JOB DESCRIPTION

Te Kura Whaiora Ki Te Tonga
Southern Health School

Position Title: Kaiako/Teacher
Vacancy Number: 2026/21
Location: Timaru and across South Canterbury
Employment Type: Permanent Part-Time. This is a **0.6 FTTE position**. However, the successful candidate will be expected to increase their FTTE should student enrolments and roll growth require additional staffing capacity.
Reports to: Tumuaki tuarua/Deputy Principal **or** Kaihautū/Team Leader (as delegated)
Overall Accountability: Tumuaki/Principal

Employment Conditions
This position is covered by the **Secondary Teachers' Collective Agreement (STCA)**. Salary placement will be determined in accordance with the relevant collective agreement, based on qualifications and verified teaching experience.

About Us
Southern Health School (Te Kura Whaiora ki te Tonga) is a state special school that provides education for ākonga in Years 1–13 who are unable to attend their regular school due to health needs. We work alongside whānau, schools, and health professionals to ensure learning continues during illness and to support a successful return to full-time education.

Purpose of the Role
The Kaiako is responsible for planning, delivering, and evaluating **individualised learning programmes** for students whose health needs prevent regular school attendance. The role ensures learning continuity, supports student wellbeing, and works collaboratively to enable **successful transition back to the school of enrolment wherever possible**.

This role requires regular travel within Timaru and across South Canterbury and to other approved locations as required, including homes, community settings, and health facilities. A current full New Zealand driver licence is required. Travel is undertaken in accordance with school policies and Ministry of Education guidelines. In the event that a school vehicle is unavailable, employees may utilise their private vehicle and claim the standard mileage allowance.

Key Responsibilities
1. Teaching & Learning

- Plan and deliver personalised learning programmes aligned with the New Zealand Curriculum / Te Marautanga o Aotearoa
- Adapt teaching approaches to meet diverse learning, engagement, and health needs
- Assess student progress and provide clear reporting to whānau and schools of enrolment
- Support learning in a range of settings including community classrooms, homes, hospitals, or other approved locations
- Utilise appropriate resources and e-learning tools to maintain engagement and continuity

2. Student Wellbeing & Pastoral Support

- Build respectful, trusting relationships with ākonga and whānau
- Support emotional, behavioural, and wellbeing needs in line with care plans
- Recognise and respond appropriately to students experiencing distress or fluctuating health
- Maintain a safe, inclusive, and mana-enhancing learning environment

3. Collaboration & Professional Practice

- Work collaboratively with Team Leaders, kaiako, teaching aides, and specialist staff
- Liaise with schools of enrolment, health professionals, and external agencies
- Maintain accurate, timely, and confidential records in the Student Management System
- Uphold professional standards, confidentiality, and ethical responsibilities
- Participate in staff meetings, professional learning, and school initiatives

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Competency Requirements

Core Competencies (Essential)

1. Learner-Centred & Inclusive Practice

- Demonstrates a strong commitment to **individualised, student-centred learning**
- Adapts teaching approaches to meet diverse learning, health, and engagement needs
- Maintains learning continuity for students whose health impacts regular school attendance
- Keeps transition back to school or onward pathways as a core outcome

2. Curriculum Delivery & Assessment Capability

- Plans and delivers learning programmes aligned with the **New Zealand Curriculum / Te Marautanga o Aotearoa**
- Assesses student progress and adapts teaching in response to evidence of learning
- Provides clear, timely reporting to whānau and schools of enrolment
- Demonstrates flexibility across **Years 1–13** or the ability to adapt across age levels

3. Wellbeing, Pastoral & Behavioural Awareness

- Recognises early indicators of distress, disengagement, or wellbeing concerns
- Responds calmly and appropriately to fluctuating health, emotional, or behavioural needs
- Applies agreed care plans and behaviour support strategies consistently
- Maintains a safe, inclusive, and mana-enhancing learning environment

