



Central Regional Health School

Job Description: Teacher City School

CRHS employs qualified and experienced teachers who are required to meet the Standards for the Teaching Profession, published by the Teaching Council of Aotearoa New Zealand (TCANZ). Teachers maintain eligibility for a current practising certificate through participation in the CRHS professional growth cycle, and are attested against the professional standards for teachers as detailed in the relevant Collective Agreement.

Teachers must also be able to demonstrate ethical practice as outlined in the Code of Professional Responsibility (TCANZ), and the CRHS Code of Conduct.

Personal attributes indicative of success in this highly demanding teaching and learning environment include being a positive role model, reflective, and able to remain focused on student involvement and achievement.

The ability to work effectively with students experiencing mental health challenges is essential, requiring empathy, emotional intelligence, and a trauma-informed approach. Success in this role also depends on working collaboratively within a multidisciplinary team—listening to and valuing the voices of the school of enrolment, clinical and partner professionals, support staff, and other education professionals.

Additional key qualities include flexibility, resilience, a sense of humour, common sense, self-confidence, ethical behaviour, initiative, and a strong commitment to reflective practice and ongoing professional learning—particularly in the areas of mental health, wellbeing, and inclusive education. The ability to lead and hold the space—both in the classroom and in hui—with calm, clarity, and confidence is essential when working with rangatahi and as part of a multidisciplinary team.

Key tasks

Key Task 1

To complete planning, record management, reporting and communications within the required timelines and in accordance with documented expectations.

Expected Outcomes

- Students have appropriate and individual education programmes that meet their needs, education and health
- Assessment of student progress is completed within CRHS expectations and recorded on eTAP
- Weekly individual student plans are maintained and kept up to date.
- Review documentation aligns with each student's review cycle and includes multidisciplinary team input.
- Curriculum and pastoral notes are completed and maintained daily to ensure continuity of care and learning.
- Classroom teachers take the lead in developing and maintaining long-term plans and unit plans that outline clear learning outcomes and lesson progression, including forward planning for the upcoming term.
- Individual Plans (IPs) are accurate, regularly updated, and aligned with site-specific guidelines.
- IPs are updated and sent to all team members as required
- When school programmes are accessed, they are planned and delivered in collaboration with classroom and or subject teachers

- Te Kura admissions are processed according to established procedures
- When Te Kura programmes are accessed, they are delivered in collaboration with Te Kura teachers
Teachers set up and co-ordinate NZQA exams for their students, following CRHS guidelines and guidance from PN and ECM. They attend any required training, prepare exam materials, ensure compliance with NZQA procedures, and may provide supervision during exams where required.

Key Task 2

To teach students within a structured site timetable, which focuses on students' individual needs within the overall goals of their IP

Expected Outcomes

- Students are taught in line with identified needs and goals, and written plan
- Equitable workload with partner teachers is evident in team teaching environments
- Teaching staff are responsible for leading all aspects of the classroom, ensuring a calm, safe, structured, and engaging learning environment through the consistent following of established routine.

Key Task 3

To liaise with the site Team Leader regarding all admissions, transfers and withdrawals

Expected Outcomes

- Clear communication is maintained with the Team Leader
- Students are assigned by the team leader and withdrawals consulted as required
- Admissions and transfers are well planned and monitored
- Withdrawals are well planned and all team members consulted
- Regular contact with schools, health providers, and all IP team members is maintained as needed
- Multi-agency team meetings, education, health and community are attended, and facilitated when appropriate

Key Task 4

Systems knowledge and operational awareness

Expected Outcomes

- Teaching staff are expected to be familiar with enrolment, admission, and withdrawal processes to ensure they can support accurate and timely processing when required.
- While the Team Leader is responsible for overseeing documentation, teaching staff should understand procedures for requesting and monitoring medical certificates within required time frames.
- Teachers are familiar with the purpose and process of enrolling Section 37 agreements, including when they are recommended, discussed with the Team Leader and Deputy Principal.
- Teaching staff are aware of the processes for ORS, High Health Needs, and SESTA applications, and can support or complete them in consultation with the Team Leader or Deputy Principal when necessary.
- A working knowledge of these systems is essential to ensure continuity of service during any extended absence of the Team Leader.
- Attendance registers are kept daily.
- Teachers support and collaborate with support staff onsite, providing guidance and assistance to ensure consistency of practice, clear communication, teamwork, and shared responsibility for student wellbeing and learning.

Key Task 5

To support student transition

Expected Outcomes

- Transition goals are set and maintained, and recorded on eTAP
- Transition timelines and programme is developed in collaboration with the Team Leader, Deputy Principal, parents, city clinicians, and key partners to support the achievement of each student's educational and vocational transition goals and pathways.
- Lead and facilitate meetings to support positive student transition outcomes are facilitated / attended where required
- Transition documentation is shared according to site expectations

Key Task 6

To maintain professional relationships with key partners

Expected Outcomes

- Relationships are focused on positive outcomes for students
- Work in collaboration with clinical staff on site at City school
- Communication is effective and professional, and on-going with students, parents, whānau, schools and agencies

Key Task 7

To maintain effective communication with the site Team Leader, Deputy Principal and CRHS colleagues

Expected Outcomes

- Communication is clear, concise and professional
- Effective working relationships are evident amongst CRHS staff and leaders
- Active participation and clear leadership from teaching staff is expected during all briefings and meetings.
- Teachers are responsible for leading morning and afternoon hui, fostering active participation and engagement from all team members.
- Issues or concerns are brought to the attention of the team leader in a timely manner.
- Teachers actively contribute to the implementation of the CRHS Strategic and Annual Plans by aligning classroom and professional practice with school priorities, participating in professional development, and supporting site-wide initiatives.

Key Task 8

To follow and maintain CRHS and site-specific health and safety procedures according to school policy

Expected Outcomes

- Knowledge of emergency procedures is current, and site procedures are followed
- Ensure EOTC activities and trips are approved, planned, risk-assessed and managed in accordance with school-agreed procedures and practices, with relevant Safety Action Plans (SAPs) and documentation completed as required, and each activity evaluated following its completion.
- Liaison with the site Team Leader occurs in relation to all health and safety matters
- CPI training is completed as required
- A full clean NZ driver licence is held by staff transporting students. Private cars used on school business are warranted and registered
- When offsite, the teacher is responsible for leading the programme, maintaining

oversight of all students at all times, and actively monitoring their wellbeing and behaviour. While clinicians and support staff may be present, the teacher retains primary responsibility for coordinating the learning activity, working alongside clinicians to remain aware of individual risk factors, respond appropriately to signs of distress or dysregulation, and ensure all health and safety procedures are followed in accordance with CRHS and site-specific policies.

Key Task 9

To fulfil additional tasks and responsibilities as requested from time to time by the Team Leader, Deputy Principal, or the Principal

Expected Outcomes

- Requested tasks and responsibilities are attended to in a timely and collegial manner
- In the absence of the Team Leader, the teacher takes responsibility for site management and programme delivery, maintaining contact with the Deputy Principal regarding any issues and providing a brief update on how the day progressed.
- Effectively deputise as Team Leader during any extended absence, ensuring the site continues to operate smoothly, and all programmes are delivered without disruption, with the support of the Deputy Principal.