

Catholic Cathedral College Christchurch



JOB DESCRIPTION

Position: Religious Education Teacher

Hours: Permanent, Full-time

Accountable to: Head of Religious Education, Senior Leadership Team, Principal

GENERAL STATEMENT OF RESPONSIBILITIES

Special Character

The Special Character of a Catholic School is defined in the Integration Agreement as follows:

"The School is a Roman Catholic School in which the whole School Community through the general school programme and in its Religious instructions and observances, exercises the right to live and teach the values of Jesus Christ. These values are as expressed in the Scriptures and in the practices, worship and doctrine of the Roman Catholic Church, as determined from time to time by the Roman Catholic Bishop of the Diocese of Christchurch."

All staff are part of this "whole school community". Each teacher is therefore expected to use his or her specific skills to achieve the purposes of the school.

The Code of Professional Responsibility

The Code of Professional Responsibility and Standards for the Teaching Profession apply to every certificated teacher, regardless of role or teaching environment.

The Code sets out the high standards for ethical behaviour that are expected of every teacher and the Standards describe the expectations of effective teaching practice. Together they set out what it is, and what it means, to be a teacher in Aotearoa New Zealand and Catholic Cathedral College.

There is an expectation at Catholic Cathedral College that all Staff will adhere to the Code of Professional Responsibility and meet the Standards for the Teaching Profession as outlined in the document, some of which is summarized below.

<https://educationcouncil.org.nz/sites/default/files/Our%20Code%20Our%20Standards%20web%20booklet%20FINAL.pdf>

RESPONSIBILITIES AND DUTIES

PROMOTE THE SPECIAL CHARACTER OF CATHOLIC CATHEDRAL COLLEGE

KEY TASKS	PERFORMANCE INDICATORS
Classroom practice reflects the Special Character	<ul style="list-style-type: none"> • Students and staff are treated with respect. • Students meet staff expectations of respectful interactions in class. • Every endeavour is made to deal positively with students and seek solutions that are fair and just for all. • Ensure that Report comments are positive and reflect encouragement to strive for higher ideals.
Special Character fostered and promoted in Hapori	<ul style="list-style-type: none"> • Catholic Kaupapa is respected in classroom teaching. • The Catholic character of the College is positively supported through prayer at Hapori time and special events. • College and Gospel values are fostered and lived in Hapori and House activities. • A spirit of community/whanaungatanga is fostered through commitment to and participation in Hapori and House activities.
Commitment to special character	<ul style="list-style-type: none"> • Teachers are present and participate in staff briefing, staff hui, Hapori and assembly prayers. • Use initiative to lead prayers or other special character activities for staff and students. • Participate fully in special character professional development events. • A spirit of community is fostered with staff, class groups and the total College community. • Commitment to Te Tiriti o Waitangi is evident.

TEACH RELIGIOUS EDUCATION TO ALL LEVELS AS REQUIRED

KEY TASKS	PERFORMANCE INDICATORS
Demonstrate Professional Knowledge	<ul style="list-style-type: none"> • Teach Religious Education and supporting subjects as required by the Head of Department (HOD) and Principal. • Practical application of current learning and teaching theory. Stay abreast of up-to-date teaching pedagogies. • Clearly demonstrate an understanding of the Religious Education curricula at all year levels being taught. • Ensure that curricula goals and objectives are met as set out in the Department and the College. • Ensure Unit Plans and Schemes of Work are current and in line with the New Zealand Curriculum, Religious Education Curriculum and National education objectives. • Appropriate teaching plans are prepared so that each student has suitable learning opportunities. • Religious Education knowledge and skills are succinctly delivered so that students can demonstrate understanding.

	<ul style="list-style-type: none"> • Planning and delivery of lessons clearly emphasise student engagement through active participation and facilitation of student agency. • An appropriate learning environment is established and maintained. • Appropriate use of technology is evident in line with digital technologies. • Mātauranga Māori is evident in lessons.
Subject-Related Professional Learning and Development (PLD)	<ul style="list-style-type: none"> • Attend all Department meetings. • Welcomes opportunities to visit other teachers' lessons. • Welcomes other teachers into lessons. • Identify own specific professional learning and development needs through the Professional Growth Cycle and Appraisal processes. • Participates in appropriate internal and external PLD. • Stays up to date in all aspects of Religious Education. • Belongs to and participates in subject-related Associations. • Develop reflective practices to improve learning and teaching.

