



Job Description – Teacher

Position Title	Teacher
Reports to	Principal and Syndicate Leader
Working Relationships	<p><u>External:</u> Kaahui Ako across-school support teachers; Project Energise support personnel</p> <p><u>Internal:</u> Principal, Deputy Principal, Syndicate Leader and syndicate team, Buddy-teacher; In-school Kaahui Ako support teacher</p>

Employment Status:

Hours- Full-time, 1.0 FTTE.

Tenure- Permanent.

Start Date- 28 January 2020.

2020 Placement- Year 7,8.

Aims of the Position:

To contribute to, and join in with, the development of the whole school teaching team.

To support parents and the local community as part of the school/community team. To proactively engage students in their learning through the provision of excellent teaching programmes and support.

Person Specification:

This position would best suit more experienced teachers, particularly those teachers who have an affinity for teaching in the senior school. The teacher placement for 2020 is to teach a Year 7,8 mainstream class.

The successful candidate must be warm and caring in all dealings with students, identify and cater for a wide range of student learning needs, having an empathy for students who may be struggling, while being able to extend students as required. Because of the

high proportion of Maori students at the school, we are looking for teachers who have the genuine expectation that Maori students (and others) can make excellent progress and attain high levels of achievement across all curriculum areas. It is important that all applicants value tikanga maori and te reo maori, and can say maori students' names correctly and can confidently use maori contexts and resources in class.

The teacher must be able to quickly develop respectful and trusting relationships with parents and be a good communicator with parents.

Professional Teacher Criteria and Professional Standards:

It is expected that all teachers will be aware of and meet the Professional Teacher Criteria and Professional Standards for teachers and will abide by the school's Code of Conduct and Dress Code.

Teaching and Curriculum Delivery:

Expectations- Have high expectations for student learning- progress and achievement. Deliver high quality learning programmes and expect high quality student work.

Reflection- Be a reflective practitioner, looking for ways to improve programmes and better support student learning. Develop ideas and solutions for teaching and learning needs. Trust your professional judgement.

Koromatua Curriculum Plan (KCP)- The school has a curriculum plan outlining how the school will manage the delivery of the NZ Curriculum. Adhere to the plan.

Literacy- Have a clear understanding of the reading and writing processes and strategies, and the deliberate acts of teaching, and plan accordingly. Have very strong literacy and resource knowledge. Be very familiar with "Effective Literacy Practice" (Yrs 5-8) and the English section of the NZ Curriculum.

Numeracy- Have a solid knowledge and understanding of the Numeracy Project and other approaches to teach maths effectively. Be very familiar with the 'NZMaths' website

and the Mathematics section of the NZ Curriculum. Be confident in teaching all maths strands.

Target Students- Specifically target students who need additional help. Alter your programme delivery to meet their educational needs. Report back on their progress and achievement. With the SENCO leader identify those students who may be behind and endeavour to accelerate their progress and raise their achievement towards school target levels.

Planning- Be prepared for collaborative teacher planning. Follow the school's planning requirements. Keep clear and useful planning documents according to school procedures and expectations. Have clear learning intentions and success criteria in class lessons to guide and focus your lesson moves, assessment and feedback/feed-forward. Show clear links between assessment information and planning. Have a well-planned and managed homework programme.

Classroom Environment- Ensure your classroom environment supports your curriculum programme. Make it an enjoyable place to work in for both you and the students.

Behaviour Management- Ensure the safety and well-being of students at all times. Show through action and word that you care for and respect all of the students in the school; learn their names and find out about their interests and backgrounds. Develop positive relationships with all students. Follow the school's Behaviour Management procedures. Use your professional common sense.

Monitoring Progress- Follow the school's assessment requirements. Keep clear, timely and useful assessment and analysis records. Have (or gain) a solid knowledge and understanding of the Progress and Consistency Tool (PaCT). Ensure all students get timely and useful assistance and feedback as soon and as often as possible. Have good evidence to support decisions. Regularly check, consult and comment on student work.

Reporting- Collect enough good quality data to allow you to write accurate and meaningful Mid-Year and End of Year reports.

Classroom Practice- Be prepared to operate in a de-privatised classroom where planning, peer-observation, videoing, sharing, etc. are a part of collegial professional development. A studious classroom tone is expected. Have clear boundaries and speak to all students in a calm, respectful manner.

Other Responsibilities:

Collaboration- Although the school operates single-cell classrooms, it is expected that teachers will work in collaborative pairs with assigned partner-teachers, and will contribute to syndicate teams.

Corporate life of the school- Set a good example to all students. Be actively involved in school activities; show initiative and look for ways to contribute; enjoy and foster team-work; develop positive relationships with parents, staff and students; maintain professionalism and confidentiality; participate actively in school and personal professional development; meet targets and deadlines. Be prepared to attend all school events and assist with setup and after-function requirements. Fulfil assigned duties conscientiously. Contribute to curriculum development. Be onsite from 8.15am and available for parent and other after-school meetings as required.

Staff Meetings- Actively participate in and contribute to staff PD and admin meetings. Attend all meetings.

Duties- Perform any other duties as required from time to time.

Compliance- Comply with all Board policies and relevant legislation. Note: the school is a strict non-smoking and non-alcohol work site. The school has also recently become a no-peanut site.

Declaration:

Approved by:	<i>Signature of the person with the authority to approve the job description</i>
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Date approved:	<i>Date upon which the job description was approved</i>
Reviewed:	<i>Date when the job description was last reviewed</i>
Appointee:	<i>Signature of the appointee</i>
Date appointed:	<i>Date upon which the appointee has been offered the position</i>