

Murrays Bay Intermediate School

Teacher's Job Description and Performance Expectations 2026

POSITION:	Scale A Teacher
RESPONSIBLE TO:	Melinda Iles (Principal)
DIRECTLY RESPONSIBLE FOR:	TBC
PROFESSIONAL STANDARDS STATUS:	Fully Certificated
EFFECTIVE RELATIONSHIPS WITH:	The Principal; All Staff (teachers, admin and support staff); Akonga/learners; Parents; Visiting professionals (RTL, MOE staff etc); Others visitors to the school.
PRIMARY OBJECTIVES:	<p>Te Tiriti o Waitangi partnership: Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p> <p>Professional learning: Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p> <p>Professional relationships: Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p> <p>Learning-focused culture: Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p> <p>Design for learning: Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.</p> <p>Teaching: Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>

OTHER KEY TASKS:	
ATTESTATION AND APPRAISAL PROCESS OVERVIEW:	<p>Attestation:</p> <p>There are two sets of professional standards for teachers in New Zealand against which the teachers must be attested, by or on behalf of, the Principal.</p> <ul style="list-style-type: none"> ● Attestation of teachers against the <i>Interim Professional Standards</i> for salary purposes must be completed annually. Attestation involves comparing each teacher's performance against the relevant professional standards to confirm that they have met the standards required. The professional standards are supplied as an appendix to the employment agreement. ● Attestation against the <i>Standards for the Teaching Profession</i> is required to support an initial application and renewal for registration to the Education Council of New Zealand. <p>The attestation process involves classroom observations, meeting with a team leader and a written report. Successful attestation is followed by appraisal, unsuccessful attestation is followed by competency.</p> <p>Appraisal:</p> <p>The purpose of appraisal is to support continual improvement for staff. Teachers will be expected to develop a Teaching Inquiry based on specific school targets and present their findings. Through this inquiry they will identify goals or actions related to either school wide professional development or personal, professional growth.</p> <p>The appraisal will involve:</p> <ul style="list-style-type: none"> ● Observation and discussion with appraiser (at least once a term) ● Coaching sessions (as required or requested) ● Self review, personal reflection and evidence gathering by the teacher; recorded as a digital portfolio using Arinui. ● Arinui portfolio shared and discussed with appraiser in term 4. ● Arinui portfolio shared with Principal in term 4. ● Professional Inquiry shared; this may be with other staff, parents, BOT members or students.

Code of Professional Responsibility (Education Council, June 2017)

Commitment to the teaching profession

I will maintain public trust and confidence in the teaching profession by:

1. demonstrating a commitment to providing high-quality and effective teaching
2. engaging in professional, respectful and collaborative relationships with colleagues
3. demonstrating a high standard of professional behaviour and integrity
4. demonstrating a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in the learning environment
5. contributing to a professional culture that supports and upholds this Code

Commitment to learners

I will work in the best interests of learners by:

1. promoting the wellbeing of learners and protecting them from harm
2. engaging in ethical and professional relationships with learners that respect professional boundaries
3. respecting the diversity of the heritage, language, identity and culture of all learners
4. affirming Māori learners as tangata whenua and supporting their educational aspirations
5. promoting inclusive practices to support the needs and abilities of all learners
6. being fair and effectively managing my assumptions and personal beliefs.

Commitment to families and whānau

I will respect the vital role my learners' families and whānau play in supporting their children's learning by:

1. engaging in relationships with families and whānau that are professional and respectful
2. engaging families and whānau in their children's learning
3. respecting the diversity of the heritage, language, identity and culture of families and whānau.

Commitment to society

I will respect my trusted role in society and the influence I have in shaping futures by:

1. promoting and protecting the principles of human rights, sustainability and social justice
2. demonstrating a commitment to a Tiriti o Waitangi based Aotearoa New Zealand
3. fostering learners to be active participants in community life and engaged in issues important to the wellbeing of society.

Standards for the Teaching Profession (Education Council, June 2017)

<p>Te Tiriti o Waitangi partnership: Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>	<ul style="list-style-type: none"> ● Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand. ● Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. ● Practise and develop the use of te reo and tikanga Māori.
<p>Professional learning: Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p>	<ul style="list-style-type: none"> ● Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources. ● Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures. ● Engage in professional learning and adaptively apply this learning in practice. ● Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters. ● Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning focused collegial discussions.
<p>Professional relationships: Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p>	<ul style="list-style-type: none"> ● Engage in reciprocal, collaborative learning-focused relationships with: – learners, families and whānau – teaching colleagues, support staff and other professionals – agencies, groups and individuals in the community. ● Communicate effectively with others. ● Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility. ● Communicate clear and accurate assessment for learning and achievement information.
<p>Learning-focused culture: Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p>	<ul style="list-style-type: none"> ● Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. ● Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks. ● Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. ● Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety. ● Create an environment where learners can be confident in their identities, languages, cultures and abilities. ● Develop an environment where the diversity and uniqueness of all learners are accepted and valued.

	<ul style="list-style-type: none"> ● Meet relevant regulatory, statutory and professional requirements.
<p>Design for learning: Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.</p>	<ul style="list-style-type: none"> ● Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. ● Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required. ● Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand. ● Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. ● Design learning that is informed by national policies and priorities.
<p>Teaching: Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<ul style="list-style-type: none"> ● Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all. ● Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. ● Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners. ● Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning. ● Teach in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning. ● Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning

Staff Member	Signature	Date