

Teaching Position at HPSS



Are you:

- committed to enacting Te Tiriti o Waitangi
- passionate about future-focused pedagogy
- committed to reflective practice
- collaborative
- optimistic
- innovative

At HPSS, learning is relational, purposeful, and authentic. We are a caring, community-based school where staff and students are genuinely known and supported. You'll work alongside a team of innovative educators to co-design interdisciplinary learning that challenges and inspires. You'll also act as a warm and demanding learning coach, supporting a group of students to develop the dispositions and skills they'll need for life beyond school. All staff are supported in developing their own understanding and practice of culturally sustaining pedagogies and restorative approaches to learning and relationships.

Hobsonville Point

Onekiritia, Hobsonville Point, is an area rich in history, situated in a prime location in the Upper Waitemata Harbour, which continues to be developed as a new community. Our two schools (Hobsonville Point Primary and Hobsonville Point Secondary) operate collaboratively as two schools, one vision, one Board. For further information about the area, see [Hobsonville Point](#) and about our school [Hobsonville Point Secondary School](#)

Hobsonville Point Secondary School



Whaia te iti kahurangi. **Reach for the sky!**
Our vision for each Hobsonville Point learner is one of personal and academic excellence; that ākonga will develop as confident, connected, actively involved, and lifelong learners. This will empower them to live successfully and contribute knowledgeably and responsibly to their communities.

Meeting the educational aspirations of Māori, including working in partnership with Te Kawerau ā Maki as mana whenua to enact Te Tiriti, is a feature of our school.

Innovate. Engage. Inspire.

Hobsonville Point Secondary School was purpose-built as an innovative learning environment to meet the needs of 21st-century learners. We opened in February 2014 with 125 Year 9 students and in 2026 will grow to approximately 1000 students from Year 9 to Year 13. The school is a co-educational state secondary school beginning an expansion plan towards a future projected roll of 2500.

All teachers contribute to both elements of our curriculum:

- Hubs as Learning Coaches
- Single and Connected Modules as Learning Area teachers

A feature of our school is the collaborative planning and teaching model we follow. Our learning programmes have the students at the centre, so co-construction with learners is a high priority.

Role Description: Teacher

To collaboratively and individually plan and deliver specialised programmes that support students in their learning and inquiries.

To be a Learning Coach for a small group multi-year-level Hub; these are groups of students whom teachers support to set learning goals, make sense of and evidence learning and to develop competence within our dispositional framework.

Position Profile

Our teachers will have the dispositions which display that they have:

- A student-centred approach to teaching and learning
- A clear understanding of a future-focused pedagogy in a Modern Learning Environment
- A commitment to continual inquiry of teaching and learning
- An optimistic and agentic mindset
- The skills and desire to work collaboratively to strengthen practice
- A mindset for innovative thinking about teaching and learning

Vision

- Possesses a global view of education that is not confined to 'four walls'
- Sees the importance of learning that is authentic, blended and integrated across curriculum areas

Qualities

- Is a supportive, challenging and collaborative colleague and teacher
- Expects excellence of self and others
- Displays passion, enthusiasm and a desire to see all of our learners succeed
- Has a sense of humour
- Sees listening as an essential component of being a good communicator
- Can create and sustain a new learning culture
- Is committed to the principles of restorative practice
- Develops a climate of high relational trust

Practices

- Participates in professional learning communities to strengthen teaching practices
- Develops students to become independent and lifelong learners

- Is a reflective practitioner who actively seeks out professional learning and promotes sustainable change
- Is open to taking risks and is committed to overcoming challenges and difficulties
- Creates strong, positive relationships with all learners (staff and students)
- Engages in culturally responsive pedagogy
- Sees the NZC and NCEA as opportunities for innovative teaching and learning
- Engages in future-focused pedagogy and is effective in implementing and integrating e-learning tools

Information for Applicants

Thank you for applying for the position of teacher at Hobsonville Point Secondary School. Please ensure you have read this position description documentation thoroughly before completing your application and also read the following notes:

1. You need to fill out the application form yourself. First, read it through, then answer all questions and make sure you sign and date where indicated on the last page.
 2. Attach a current curriculum vitae (CV) containing any additional information, if necessary.
 3. If successful in your application you will be required to provide original or certified copies of the documents as proof of qualifications.
 5. If you are selected for an interview you may bring whānau/support people at your own expense. Please advise if this is your intention.
 6. Failure to complete this application and answer all questions truthfully may result in any offer of employment being withdrawn or appointment being terminated, if any information is later found to be false.
 7. All applicants are required to give consent to a Police vet:
 - a) You cannot be employed as a children's worker if you have been convicted of a specified offence listed in Schedule 2 of the Children's Act 2014 (unless you have obtained an exemption). The Criminal Records (Clean Slate) Act 2004 will not apply to these specified offences and these offences will be included in your Police vetting results.
 - b) The Clean Slate Act provides certain convictions do not have to be disclosed providing:

you have not committed any further offence within 7 consecutive years of being sentenced, you did not serve a custodial sentence at any time, the offence was neither a specified offence under the Clean Slate Act 2004 nor a specified offence under the Children's Act 2014, you have paid any fines or costs
- Please note that you are not obliged to disclose convictions if you meet the above conditions but can do so if you wish. If you are uncertain as to whether you are eligible contact the Ministry of Justice.
8. Shortlisted applicants being interviewed will need to provide originals of both a primary identity document (e.g., passport) and a secondary identity document (e.g., New Zealand driver license). A list of acceptable primary and secondary documents is available in the last sections of the Children's (Requirements for Safety Checks of Children's Workers) Regulations 2015.
 9. For the successful candidate, the application form and supporting documents will be held on their personal file, otherwise the information provided will be securely destroyed after 30 days. You may access it in accordance with the provisions of the Privacy Act 2020.
 10. All information collected from referees will be destroyed at the end of the selection process.
 11. All information received will be confidential to the Board of Trustees.
 12. Terms and conditions will be as set out in the Secondary Teachers' Collective Agreement.