

Homeroom Teacher – Junior Faculty (Years 7–8)

Reports to:

- Curriculum Leader and Assistant CL (Year 7 or Year 8) for curriculum and pedagogy
- Pastoral Head of Year (Year 7 or Year 8) for pastoral routines and student conduct
- Head of Faculty – Junior School for strategic initiatives, faculty-wide expectations, and appraisal

Collaborates with:

- Assistant Curriculum Leaders
 - Other Homeroom Teachers in year-level teams
 - Learning Support Coordinator (Y7–8)
 - Teaching Assistants
 - PE and/or STEAM Team (where timetabled)
 - Senior Leaders (as required)
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Purpose

To deliver a high-quality, knowledge-rich curriculum and uphold consistent routines, expectations, and values within a Mahurangi College Year 7 or 8 homeroom environment. Homeroom Teachers are the primary point of contact for student learning and pastoral support and play a key role in shaping class culture, monitoring progress, and building strong relationships with students and whānau.

Homeroom Teachers are expected to actively engage in curriculum development, collaborate within their teaching teams, and contribute to the wider goals of the Junior Faculty through consistent implementation of Mahurangi College's instructional vision and pastoral systems.

Key Responsibilities

1. Teaching & Learning

- Deliver a knowledge-rich, explicitly taught curriculum using direct instruction, guided practice, and regular retrieval.
- Use school-wide instructional expectations (e.g., Principles of Instruction, structured literacy) in lesson planning and delivery.
- Design and deliver learning sequences based on shared curriculum booklets and mapped progressions.
- Monitor and record student progress, using formative and summative data to adapt teaching and support learning.
- Provide inclusive learning experiences in collaboration with the Learning Support Coordinator and Teaching Assistants.
- Participate in standardised assessment cycles and contribute to assessment moderation across the faculty.

2. Homeroom Leadership

- Establish a calm, orderly, and positive classroom culture that reflects the school's values and routines.
- Build strong relationships with students and whānau and serve as the primary contact for academic and pastoral concerns.
- Monitor attendance, punctuality, and behaviour and liaise with the Pastoral Head of Year regarding patterns, interventions, or supports.
- Maintain pastoral records as directed (e.g., KAMAR) and follow escalation pathways when needed.
- Deliver the daily homeroom programme, including taking the roll, leading routines and pastoral check-ins, sharing notices, and supporting students to start the day calmly and positively.
- Be present at year-level line-ups, assisting the Head of Year in maintaining consistent routines and expectations.
- Assist with the organisation and running of faculty assemblies on a rotational basis.
- Support wider school processes when rostered, including student runners, hall/gym setup, and event supervision.
- Implement withdrawal, behaviour intervention, or re-entry systems as directed by HOY or LSC.

3. Behaviour Management

- Establish and maintain clear classroom expectations aligned with Mahurangi College's PRIDE values and behaviour framework.
- Use preventative strategies and explicit routines to support positive student behaviour and engagement in learning.
- Respond consistently to low-level behaviours, following school-wide processes.
- Record behaviour incidents and concerns accurately using KAMAR.
- Work collaboratively with the Head of Year to escalate and manage ongoing behavioural concerns or serious incidents.
- Support school-wide behaviour systems, including:
 - Withdrawal room arrangements
 - Internal withdrawal processes (if required)
 - Re-entry conversations or restorative check-ins with students
- Actively supervise students during allocated duties, including before school, break times, and other shared spaces, modelling visibility and positive reinforcement.

4. Collaboration & Professional Practice

- Collaborate closely with Curriculum Leaders, Assistant Curriculum Leaders, and year-level colleagues to plan, assess, and reflect on teaching and learning.
- Contribute to faculty and year-level meetings, shared planning sessions, and school events.

- Where timetabled, deliver PE and/or STEAM rotations following agreed programme expectations.
- Maintain positive working relationships with specialist teachers, TAs, and external providers involved in student programmes.

5. Professional Development & Appraisal

- Maintain a Professional Growth Cycle portfolio aligned with the **Standards for the Teaching Profession**.
- Reflect regularly on practice, engage in observations, and respond to feedback from appraisers and leaders.
- Participate in professional learning, including faculty PD, teaching sprints, or externally facilitated workshops.
- Identify areas for growth and proactively engage with mentoring, coaching, or team-based development.
- Meet appraisal expectations set by the HoF and SLT, including goal-setting, evidence collection, and end-of-year review.

Additional Expectations

- Participate in supervision rosters and contribute to the wider life of the school through events, competitions, and cultural or sporting opportunities.
- Participate in extracurricular activities that support the wider school community, such as sports, productions, zone days, and clubs.
- Demonstrate visibility across the school and uphold a calm, consistent presence aligned with the PRIDE values.
- Embrace innovation, collegiality, and flexibility within the dynamic structure of the Junior Faculty.

• Support Whānau Time Activities

Participate actively in Whānau Time (Monday to Friday) by:

- Encouraging student engagement with the daily theme (e.g., games, homework, assemblies, play)
- Modelling appropriate behaviour and social interaction
- Assisting with indoor and outdoor activities, including card/board games, word games, and physical play
- Helping to organise and supervise inter-whānau activities when scheduled
- Supporting the rotation of house assemblies and house-led events
- Ensuring students follow expectations (e.g., no devices unless permitted, respectful conduct)
- Overseeing assigned student responsibilities (e.g., litter duty, Year 12/13 leadership roles)
- Taking attendance and communicating any concerns to the relevant Head of House or HoY