



WESTLAND HIGH SCHOOL

Te Kura Tuarua o Hokitika

EXPERIENCE SUCCESS TOGETHER
PIKI KOTAHI KI TE TAUMATA

Job Description

Teacher, Westland High School

Name	
Position Title	Kaiako / Teacher
Reports to	Head of Learning Te reo me ona Tikanga
Working Relationships	<i>External:</i> Whānau, Community, Ministry of Education, Kāhui Ako Lead Principal and Principal, Toki Pounamu PLD Facilitators. <i>Internal:</i> Board of Trustees, Principal, Senior Leaders, Middle Leaders, Teachers, Support Staff and Students.

Employment Status:

Employment Status	Full-time, Permanent	Commenced:
Units & Allowances	2 (MMA's) Permanent Middle Management Allowances, MITA	

Introduction

The following are the duties and responsibilities of a Teacher as delegated by the principal consistent with the goals and objectives of the School Strategic and Annual Plan.

Purpose of the position

Teachers are responsible to the principal for curriculum delivery, curriculum content, assessment of student progress, reporting to parents and other delegated responsibilities at the discretion of the principal. This Job Description sets out teachers' specific and general duties and responsibilities, and forms the reference point for Cycles of Inquiry.

Accountability

All teachers are accountable to the principal, who is responsible to the Westland High School Board of Trustees for the performance of all staff.

Extent of Authority

1. Teachers operate within legal requirements, the School's Strategic Plan and policies.
2. Each teacher is responsible for the welfare and education of children and classes assigned by the principal, and for any other duties delegated by the principal.

Work Relationships:

Teachers:

1. Give priority to ensuring the well-being and educational achievements of their pupils;
2. Work effectively as members of a staff team;
3. Have positive relationships with parents;
4. Help to promote the best interests and good image of the school.

Professional Responsibilities & Standards

All teachers are required to meet The Code of Professional Responsibility and Standards for the Teaching Profession as described in *Our Code Our Standards* (Education Council, New Zealand)

STATEMENT OF RESPONSIBILITIES

Part A:

Every teacher is expected to take full part in the general life, activities and work of the school and is expected to professionally engage in, and meet, the following generic responsibilities.

Responsibility	Expected Outcome
Teacher Professional Standards	Every teacher will meet their appropriate professional standards as described by the Ministry of Education and the Education Council NZ including Tātaiako: Cultural Competencies for Teachers of Māori.
School Charter	Every teacher will meet the commitments and obligations of the Westland High School Charter (vision, values, goals and policies).
School-Wide Initiatives & Priorities	Every teacher will support, develop and implement WHS Board of Trustees approved school wide initiatives and priorities. Currently this includes PB4L, Kāhui Ako and Toki Pounamu pedagogy as key teaching and learning tools. And participate in the Extra curricular life of the school.
Code of Professional Responsibilities	Every teacher will meet the high standards for ethical behaviour that is required by the Education Council NZ.

Part B: Specific Responsibilities

Every teacher will have specific roles and responsibilities that make their position unique within the school. The table below identifies those specific roles and responsibilities for your job together with the expectations the school has for their successful achievement.

Responsibility	Expected Outcome
WHS Bi Lingual class Whānau Hui / Graduate profile development and implementation. Tautoko kaupapa ki ngā marae	<ul style="list-style-type: none"> ● Engage, support and enhance the development of the WHS Bi-Lingual class ● Implementation of Te Marautanga o Aotearoa and or the NZ Curriculum and the development and implementation of the graduate profile as ongoing. ● Support kaupapa at our local marae where required.
Kapa Haka Te Hui Ahurei/West Coast Kapa Haka festival Other competitions as identified from time to time.	<ul style="list-style-type: none"> ● Compositions created and/or sourced ● Actions and choreography created and consolidated. ● Actions and choreography are taught to kapa haka group ● Professional Development sought in order to continually keep up to date with new developments in this area and ensure quality in regards to Māori Performing Arts
Ngā Manu Kōrero	<ul style="list-style-type: none"> ● Kaupapa are provided to ngā rangatahi ● Students have composed a speech chosen from the topics provided.

