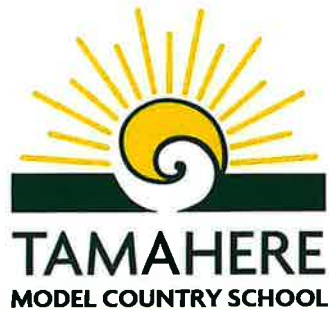




Nurturing Our Future - Growing Together

Kia atawhai aa mua - Kia tipu ngatahi

Application Package for Fixed Term/Part Time Teacher Aide 2026





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Kia atawhai aa mua - Kia tipu ngatahi

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School Description

Ko Taupiri me te Maungakawa te maunga
Ko Waikato te awa
Ko Tainui te waka
Ko Ngaati Hauaa te iwi me te hapuu
Ko Te Iti o Hauaa te marae
Ko Wiremu Tamihana Tarapiipipi Te Waharoa te rangatira
Ko te kura tuatahi o Tamahere te kura

Tamahere Model Country School is situated almost equal distance between Hamilton/Kirikiriroa and Cambridge/Kemureti in a semi-rural environment, close to State Highway 1 and Hamilton International Airport.

Established in 1884 our school exists within mature grounds and enjoys spacious playing fields.

Our school has a very supportive community, and parents who have high expectations for their children's education.

An enrolment scheme has operated since 2005, our peak roll is around 430 students. We cater for Year 0 – 6.

Our students/aakonga are encouraged to achieve high academic standards with Numeracy and Literacy being a daily focus. A wide variety of opportunities are offered across all curriculum areas from the Arts/Culture, with kapa haka, choir and productions through to physical education and sports, including outdoor education camps and weekend sporting teams.

We strive for all of our aakonga to reach their potential. Our dedicated staff work hard to support all aakonga in reaching their potential.



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Kia Aatawhai aa mua - Kia tipu Ngaatahi - our School Vision drives all aspects of school life. ***Kia Kotahi*** - Together As One, ***Kia Manaaki*** - Honour Be Your Guide and ***Kia Maia*** - Confident Can-Do. We are a Positive Behaviour for Learning (PB4L) kura.

School/kura and community/hapori events are valued for their contribution to our children's/tamariki development. Agricultural Day and Pumpkin Night help maintain our rural atmosphere and community/hapori spirit.



Model Status

Tamahere School is a Model Country School. This means we have a special relationship with the University of Waikato – School of Education / Te Kura Toi Tangata and ongoing interaction with student teachers. We value this extra dynamic in our school which enhances our learning and teaching programmes.

Tiriti o Waitangi

In our kura, we are committed to incorporating the Tiriti o Waitangi principles alongside the guiding principles outlined in Ka Hikitia, ensuring that our curriculum reflects the values and aspirations of Aotearoa New Zealand. Our approach is anchored in acknowledging the Tiriti o Waitangi principles, honouring our nation's bicultural foundations, and fostering an environment where aakonga can embrace te reo Maaori and tikanga Maaori.

We are dedicated to achieving excellent outcomes for Maaori learners and their whaanau, by recognising and building upon their strengths. As we grow a sense of belonging and connection in our school community, we aim to create an inclusive and supportive environment where all learners thrive.

We strive to provide instruction in Tikaanga Maaori and Te Reo Maaori and Aotearoa New Zealand Histories for all of our students and provide extension with te reo and Kapa Haka opportunities. Our Maaori Achievement Plan (MAP), as attached, shows the strategies we use to lift and support our Maaori tamariki. Tamahere Model Country School's curriculum recognises the unique position of Maaori within Aotearoa New Zealand society.

Ngaati Hauaa Iwi are an important part of our community and a taonga that help to guide us.



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Cultural Diversity

Tamahere Model Country School values the multi-cultural nature of the Aotearoa - New Zealand society and through our Vision strives to support and honour every child in our kura.

Community Goals

At Tamahere Model Country School we value our Tamariki (children).

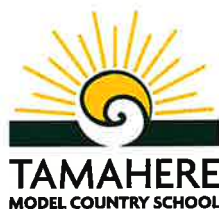
We strive for:

- Children who are enthusiastic learners, academically challenged and physically fit.
- Children who are able to communicate effectively and are equipped with the skills and values necessary to succeed now and in the future.
- Children who show respect for themselves and others.

At Tamahere Model Country School we value our Environment.

We strive for:

- An emotionally and physically safe, open and inclusive environment that values diversity and challenges our children.



