



Hora Hora School

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Principal Pat Newman T.T.C. Dip Ed(Waikato) B.Ed(Massey)
Dip.Tchg, ANZPF

Positions: Permanent Teacher | Auraki (Mainstream Whānau Groups) | Three positions available | Starting Term 1, 2026.

We are inviting all interested teachers to join our whānau at Hora Hora School. We currently have three permanent positions teaching in our Auraki – Mainstream Whanau Groups due to retirements/new positions etc.

There are currently two Auraki whanau groups, both have classes of Yrs. 0 to 3, Yrs. 4 to 6 and some permutations. Teachers are expected to plan together and get to know how to teach across the school levels, and change with the ever-changing needs of the school.

REMEMBER to write your Curriculum Vitae based upon the specifics of the Person Specifications and the Skills wanted, as outlined below. Include specific examples, photographs, references etc in relation to as many of these as possible.

It is not expected that applicants will have all of the people specifications or skills as outlined, or have mastered all etc. However, we will appoint on the applicants who can demonstrate the highest degree of these.

This position is suitable for Beginning (Provisionally Registered) teachers to experienced, with these attributes.

Position to start at the start of the 2026 School Year.

The ideal person would:

- Be able to build good relationships with ākonga, whānau and our community.
- Be developing as a classroom practitioner based upon sound pedagogical knowledge and skill.
- Be highly collaborative and innovative.
- Be highly flexible, passionate and keen to learn, help and contribute to change.
- Be questioning and aware, challenging the status quo, based upon what is logically, best for our ākonga, whānau and our community.

The ideal person would have as many of the following skills/knowledge as possible:

NZ Curriculum Subjects

- Able to discuss and use, a wide range of pedagogical approaches to how children learn
- Have experience in teaching all (not just Literacy and Numeracy) curriculum areas and be able to demonstrate this as far as possible.

- Have at least two curriculum areas that they have more knowledge in not involving literacy and numeracy
- Have knowledge and preferably some experience in Literacy and Mathematics as espoused by the current Minister of Education
- Have some knowledge in the teaching of reading using some of the other 26 ways known to teachers to help children read fluently, that our current Minister does not seem to have heard about or does not understand.

Te Reo Māori me ōna Tikanga

- Can speak either Te Reo Māori, or willing to further develop this skill as part of personal PD.
- A knowledge of Tikanga, preferably Tikanga o Te Tai Tokerau,

Classroom Management

- Have a range of knowledge and or experience in classroom management
- Be flexible, in covering the needs of the whole class, groups of children and individual children, depending upon circumstances
- Be knowledgeable with regards the law and guidelines on restraint

Trauma and Abuse Theory

- Be able to demonstrate their knowledge of Trauma and Abuse Theory and its effects upon children, and how we need to work with those children, because of trauma and abuse.
- Have a desire to work with and develop skills to help trauma and abuse experienced children learn. PD will be given.

ESOL

- Any knowledge, experience etc in ESOL

Other

- Have at least two curriculum areas that they have more knowledge and enjoy teaching more (not involving literacy and numeracy) than the other curriculum areas.

As stated, it is not expected that applicants will be able to cover in depth all of the above. However, some will be stronger in some areas etc. Each applicant will be marked based upon what they can show, (preferably backed by examples) of what is outlined in the Person Specifications and the Skills and Knowledge areas above. BT teachers also welcomed.