Rotorua Boys' High School

Job Description

Whakaaturanga Mahi

Position / Tūranga:	**Teacher Support at the Rotorua Alternative Education Programme (Kokiri)**
Responsible to / E here nei ki tēnei hunga:	**Principal and School Board via the Pedagogical Lead Kokiri**
Functional relationships with / He hanonga tāu me tēnei hunga:	**Teaching staff Support Staff Deputy Principals Principal Students Parents and Caregivers**
Dated / Marama:	**October 2026**
Position Term / Roanga:	**Fixed Term**

School background:
Ngā hitoria a te kura :

Rotorua Boys' High School is a State boys' secondary school of approximately 1200 students. It is one of five Rotorua high schools and caters for students from Year 9 to Year 14. The school opened in 1914 as the Rotorua District High School before becoming Rotorua High and Grammar School in 1927. Rotorua Boys' High School evolved from these beginnings in 1959.

The school includes an off-site attached unit based in Homedale Street known as the Rotorua Activity Centre, or more commonly known as Āwhina School. The School also has a 140 bed Hostel known as Tai Mitchell House.

Rotorua Boys' High School is known to many in the community as 'Raukura'. Don Stafford explains the historical background to this name.

> *"It has always been my understanding that 'Raukura', though literally referring to a feather or special plume, in fact conveyed a much more significant shade of meaning. In some measure those described as possessors of the 'Raukura' were of particularly significant stature. They were considered to have justified such a privilege by reason of illustrious lineage, extremely noteworthy leadership or some remarkable achievement in another field – perhaps warfare, diplomacy or unparalleled knowledge. Being considered worthy of the 'Raukura' would undoubtedly have been an accolade sought by aspiring tribal members in the past. When ultimately bestowed (by general consensus) on a deserving individual, it clearly indicated a level*

of excellence of the greatest merit. Academic achievement has, particularly during the 20th century, been recognised as the single most vital element in the advancement and well being of us all. I can only presume that this was clearly apparent to those of the 1920's whose efforts resulted in the establishment of Rotorua High and Grammar School in 1927. The remarkable and farsighted education endowment made by the Ngāti Whakaue people some 40 years even before that, is evidence enough of their support of and belief in education. I have no doubt that the use of 'Raukura' was a subtle message of encouragement for all to take advantage of education, to seek excellence and thus justify the 'Raukura'."

Ngā Taonga a Raukura

- The concept of 'Raukura'
- The administration block
- The school's relationships with Ngāti Whakaue
- The foyer and Memorial Hall carvings
- The Trevor Nathan Sculptures "Raukura" and "Te Hokinga"
- The Roi Toia Sculpture "Tāne Raukura"
- The school magazine that carries the title '*Raukura'*
- The trees that adorn the school's grounds
- The prefect system
- The house competition
- The house group system
- Tai Mitchell Hostel
- The Former Students of the school
- The 'Hall of Fame'
- The 'Pro Patria' Rolls of Honour
- The Annual Prizegiving Ceremony
- The Harwood Library
- The Ryder Gates
- The Millennium Centre

Our motto:
Tā mātou whakapepeha:

"AD ASTRA PER ASPERA"
"To the stars through hard work"

This motto is, so far as I have been able to determine, not a quotation from ancient literature. It may well have been composed by the school's foundation Principal. If so, he almost certainly had in mind the famous motto of the Royal Air Force (and the Royal New Zealand Air Force) PER ARDUA AD ASTRA, which means "Through steep ways to the stars" and makes the same suggestion as the school motto. The RAF motto was created for the Royal Flying Corps (forerunner of the RAF) in 1913; the reference to the stars was, of course, particularly appropriate for that body, but the motto as a whole was certainly intended to have the wider implication indicated above. *(Dr W.F. Richardson, Senior Lecturer in Classics, University of Auckland)*.

Our motto caters for our students who come from all walks of life, and who bring with them their own special talents and needs. Our motto helps us to work with each of our students and to assist them to succeed, whilst at the same time providing them with the tools to make that success possible.

Our original Latin motto and the equivalents in both Māori and English combine together to give us as a school not only a special identity, but also a common purpose.

"WHĀIA TE ITI KAHURANGI"
"Aim high despite all difficulties"

Our vision is:
Tā mātou whakakitenga:

To become the outstanding Boys' High School in New Zealand

To achieve the vision, we will focus on:

- The academic achievements of our students.
- The sporting achievements of our students.
- The achievement of our students in cultural activities.
- The development of leadership qualities of our students.
- The development of citizenship qualities in our students.

Purpose of the role

Work directly alongside rangatahi and Pedagogical Leads to make learning accessible, build confidence and support consistent participation in the alternative education programme. Provide practical, relational and culturally responsive support that helps learners engage in their learning, manage daily routines and develop greater independence.

