

KELSTON GIRLS' COLLEGE

Vision: Students who are empowered as leaders and confident future focused lifelong learners

Person Specification:

English teacher permanent 2022

Kelston Girls' College is an exciting learning environment with a strong tradition of innovative curriculum development and future focused teaching.

Values: Respect ourselves, respect others, respect our community

Person Specification: English teacher: Te Mataora Ako Huarahi (Science and English) Pathway

Responsible to: SLL team, Head of Others Strand, HOP Te Mataora Ako Huarahi

Direct involvement with: Strand Team
Students
Dean team
Pathway teaching team

Primary Responsibility: To contribute to the transformation of learning in the school through teaching English as part of the Te Mataora Ako Huarahi (Science and English) pathway, as they provide project based, authentic and cross curricular learning opportunities that enable, empower, challenge and celebrate students through curiosity, creativity and flexibility within a culturally responsive context.

KEY TASKS:

LEADERSHIP

- To contribute to the development of innovative learning in the pathway
- To develop expertise in authentic learning contexts and project based learning
- To use culturally responsive teaching strategies.
- To meet deadlines.

MANAGEMENT

- To contribute to regular pathway meetings focussed on continuous improvement.
- To be fully involved in strand meetings and implement decisions made.

STUDENT ACHIEVEMENT

- To ensure student achievement and implement strategies for continuous improvement
- To the teach and develop strategies for continuous improvement
- To be confident in expanding digital fluency of all students
- To be fully engaged in the implementation of relational pedagogies
- To implement PB4L and restorative approaches to relationships
- To be an active member of a team of whanau teachers
- To be involved in events at the school

To Wisdom with Honour

Kia mōhio kia Rangatira

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KEY SKILLS:

LEADERSHIP

- Able to develop understanding of relational pedagogies and restorative approaches
- Able to approach issues in a problem solving way
- Able to implement authentic learning contexts and cross curricular project based learning for students
- Able to work in an open and constructive way with school leadership, pathway team, strand team, staff, parents and students
- Able to work collaboratively in staff teams

MANAGEMENT

- Able to implement strong teacher/student relationships
- Able to have difficult conversations with adults and students in a constructive manner
- Able to participate in review and reflect and develop constructive changes

STUDENT ACHIEVEMENT

- Able to teach and assess NCEA subject speciality
- Able to collect and analyse data
- Able to identify strategies to improve student achievement
- Able to constructively problem solve solutions

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