	<ul style="list-style-type: none"> • Speeches are critiqued and learnt • Students, whānau, supporters and teachers have attended the annual Waitaha Ngā Manu Kōrero Speech Competitions.
Matariki	<ul style="list-style-type: none"> • Attend/organise/ participate in an event that celebrates the uniqueness of the Māori Culture such as Te Mātahi o Te Tau, Te Aranga Ake o Matariki.
Hui o Ngā kaiako Māori	<ul style="list-style-type: none"> • Kura Tuatahi • Kura tuarua puta noa i Te Tai o Poutini

Part C : General Teacher Expectations

Responsibility	Expected Outcome
Curriculum	<ul style="list-style-type: none"> • plan a comprehensive learning programme across year 9-13 know relevant curriculum documents and guidelines and apply them. • prepare and share teaching resources with other teachers. • follow School and Department policy in relation to academic matters including assessment, work programs development and their implementation. • participate in departmental meetings. • contribute to the department curriculum management document
Pedagogy	<ul style="list-style-type: none"> • identify individual learning needs and styles, and plan experiences that enable all students to achieve success. • know and understand a range of learning methodologies and technologies (ICT) and their application in the classroom. • address students' varying intellectual, emotional and physical abilities in teaching practice. • keep abreast of changes in general and subject-specific pedagogy. • attend professional development to enhance teaching and learning processes. • participate in professional learning groups as required • positively and collaboratively promote and support the school's technology programmes and associated pedagogy across the department. • Contribute to the overall school technology(ICT) development as required from time to time
Assessment	<ul style="list-style-type: none"> • maintain accurate and comprehensive records of student progress and achievement. • use varied assessment and reporting methods to regularly monitor learning progress. • use assessment tasks that are purposeful and relevant to the teaching and learning programme and the learning needs of students.

	<ul style="list-style-type: none"> ● provide students with both positive and critical feedback on performance that reinforces student achievement and focuses on further learning. ● provide parents and students with detailed, accurate and informative written and oral reports at appropriate consistent with school policy ● ensure that information about students' previous experiences and achievements in their subject is used to plan curriculum and improve student learning across a year level or within a learning area. ● ensure Assessment Protocols are adhered to in the administration of the assessment program.
Pastoral Care	<ul style="list-style-type: none"> ● liaise between parents, subject teachers, APL/Deans across the school to support the learning and pastoral needs of students. ● refer matters of concern in relation to students to HoLa/APL/Deans as appropriate ● attend and participate in the extra-curricular life of the School through sporting and cultural activities. ● implement any Pastoral Care Policies and Programs ● establish and maintain an orderly, co-operative and task-oriented learning environment. ● adhere to timelines for completion of work. ● make all reasonable efforts to manage the behaviour of students effectively within WHS policies and procedures. ● negotiate and implement effective consequences and strategies to assist students who negatively impact on teaching and learning. ● respond appropriately to student misbehaviour, with calmness, respect and avoiding recourse to aggressive behaviour, and identify factors contributing to prolonged, repeated or severely irresponsible behaviour and seek resolutions. ● follow up matters related to behaviour and classroom learning where necessary, contacting parents and other staff if required.
Effective and Efficient Administration	<ul style="list-style-type: none"> ● complete administrative tasks accurately, according to necessary administrative deadlines, and maintain accurate records. ● model high standards of punctuality, dress, language and ensure teachers provide a clean, structured classroom and other standards and expectations in the School. ● encourage in students an understanding of and support for the values of the School, teaching them as necessary ● attend professional development activities to improve teaching and pastoral care skills ● develop and maintain effective professional partnerships with other staff

	<ul style="list-style-type: none"> • undertake supervision duties, including duty, prep duty (homework supervision) diligently and as required. • attend staff meetings, parent-teacher interviews and other co-curricular activities, including active involvement in the extra-curricular programme or negotiated equivalent. • supervise additional classes as required on a relief basis.
Developing and Maintaining Positive Relationships	<ul style="list-style-type: none"> • work effectively and collegially as a member of a School team in a range of School activities. • exercise effective communication skills with students, colleagues, parents or guardians, and others. • establish positive and effective relationships with students, and encourage in them a positive and appropriate sense of self-worth. • participate in partnerships with colleagues to reflect critically and constructively upon and improve teaching and learning practice. • both maintain confidentiality in regard to sensitive or private information about students, families, colleagues and the School, and also communicate information appropriately when necessary in the interests and wellbeing of the Westland High School community
Teacher Development	<ul style="list-style-type: none"> • contribute to the development of Departmental goals that are aligned to the School's strategic direction intent/goals and values • provide lesson observation feedback. • Participate actively in school-wide professional learning
Other	<ul style="list-style-type: none"> • and the performance of additional duties allocated by the Principal as required from time to time.

Declaration:

Approved by Principal:	
Date approved:	<i>12 April 2021</i>
Reviewed:	<i>12 April 2021</i>
Acceptance of Appointee:	