MANAGE ASSESSMENT FOR LEARNING AT ALL LEVELS

KEY TASKS	PERFORMANCE INDICATORS
Assessment for Learning at all year levels	<ul style="list-style-type: none"> • Each student is given appropriate and barrier free learning opportunities. • Assessment may be formal or informal, written, oral, individual/ group activities. Formative assessment opportunities are provided for all classes. • Feed forward recognises what has been demonstrated in current work and identifies areas for improvement in the next assessment opportunity. • Tasks are assessed, marked, and returned promptly so that maximum benefit is gained from the assessment event and feedback/forward. • Teacher administration responsibilities and procedures are adhered to in recording assessment results. • Student grades are recorded in the KAMAR mark book as required.
Senior Assessment and NCEA	<ul style="list-style-type: none"> • Department and College NCEA assessment procedures are implemented and adhered to. • Assessment tasks are specifically approved by HOD to ensure that the correct version is used. • Marking schedules are followed precisely. • Cross-level moderation is implemented as required. • Student work is marked and returned promptly. • Students have opportunities to check grades. • Student grades are recorded in the KAMAR mark book.
Reporting on student achievement	<ul style="list-style-type: none"> • Reporting deadlines are met as set by the College. • Report comments are positive reflections on the precise learning of knowledge and skills. • Each teacher is responsible for the grammatical accuracy of comments

	<p>written in reports.</p> <ul style="list-style-type: none"> • Be prepared to participate in peer review of reporting with other staff. • If required; Hapori Teachers provide a comment identifying the specific contributions the student has made to the Group and recognising achievements outside the classroom e.g., co-curricular activities, sporting or cultural success beyond school and service activities. • Attend all Report Interview Evenings relevant to all the classes taught. • Prepare succinct discussion points for each parent/student/teacher interview so that important issues are dealt with.
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MAINTAIN EFFECTIVE RELATIONSHIPS WITH STAFF, STUDENTS AND PARENTS/CAREGIVERS

KEY TASKS	PERFORMANCE INDICATORS
Classroom Responsibilities	<ul style="list-style-type: none"> • Carefully prepare lessons to minimise problems with student behavior. • Understand and implement the Behaviour Management Procedures as set out by the College. • Always treat students with respect. Expect students to treat you and each other with respect. • Motivate students to achieve to or beyond their potential. • The classroom is an attractive, culturally, physically and emotionally safe environment and welcoming.
Pastoral Care	<ul style="list-style-type: none"> • As Hapori Teacher (if applicable) take personal interest in each individual member of your Group. • Monitor attendance and contact parents as required. • Welcome new students into Hapori. • Be aware of what is required as a Hapori teacher. Keep the Head of House informed of pastoral care issues concerning the students in your Hapori Group e.g., family bereavement/sickness, work or other family stresses that come to your attention, etc. • Support students involved in discipline issues so that the student can learn from mistakes, grow in strength and maturity, and move on. • Assist with Hapori activities throughout the year.
General Contributions to College Life	<ul style="list-style-type: none"> • Lead by example in maintaining the standards expected of students. • Conscientiously carry out assigned duties e.g., lunchtime duty. • Positively interact with students while on duty and report any problems to the Head of House or Senior Leadership Team member.
Promote collegiality	<ul style="list-style-type: none"> • Support for and cooperation with colleagues. • Seek to work positively with all members of staff encouraging and fostering effective working relationships as set-out in the Code. • Providing support and assistance to colleagues where appropriate. • Share resources and work co-operatively with others in marking, preparing resources and implementing programmes across the school.

	<ul style="list-style-type: none"> Attend and participate in all Staff Meetings and Staff Only Days.
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CONTRIBUTE TO THE WIDER LIFE OF THE COLLEGE

Te Reo me ona Tikanga	<ul style="list-style-type: none"> Demonstrate a commitment to the promotion in education of the appropriate and accurate use of Te Reo Māori Demonstrate a commitment to the promotion in education of the adoption of Māori protocols where appropriate
Support Special Character events	<ul style="list-style-type: none"> Attend College Masses and Liturgies participating to extent that the individual teacher feels comfortable. Where appropriate accompany students on Retreat, Camps and Marae visits. Fully participate in Mihi Whakatau at the beginning and throughout the year.
Contributes to co-curricular life of the College	<ul style="list-style-type: none"> Demonstrate a willingness to assist with College events, eg sports teams, cultural groups, Musical, as coach, manager/supervising teacher, etc. Contribute positively to the life of the College and its community e.g. College events/activities, magazine and/or newsletter.
Uses initiative to support constant improvement	<ul style="list-style-type: none"> Volunteers/contributes to committees and projects operating from time to time. Seeks opportunities to be involved in College life. Contributes towards the effective functioning of the College including fostering relationships with whānau and the wider community.

HEALTH AND SAFETY

All employees including full-time, part-time, casual and contractors have a role in health and safety at Catholic Cathedral College.

Responsibilities of employees include but are not restricted to:

- Taking care for their own health and safety and that of other people who may be affected including avoiding practical jokes that could harm people and not taking short-cuts which could reduce safety.
- Following workplace safety policies and procedures including reporting incidents, near miss incidents and potential hazards.
- Using protective equipment supplied by the employer.
- Not recklessly interfering or misusing safety devices or controls.
- Ensure all Education Outside the Classroom procedures are followed.

PROFESSIONAL STANDARDS

Ensure you are aware and familiar with the Professional Standards for Secondary Teachers, Code of Professional Responsibility, Standards for the Teaching Profession and other relevant National policies and priorities.