

Teacher Role Description

Position: Reporting to: Responsible to: KEY Objectives: Refer to Person Specification for Teachers	Teacher Leader of Learning Principal Provide learning experiences that ensure maximum progress of students, high achievement and success for all students in a culture of excellence. Participate in the life of the College.
Teacher Responsibilities: Under the guidance of the Leader of Learning or Teacher in Charge, the Teacher is responsible for the care, supervision and education of students in curricular, extra-curricular and other capacities, as well as giving clear guidelines to Learning Support Assistants, as appropriate.	Teachers employed at SHGC shall carry out their general professional duties under the reasonable direction of the Principal and according to the policies of the Board of Trustees and the requirements of the College Charter. It is expected that teachers will recognise the potential of students and use appropriate teaching strategies to cater for student needs, developing an interesting, enjoyable and stimulating learning environment as well as maintaining positive, respectful relationships with students/staff. Teachers are expected to contribute to the life of the College.
Key Tasks Promote Special Character: Model high quality classroom practice: Maintain a supportive learning environment: Manage required administration: Establish positive community relationships:	Expected Outcomes • actively support the Special Character of the College • commit to learn about and uphold our Mission Charism • attend liturgies, assemblies, House events, retreats etc • design teaching programmes that integrate Special Character and charism appropriately • take responsibility for the pastoral care of a CCM group and monitor and support the progress of these students • provide learning experiences that ensure maximum progress of students across year levels and ability range • provide pastoral support for students • focus on individuals and use a range of teaching styles • engage in ongoing professional learning and development in relevant subjects and activities • motivate students to learn • create optimum conditions for learning through effective organisation of the curriculum and the classroom • maintain high standards of engagement and behaviour in the teaching/learning environment • provide a safe learning environment • develop restorative practices to maintain effective learning conditions and relationships • complete responsibilities efficiently and promptly • contribute to curriculum planning and resource development in the learning area • contribute to teaching activities by sharing ideas and resources and attending team meetings. • accept responsibility for some aspects of organisation within the learning area and provide collegial support • attend appropriate meetings and carry out duties • make use of analysis and evaluation of student data and respond to identified issues and trends arising from the data, systems and reports as appropriate • follow school systems and procedures • be available to communicate with parents/whanau • promote the school in a positive light • be willing to contribute to extracurricular activities • be willing to share in the wider life of the school

Health and Safety:

- All Staff have a responsibility to work towards ensuring that the school's health and safety policy is effective:
 - *practise safe work methods,*
 - *use of equipment properly*
 - *participate in elimination of workplace hazards*

This role description may be reviewed annually during the professional growth process and may be varied in light of the needs of national or local curriculum developments and learning priorities.

Signed: _____ **Principal/Tumuaki**

_____ **Teacher**

_____ **Date**

SPECIAL CONDITIONS:

Education is an ever-changing environment, and all staff are expected to participate constructively in school activities and to adopt a flexible approach to their work. Whilst every effort has been made to explain the main duties and accountabilities of this post, each individual task undertaken may not be identified.

The role description sets out the main duties of the position at the date when it was drawn up. Such duties may vary from time to time, without changing the general character of the post, or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

PERSON SPECIFICATION

Teaching Positions

In addition to the Practising Teacher Criteria, these are the personal attributes that we are seeking from any teacher at Sacred Heart Girls' College, Hamilton, who seeks to hold a teaching position within our Learning Community. **We expect our teachers to be:**



- committed and actively supportive of the College's Catholic Character and Charism.
- loyal to the College Vision and its strategic direction.
- passionate about their practice, placing the learning outcomes and well-being of all students as their priority.
- strategic classroom practitioners who promote the essential skills, competencies and dispositions for learning.
- motivated to initiate and sustain effective and respectful learning relationships with students, staff, parents/whanau and the wider community.
- adept at restorative practices to enhance relationships and communications.
- creative thinkers, problem-solvers and effective collaborators and communicators.
- able to demonstrate professional and educational leadership in their areas of expertise and willing to take calculated risks.
- competent users of appropriate technology and e-Learning tools and/or willing and able to enhance these skills through further professional development.
- capable of engaging with staff that invites collaboration, teamwork and the development of collegial relationships.
- effective communicators and able to work as part of a team.
- dedicated to ongoing professional development, with specific emphasis on professional learning that improves teaching and learning in the classroom.
- prepared to contribute to the co-curricular life of the school in an area of interest or where their contribution is needed.
- enthusiastic and comfortable in an environment of ongoing change, innovation, reflection and professional inquiry.