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- Strong community and whanau links preserving our rural identity.
- As an Enviro School, we strive for children who respect, protect, appreciate and enhance our local and global environment.

At Tamahere Model Country School we value our Parents/Caregivers/Whaanau.

We strive for:

- A united approach to learning, with strong home and school links, together fostering a love of learning.

At Tamahere Model Country School we value our Staff.

We strive for:

- A skilled teaching staff dedicated to innovative, dynamic and forward-thinking.
- A staff who are focused on creating opportunities for every child to succeed.

Consultation

The Tamahere Model Country School Board consults regularly with our community. Processes for consultation include: School Newsletters, Parent Teacher Association and Board Meetings, Waanau Hui, Ngaati Hauaa, Tamahere Community Centre and committee, on-site activities and events e.g., Grandparents Day, student-centred learning Conferences, Whakatau for new aakonga and Whaanau, parent involvement in camps, 'Dad's Army', surveys and information evenings.

Six Education Priorities

Our Charter and Strategic Goals align with the Government's six education priorities listed below. The National Education Learning Priorities NELPS are also integrated throughout our overall goals.

- **Clearer curriculum:** Establishing a knowledge-rich curriculum grounded in the science of learning.
- **Better approach to literacy and numeracy:** Implementing evidence-based instruction in early literacy and mathematics.
- **Smarter assessment and reporting:** Implementing consistent modes of monitoring student progress and achievement.
- **Improved teacher training:** Developing the workforce of the future, including leadership development pathways.
- **Stronger learning support:** Targeting effective learning support interventions for students with additional needs.
- **Greater use of data:** Using data and evidence to drive consistent improvement in achievement.



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Teacher Aide Position

Job Title: Teacher Aide

Directly Responsible to: Learning Support Coordinator (SENCO) through the Principal

Functional Relationship with: Principal, Teaching Staff, Support Staff and Students

Primary Objectives:

- (i) To provide classroom and teacher support
- (ii) To support teaching programmes and student learning under the direction of the class teacher
- (iii) To support students with high health needs

Supervision: Learning Support Coordinator (SENCO) / Classroom Teacher

Key Tasks	Expected Outcomes	Evidence	Comments
To provide classroom and teacher/kaiako support when needed.	- Class materials and resources are prepared as required. - Classroom teachers are assisted.	Classroom teachers' observation - student progress records.	Programme / planning is the responsibility of individual classroom teachers. Learning Support Coordinator and specialist staff (RTLb, GSE etc) will assist as appropriate.
To support teaching programmes and student learning. To assist students as required in curriculum areas, to enable them to work alongside other students in the classroom.	- Small groups and, where appropriate, individual students are assisted as directed. - Regular liaison occurs with Learning Support Coordinator and classroom teachers. - Programmes which support student learning are initiated and implemented under	Supervisor. Observation. Records. Classroom Teachers' observation.	Programme / planning is the responsibility of individual classroom teachers. Learning Support Coordinator and specialist staff (RTLb, GSE etc) will assist as appropriate.

	the direction of the class teacher. Students will be able to assess the curriculum.		
Attend meetings as required with Learning Support Coordinator, RTLB and classroom teachers.	Teacher aide will be able to provide relevant input to meetings with professional colleagues as required.	Supervisor. Observation records. Classroom teachers' Observation.	
As and when required, undertake any other negotiated duties to assist students' learning. This may include writing a report as instructed by the Teacher.	Teachers will be assisted in meeting the needs of the students.	Supervisor. Observation records. Classroom teacher's Observation.	
To cover duties as required, such as road patrol, lunch and morning tea breaks.	support students with social and behavioural challenges to enable a positive experience.	Supervisor Observations	
To support students for whom English is a second language.	- Support students with their oral language in English. - Deliver ESOL programmes set up by the school. - Be understanding of the cultural needs of ESOL students.	Supervisor. observation records.	
Assist students with health issues - Nut allergies - Toileting - Diabetes	Assist, monitor, supervise and meet the needs of students with health needs. Supervise for safety, lunch and morning tea breaks. To carry out preventative duties such as wiping tables and washing hands. Assist with toileting, showering and change of clothing when necessary. Provide essential care and supervision, assisting with	Classroom teachers' Observation.	

• Epilepsy	monitoring and managing blood sugar Supervise and support students as needed.		
Other duties	• To undertake any other duties from time to time, as directed by the Principal.		