4. Communication & Relationship Management

- Communicates clearly, respectfully, and professionally with ākonga, whānau, and colleagues
- Builds trust-based relationships with students and families experiencing stress or uncertainty
- Works effectively with multidisciplinary teams, including health professionals
- Engages constructively with schools of enrolment to support coordinated planning

5. Professional Judgement, Ethics & Accountability

- Exercises sound professional judgement and works independently within agreed frameworks
- Maintains confidentiality and professional boundaries at all times
- Manages time, workload, and documentation effectively across multiple settings
- Demonstrates reliability, consistency, and integrity in practice

6. Collaboration, Adaptability & Team Contribution

- Works collaboratively within regional and school-wide teams
- Adapts positively to changing environments, schedules, and student needs
- Accepts feedback and reflects on practice to improve outcomes
- Contributes constructively to a positive, professional team culture

7. Digital Capability & Systems Use

- Demonstrates confident use of digital tools to support teaching, assessment, and engagement
- Maintains accurate and timely records in the **Student Management System**
- Uses e-learning platforms to support flexible and blended learning delivery

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Desirable Competencies (Advantageous but Not Essential)

- Experience supporting children or young people (education, care, health, community)
- Experience teaching students with **health, medical, or complex wellbeing needs**
- Experience supporting learners with **additional learning, behavioural, or mental health needs**
- Knowledge of **trauma-informed, inclusive, or restorative practice**
- Experience working across **multiple sites or flexible delivery settings** (home, hospital, community)
- Confidence delivering learning through **e-learning, blended, or remote models**
- Strong understanding of **transition planning** back to school or into further education or training
- Experience collaborating with **health professionals or external agencies**
- Demonstrated **cultural competence**, including working effectively with Māori and diverse communities
- Experience using **student management systems** and digital reporting tools
- Ability to contribute positively to **school-wide initiatives, curriculum development, or PLD**

Key Relationships

The Kaiako works collaboratively with the following key stakeholders to support effective learning, wellbeing, and successful transition outcomes for ākonga:

Internal Relationships

- **Ākonga** – supporting individual learning, wellbeing, and engagement
- **Whānau / Family** – partnering to support learning continuity and transition planning
- **Kaihautū/Team Leader** – receiving professional guidance, support, and direction
- **Tumuaki/Principal** – overall accountability and strategic alignment
- **Kaiako Colleagues** – collaboration, moderation, and shared practice
- **Kaiawhina / Teaching Aides**– coordinated delivery of learning and wellbeing support
- **SENCO and Specialist Staff** – planning and implementing appropriate learning and support strategies
- **Administration and Support Staff** – coordination of systems, reporting, and operational requirements

External Relationships

- **Schools of Enrolment** – planning, reporting, and transition back to school
- **Health Professionals and Services** – aligning educational delivery with health needs and care plans
- **External Agencies** (as required) – supporting student wellbeing and transition pathways
- **Ministry of Education and related services** (as appropriate to the role)

Relationship Expectations

- Maintain **professional, respectful, and confidential** communication at all times
- Work in a **collaborative and solutions-focused** manner
- Ensure interactions are **mana-enhancing and culturally responsive**
- Support shared responsibility for student outcomes and wellbeing

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Health & Safety

- Follow school health, safety, and wellbeing procedures
- Act in accordance with care plans and guidance provided by teaching staff
- Escalate concerns appropriately and promptly

Cultural Competence & Te Tiriti o Waitangi

The Kaiako is expected to support culturally responsive practice and uphold the principles of **Te Tiriti o Waitangi**, contributing to an inclusive and mana-enhancing learning environment for all ākonga and whānau.

Professional Development & Review

Southern Health School supports staff development through a regular Professional Development and Review (PD&R) process with the Tumuaki tuarua/Deputy Principal **or** Kaihautū/Team Leader (as delegated).

Registration & Eligibility Requirements (Essential)

- **Full registration with the Teaching Council of Aotearoa New Zealand**
- Eligibility to teach in New Zealand
- Ongoing suitability to work with children (Police Vet)