Position and working relationships

- Proposed staffing: three Teacher Support appointments, working collaboratively with three Pedagogical Leads.
- Reports to: the designated Deputy Principal. Daily teaching and learning tasks are directed by the allocated Pedagogical Lead.
- Leadership support: John Kendal, Tumuaki / Principal, and the designated Deputy Principal provide oversight, guidance and access to further support.
- Works with: rangatahi, whānau, Pedagogical Leads, other support staff and approved school, specialist and community partners.
- Scope: delivers agreed learner support and supervision. Pedagogical Leads retain responsibility for teaching plans, assessment judgements and curriculum decisions.

Frameworks guiding practice

The Mana Model informs how staff recognise each learner's inherent mana and create conditions for success. The five connected conditions guide practice across the programme.

- Mana Whānau — Build trusting relationships and involve rangatahi and whānau in learning goals and decisions.
- Mana Ūkaipō — Connect learning with identity, language, local histories and places, drawing on Te Arawa knowledge through appropriate relationships.
- Mana Motuhake — Maintain high expectations, recognise strengths and make progress visible so learners develop confidence in their capabilities.
- Mana Tū — Teach and practise reflection, persistence, emotional regulation and constructive responses to challenges.
- Mana Tangatarua — Develop knowledge and skills for participation across cultural, social, education and employment settings.

Te Whare o Oro provides a mātauranga Māori framework for understanding development and responding to individual needs. Apply it through predictable routines, calm relationships, movement, appropriate sensory supports and attention to physical, emotional, spiritual and whānau wellbeing.

Use these frameworks with cultural guidance and ongoing professional learning. Adapt approaches to the individual and review their impact; educational support remains within staff expertise and agreed plans.

Key responsibilities

Build relationships and support daily participation

Welcome learners, build trust and model respectful communication. Learn their interests, strengths and agreed goals. Support arrival, transitions, group participation and end-of-day reflection. Promote belonging while maintaining clear expectations and consistent professional boundaries.

Support teaching and learning

Work with individuals and small groups under the Pedagogical Lead's direction. Reinforce instructions, model agreed strategies and break tasks into manageable steps. Support literacy, numeracy, practical projects and life skills. Use prompts and feedback that help learners do increasingly more for themselves. Prepare and organise learning resources and spaces.

Support regulation and positive behaviour

Implement agreed routines, movement or sensory breaks, check-ins and individual support plans. Notice early signs of distress, respond calmly and seek assistance before concerns escalate. Use the agreed de-escalation approach and support a respectful return to learning. Share observations with the Pedagogical Lead so approaches can be adjusted.

Help remove barriers to attendance

Record attendance information as directed and promptly alert the Pedagogical Lead to absence or emerging concerns. Make agreed whānau contact within the team's communication arrangements. Help identify practical barriers, including transport or uncertainty about returning, and implement the response agreed by the lead or Deputy Principal.

Support culture and whānau connections

Use names and te reo Māori with care, participate respectfully in tikanga and support learners to bring their identities into the programme. Contribute to karakia, wānanga, cultural learning and connections to place within personal competence and agreed cultural guidance. Share positive progress with whānau through authorised channels.

Contribute to practical learning and transitions

Assist with approved practical, outdoor and community activities, maintaining the supervision responsibilities assigned for each activity. Support learners to practise teamwork, communication and everyday skills. Help prepare learners and resources for transition visits and next steps agreed in their learning plans. Transport duties require specific authorisation and confirmed suitability.

Record observations and work as a team

Keep brief, factual records of participation, progress, agreed whānau contact and incidents. Give the Pedagogical Lead timely feedback about what helps each learner. Participate in daily check-ins, weekly planning and learner review hui, and reflective debriefs. Complete agreed professional learning and raise workload or wellbeing concerns early.

Maintain safe and professional practice

Follow school safeguarding, confidentiality, incident and activity procedures. Report concerns promptly through the designated process. Work within agreed plans and training, seeking senior or specialist help when needs exceed the role. Decisions about formal discipline, referrals, diagnosis or therapeutic treatment sit with the appropriately authorised staff or professionals.

General Responsibilities

- Meet all requirements of Board policies.
- Maintain and develop own professional development skills, and establish professional development programme.
- Take part in the RBHS Professional Growth Cycle.
- Be responsible for own safety, notifying the Deputy Principal Student Support and Principal of any possible work hazards or incidents.
- Meet annual objectives as agreed by the Deputy Principal Student Support, Principal and School Board.
- Assist the Principal and/or Deputy Principal Student Support in special assignments as requested from time to time.

Person specifications
Ngā Tautuhitanga

Essential requirements:

- The ability to connect positively with rangatahi, including those who have experienced barriers to education, while maintaining professional boundaries.
- Patience, reliability, calm communication and the ability to apply consistent routines and agreed support strategies.
- Sufficient literacy, numeracy and digital skills to support learning activities and maintain accurate records.
- Respect for tikanga, te reo Māori and diverse identities, with a willingness to learn from whānau and cultural expertise.
- The ability to work under teacher direction, contribute observations and feedback, and collaborate constructively across the team.
- Sound judgement about safety, confidentiality and when to seek assistance.

Signed by	**Date**
Signed by John Kendal on behalf of the School Board	**Date**