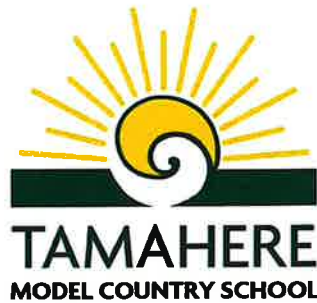
Variations:

The Principal may vary the duties and hours of employment within the needs of the students and the school and its allocation of resources. A Collective Employment Agreement or Individual Employment Agreement will outline working conditions.

General:

Each Teacher Aide will:

- be a role model by living our school vision
- preserve confidentiality
- display patience, understanding and discretion
- be loyal to the school and refrain from making any comments in public disparaging to the school, staff or students
- have personal standards that will present an acceptable role model for all students and an acceptable image to the public
- Hold a current first aid certificate or be prepared to attend a training course (school will provide this training)
- Reflect our Selection Criteria (following page)



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Teacher Aide Job Descriptors

Purpose:

At Tamahere Model Country School, our vision is at the heart of what we do: ***Kia atawhai aa mua - Kia tipu ngaatahi - Nurturing our Future Growing Together: Kia Kotahi (together as one), Kia Maia (confident can do), and Kia Manaaki (nurturing a caring, respectful environment).*** We support learning, inclusion, wellbeing, and the growth of our students/akonga. As a Teacher Aide, you will be a pivotal part of our team, working under the thoughtful guidance of classroom kaiako and collaborating closely with the whole staff. You will nurture the educational journey of students/akonga with diverse needs, making school a positive, inclusive, and supportive environment for every one of our tamariki.

Key Responsibilities:

Learning Support

- Deliver educational programmes created by others, making learning accessible, enjoyable and supported.
- Provide personalised support in one-on-one or small group settings for students/akonga who find learning challenging.
- Adapt learning materials to fit the unique needs of each student/akonga, ensuring everyone can achieve their potential.

Behaviour Management

- Uphold our school's vision ***Kia atawhai aa mua - Kia tipu ngaatahi - Nurturing our Future Growing Together*** and helping to maintain an harmonious classroom environment.
- Implement behaviour plans, providing stability and support to students/akonga who need it.
- Contribute to the Manaaki Roster, supporting students/akonga at break times, before and/or after school.

Social Engagement and Peer Interaction

- Be a champion of social interactions and inclusion, facilitating activities that bring students/akonga together.
- Support the social and emotional growth of our students/akonga through compassionate interaction and guided play.
- Contribute to the Manaaki Roster supporting students/akonga at break times, before and/or after school.

Health and Physical Support

- Support students/akonga with high health needs, ensuring their safety and well-being throughout the school day.
- Assist in the physical care of students/akonga, aiding their mobility and interaction with the school environment.

Administration Support

- Undertake administration tasks as needed, to keep all educational programmes running smoothly.
- Prepare and organise learning materials, ensuring our teachers/kaiako and students/akonga have what they need for a successful day.
- Support in the writing of applications, in collaboration with kaiako/kaiako and parents.

Collaboration and Planning

- Develop and implement Individual Education Plans (IEPs) in partnership with classroom teacher/kaiako, SENCO, and other professionals.
- Regularly engage in team discussions to refine strategies and share progress, helping each student achieve and be happy at school.

Professional Development

- Be open to professional learning and, at times, attend professional development during or after school.

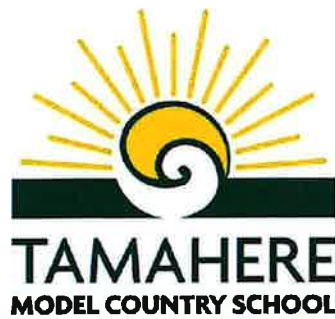
Required Skills and Qualifications:

- Have a love of children and a desire to work alongside them in their educational journey.
- Bring your prior experience and knowledge, with a focus on supporting children with special needs.

- Show a deep understanding of inclusive practices that engage students/akonga with diverse learning needs.
- Exhibit outstanding communication and interpersonal skills, building relationships that encourage and inspire.
- Demonstrate a collaborative spirit, working in a team setting and contributing positively to our school culture.
- Maintain patience, empathy, and a consistently positive disposition, making a significant difference in our students/akonga lives.

Desirable:

- A qualification in education support, child development, or a related field would be advantageous.
- Holding a First Aid certificate - if not we will support the ongoing training of this.



