

JOB DESCRIPTION: TEACHER

Teachers Name:

Position: **Asst. Learning Support (.8 FTTE)**

Directly responsible to: **SENCO**

General Statement of Responsibilities

1. Curriculum Delivery

Ensures that all learning programmes are appropriately planned taking into account individual needs, te reo me ona tikanga, using assessment as a means of identifying needs, maintains current levels of professional knowledge and ensures an appropriate learning environment.

2. Curriculum Content

Class Teacher is expected to deliver the programme. Programmes must provide full coverage of learning areas in line with National Curriculum Statements and follow school schemes. Programmes will take account of the individual learning needs and cultural diversity, and impart essential skills, attitudes and values.

3. Assessment of Achievement

Through accurate monitoring and recording of student progress and achievement teachers will be able to appropriately report as required and to inform their planning to meet student needs.

4. Pastoral Support

All teachers are expected to support students through the House system and effectively promote the standards of the College

5. General Contribution to the School

Teachers are expected to participate and/or support the corporate and extra-curricular activities of the school

Signed

Staff member

Signed

Principal

Date

Key Tasks	Desired Outcomes
<p>1. Curriculum Delivery</p> <ul style="list-style-type: none"> ▪ Provides appropriate learning programmes ▪ Includes elements of Treaty of Waitangi ▪ Monitors and records ▪ Participates in the school's performance management programme ▪ Uses a wide range of educational resources ▪ Uses appropriately a range of teaching techniques ▪ Ensures a conducive classroom environment through sound management techniques 	<ul style="list-style-type: none"> ▪ Programmes are carefully planned to meet individual needs, based upon guidelines set out in the school scheme or curriculum plan and appropriate to the general level of students. ▪ Through planned programmes and delivery attention is paid to Treaty obligations and where appropriate aspects of te reo Maori and tikanga Maori are incorporated. ▪ Uses a range of assessment methods as an overall strategy ▪ Regular monitoring and recording of student progress against the national achievement objectives ▪ Use is made of student assessment to identify levels of achievement for analysis of possible barriers to learning. Strategies are to be developed and implemented which address identified learning needs to overcome these barriers ▪ Appropriate in-class support is to be provided to those having special needs to ensure success in learning ▪ All teaching staff will participate fully in the school's performance management programme in line with mandatory requirements ▪ High levels of teacher performance will be maintained through participation in the professional development programme ▪ Effective use of educational resources, available from within the school, will be expected to help enhance meaningful learning ▪ Where appropriate specialist resource personnel will be available to support and develop special programmes ▪ It is expected that there will be a range of techniques and approaches utilised to appropriately address student needs ▪ Teachers will be expected to lead students towards achievable success ▪ Classrooms should be conducive to learning by being as attractive, positive and supportive of children's learning as possible ▪ Routines should be appropriate, well established and understood by all students ▪ Provision is to be made for a purposeful working atmosphere maximising use of learning time ▪ Develop positive, good relationships with students ensuring they are managed at all times with courtesy, consideration and dignity, in a manner that respects cultural diversity and the rights of the individual ▪ Ensure that as far as possible the classroom is physically and emotionally safe ▪ All discipline procedures are to be in line with school policies and with sound practice which is mindful of the rights of all students
<p>2. Curriculum Content</p> <ul style="list-style-type: none"> ▪ Follows the requirements of the National Curriculum Framework ▪ Addresses the learning needs of Maori 	<ul style="list-style-type: none"> ▪ Programmes must provide a balanced coverage of the essential learning areas (language, mathematics, science, technology, social science, health and physical education and the arts) appropriate to the subject area. ▪ These programmes must be in line with the National Curriculum Statements and take account of all strands within the learning area ▪ Teachers will demonstrate a sound knowledge of curriculum content and assessment at the appropriate levels to which they are teaching ▪ It is expected that teachers will maintain a high level of commitment to their own learning which takes into account curriculum development and learning theory ▪ Opportunities should be provided, where appropriate, to integrate programmes that advance Maori Education Initiatives including, where possible, education in te reo Maori

Key Tasks	Desired Outcomes
<p>2 cont...</p> <ul style="list-style-type: none"> ▪ Takes account of cultural diversity ▪ Ensures programmes encourage development of essential skills and reflects attitudes and values of NZ society 	<ul style="list-style-type: none"> ▪ Programmes should reflect the multi-cultural nature of New Zealand society. They should demonstrate an understanding of diverse cultural backgrounds and also show a valuing of those backgrounds ▪ Teaching programmes must reflect values that include honesty, reliability, respect for others, respect for the law, tolerance, caring, non-sexism and non-racism ▪ Programmes should also encourage and develop the essential skills of communication; information; problem solving; self-management, social and co-operative; physical; work and study
<p>3. Assessment of Achievement</p> <ul style="list-style-type: none"> ▪ Works towards motivation and engagement of students in learning ▪ Uses a range of assessment tools to measure student progress ▪ Keeps accurate records of progress and reports on this as required 	<ul style="list-style-type: none"> ▪ Provides an environment in which learning and achieving is valued and in which there is recognition of success ▪ Ensure that students are aware of the progress they are making in achieving objectives by providing appropriate feedback ▪ Assessment is to be an integral part of the teaching and learning programme ▪ Teachers should use a range of both formal and informal methods of assessing student-achievement ▪ Assessment methods should be appropriate to enable the measurement of student progress against the defined achievement objectives ▪ For each student, records should enable the profiling of their progress and should provide the basis for assessing the effectiveness of the teaching programme ▪ Accurate and detailed records are to be kept for each student which demonstrate the levels of achievement across the curriculum areas appropriate to the course taken ▪ Record keeping is to be in line with schoolwide requirements and should be available on request from appropriately delegated staff ▪ Teachers will be required to provide student progress records in line with school policy ▪ When required teachers will report on each of their students' progress to parents and/or caregivers ▪ Reports should provide clear, accurate and constructive information on student progress and achievement ▪ Reporting will involve both written form and interview and may, by arrangement, be conducted at any time during the year
<p>4. Pastoral Support</p> <ul style="list-style-type: none"> ▪ Develops positive relationships to support students and their family/whanau to optimise student's school experience 	<ul style="list-style-type: none"> ▪ Follow the "Expectations for House Group Teachers" as detailed in the staff manual ▪ Act collegially to reinforce school standards

Key Tasks	Desired Outcomes
<p>5. General Contribution to the School</p> <ul style="list-style-type: none"> ▪ Establishes sound collegial relationships that are professionally supportive ▪ Actively supports school policy decisions, strategic targets and plans ▪ Participates and/or supports school activities 	<ul style="list-style-type: none"> ▪ Behave in a manner that is professional and supportive of other members of the school staff in their teaching and learning duties ▪ Share, as appropriate, pedagogical information with colleagues ▪ Co-operate with and seek support as necessary from colleagues ▪ Establish and maintain effective collegial working relationship ▪ Follow professional code of ethics ▪ Actively incorporate general school policy direction and strategic targets into curriculum area, pastoral responsibility and administrative duties ▪ Participate in and/or support school activities relating to the enhancement of the general life of the school (these may include cultural, sporting , social or community activities) ▪ Where appropriate either co-operate in or lead the organisation of school activities

Signed (Employee) Date:

Signed (Principal) Date: