behaviour interventions for students and families with high needs.
- Ensure student progress data across the school is regularly analysed, discussed, and used to inform teaching practice.
- Have knowledge and experience in leading staff in inquiry learning approaches to curriculum areas.

**Key tasks of the role:**

- The ability to inspire and support children and staff
- Knowledge of, and experience in, leading change
- Curriculum and pedagogy leadership
- Schoolwide co-ordination of Learning Support and GATE programmes

Strength and experience in leading the following would be a bonus:

- Inquiry Learning
- Assessment for Learning

In your covering letter stating your suitability for a position at llam, please comment on how you meet the above criteria and attributes. Please also state what other unique strengths you would bring to llam School.



## EQUAL EMPLOYMENT OPPORTUNITIES FORM

This sheet is for E.E.O. information only. It will be removed before the panel considers your application.

Gender: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Ethnic origin (please tick from the list below)

- New Zealand European
- New Zealand Maori
- Samoan
- Cook Island Maori
- Tongan
- Chinese
- Indian
- Niuean
- Tokelauan
- Fijian
- Other European (such as English, Australian, Scottish, Dutch)  
(Please state) \_\_\_\_\_
- Other ethnic groups (such as Vietnamese)  
(Please state) \_\_\_\_\_

Disability

Do you live with the effects of injury, long term illness or disability?

Yes / No

If yes, does your disability/injury/illness affect you:

- Movement Vision
- Respiration/breathing Hearing
- Speech Emotional/mental health
- Concentration
- Other: (please specify):  
\_\_\_\_\_  
\_\_\_\_\_

Do you need any technical aids or equipment, or adaptations to your workplace, to make your work easier or to increase your performance?

Yes / No

If yes, please provide information:  
\_\_\_\_\_  
\_\_\_\_\_



## **PROVISIONAL APPOINTMENT TIMELINE**

Applications close	11 September 2019
Short lists finalised	15 September 2019
Interviews	18 – 26 September 2019
Successful applicants notified by	1 October 2019
Positions commence	Term 1, 2020

*N.B. The above timeline may be subject to change.*