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Personal Specifications

Linking with our School Ethos

- Caring and dedicated professional
- A love for children
- Easily fits within our School - **Nurturing Vision**
- Good interpersonal skills
- A friendly and approachable manner when dealing with staff, parents and children.
- **Kia Manaaki - Honour Be your Guide** – Respect for others, self, property and the environment
- Enthusiastic and flexible – positive – **Kia maia - Can Do Attitude**
- Sense of humour
- A team player who works cooperatively with others – **Kia kotahi -Together as One**
- Previous experience relating to working and caring for children
- Experience working with students with high needs would be an advantage
- A First Aid Certificate is desirable – but training will be available

Language / Academic Skills

- Level 2 / 6th Form High School abilities in Literacy & Numeracy is recommended.
- Ability to read and comprehend the enrolment procedure and attendance registers.
- Ability to effectively present information to children and parents.
- Ability to help students with their homework.

Reasoning Ability

- Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form.

Other Skills and Abilities

- A love of children, especially children with Neuro Diverse needs.

- Develop a respectful relationship with children and parents. Friendly and approachable.
- Communicate with children to clarify behaviour and to explain consequences.
- Be a role model and significant adult for children under supervision.
- Good interpersonal skills. A strong, cooperative team player is essential.
- Enthusiastic, Flexible and Positive person.
- A sense of humour is very helpful.
- Ability to listen to children in a friendly, supportive and accepting manner.
- Ability to supervise large groups of children effectively and with suitable control.
- Ability to recognise potential threats to the safety and well-being of children, and keep them safe.
- Ability to interact positively with staff, children and others in an open, friendly and efficient manner.
- Willingness to implement Tamahere Model Country School's vision, procedures and policies.

Physical Demands

- While performing the duties of this job, the employee is regularly required to stand, walk, use hands, stoop, kneel, crouch. These activities will be performed regularly e.g. while implementing physical activities such as sports games with the children.
- Occasionally may be required to be able to quickly move/run to contain a child (5 -11 years) and very rarely having to restrain a child for safety reasons.

Work Environment

- While performing the duties of this job, the employee will at times be exposed to outside weather conditions, on concrete, grass and cobbles. The employee will also be in a classroom environment for part of their work day.
- Possibility of supporting children in the swimming pool.

Additional Duties and Responsibilities include:

- Following our school vision and practices e.g sun safety hats, etc.
- Administer first aid when needed. Following school procedures for medical alert children.
- Support and guide learning sessions.
- Read books, play games and interact with children.
- Supervise swimming sessions and support of children in the swimming pool.
- First Aid – a current certificate is required and training will be paid for by our school.

Beliefs & Values

Tamahere Model Country School aims to foster learning and achievement in a safe and supported learning community.

To achieve this we believe in the importance of:

- ♦ Having high expectations of children and their achievements.
- ♦ Developing life long learners.
- ♦ Focusing on the needs of individual children and their learning requirements, whilst implementing the New Zealand Curriculum.
- ♦ Literacy & Numeracy are essential skills to develop to achieve success.
- ♦ Encouraging the growth of self-confidence and self worth.
- ♦ Children, staff, and parents respecting and valuing each other.
- ♦ Valuing and respecting diversity.
- ♦ Showing that learning can be fun and children can achieve their dreams.
- ♦ Providing outside experiences to enhance and reinforce classroom learning.
- ♦ Quality teaching and learning environments.
- ♦ A strong partnership between teachers / students / and families.
- ♦ We aim for all our students to reach their potential by providing a physically safe and nurturing environment.
- ♦ A learning environment that recognizes effort, enthusiasm, commitment and achievement of goals.
- ♦ Caring and respecting our environment. To cherish our Enviro-School status. To work towards sustainability as a way of being and acting that nurtures people and nature, now and in the future.
- ♦ We will provide a wide range of learning experiences based on the seven essential learning areas and developing the essential learning skills.

- ◆ We recognize that our children will grow up in a vastly different world and we aim to develop the skills of resilience and adaptability.
- ◆ Dedicated and enthusiastic team of professionals, who work to bring out the best in our children.
- ◆ An open door policy and encouraging community involvement.



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PROPOSED TIMELINE
Fixed Term/Part Time
Teacher Aide 2026

Date	Process
Friday 14th August 2026	Advertisement on School Website Advertisement on Seek
10.00am on Monday 24th August 2026	Closing date for applicants
From application and throughout process	Referee Checks and Short Listing
Between Tuesday 1st to Thursday 3rd September 2026, or earlier if appropriate.	Interviews
Friday 4th September 2026, or earlier, if appropriate.	Offer made to successful applicant. Appointment subject to independent police check and validity of information provided. If the successful applicant declines, the next successful applicant will be offered the position.

Thank you for your interest in our position.

We look forward to receiving your application.