

POSITION DESCRIPTION

Position Title	Digital Technology Teacher (Years 7–10)
School	Te Paerangi – South Auckland Middle School, 198 Mahia Road, Manurewa, Auckland
Location	Manurewa, Auckland, New Zealand
Tenure	Full-time (1.0 FTTE), Permanent– commencing Term 1, 2027 27 th January
Classification	Restricted Composite (Years 7–10), Certificated Teacher, Technology (Digital Technologies and Hangarau Matihiko)
Allowances	None
Responsible to	Principal and Senior Leader Hapori (curriculum matters – Technology lead; the Board through the Principal on employment matters)
Direct reports	None
Employment Agreement	Secondary Teachers’ Collective Agreement (STCA) or Secondary Teachers’ Individual Employment Agreement, as applicable
Salary	In accordance with the STCA salary scale, as assessed by the Ministry of Education Salary Assessment Unit

Functional Relationships

This position requires the post-holder to build and maintain effective working relationships with:

Internal

- The Principal and Senior Leadership Team, including the Senior Leader Hapori
- Hapori staff and other teaching staff
- Learning support staff and operations staff, including those who support the school’s digital systems
- Ākonga (students)

External

- Parents, caregivers and whānau
- Community agencies, education providers and local technology organisations or businesses, where appropriate
- The Ministry of Education and external support services, where required
- The Board, as required

Purpose of the Position

A teacher at Te Paerangi – South Auckland Middle School is responsible for creating engaging, inclusive and culturally responsive learning programmes that support the academic, social and emotional growth of students in Years 7–10.

The Digital Technology Teacher is responsible for the professional planning, delivery and assessment of an engaging, hands-on Digital Technology programme across Years 7–10, consistent with the Technology learning area of The New Zealand Curriculum (Digital Technologies and Hangarau Matihiko). The post-holder will develop students’ computational thinking and their ability to design and develop digital outcomes, and will build confident, creative and responsible users of technology.

Working within a Hapori, the post-holder will collaborate with colleagues to connect digital learning to integrated, real-world projects, support digital capability across the school, and, as needed and in line with their qualifications and experience, contribute to teaching in other curriculum areas. They will uphold the school’s values of Whakaute (Respect), Māia (Confidence) and Whakaponu (Faith).

Key Responsibilities

1. Teaching and Learning – Digital Technology, Years 7–10

Key Tasks	Performance Indicators
- Plan, deliver and evaluate engaging Digital Technology programmes for Years 7–10 aligned with The New Zealand Curriculum. - Teach computational thinking (algorithms, programming and problem-solving) and the design and development of digital outcomes (such as websites, apps, games, media and data projects). - Design practical, project-based learning that engages students across a wide range of abilities, interests and confidence levels. - Differentiate learning to support neurodiverse learners, including students with ADHD, autism, dyslexia and additional learning needs. - Connect Digital Technology learning to the kura's integrated curriculum and to real-world contexts.	- Schemes of work and unit plans are current, inclusive and curriculum aligned. - Students produce quality digital outcomes and show clear progress in computational thinking. - Student engagement and achievement show positive progress over time. - Teaching is differentiated and responsive to the needs of diverse learners. - Digital Technology learning is visibly connected to cross-curricular projects and themes.

2. Digital Capability and Programme Development

Key Tasks	Performance Indicators
- Develop and extend the Digital Technology programme so it builds progressively across Years 7–10 - Work with colleagues to support the purposeful integration of digital technologies and future-focused learning approaches across the school. - Create opportunities for students to build digital skills and leadership, for example through projects, challenges, competitions or student digital leaders. - Teach in other curriculum areas as required by the school's programme and timetable, in line with the teacher's qualifications, experience and agreed professional learning.	- A clear, progressive Digital Technology programme is in place across Years 7–10. - Colleagues are supported with digital teaching ideas and approaches. - Examples of student participation or leadership in digital projects are evident. - Teaching in additional curriculum areas is well planned and supported, with positive student outcomes.

3. Hapori, Whānau and Community

Key Tasks	Performance Indicators
- Contribute to the Hapori model by working collaboratively with Hapori colleagues to plan and deliver integrated and authentic learning, including afternoon programmes as required. - Know each learner's strengths, interests, aspirations and support needs, and build continuity as students progress through their Hapori. - Build respectful, positive relationships with students, whānau and colleagues, and involve whānau in learning pathways. - Where appropriate, build links with local technology organisations, businesses or education providers that enrich student learning. - Participate in school and community events, including service learning and the Service Awards.	- Joint planning and collaboration within the Hapori is evident. - Positive relationships with students and whānau strengthen learning and wellbeing outcomes. - Whānau are regularly informed and involved in their child's learning. - Any external links result in real opportunities for students. - Active, positive contribution to school and community events.

4. Assessment and Reporting

Key Tasks	Performance Indicators
• Use assessment information to inform teaching and accelerate student progress and achievement. • Design and administer valid, fair assessment appropriate to Years 7–10, including assessment of practical and project work, and moderate judgements with colleagues. • Maintain accurate records of student achievement and progress. • Report clearly and regularly to students and whānau.	• Assessment practice is fit for purpose and consistent across the programme. • Assessment information is visibly used to adapt teaching. • Reports are completed accurately and on time in line with the school's reporting calendar. • Whānau understand their child's progress and next steps.

5. Wellbeing, Cultural Responsiveness and Digital Safety

Key Tasks	Performance Indicators
• Ensure the safety and wellbeing of themselves, others and students at all times. • Create a safe, inclusive and future-focused learning environment where all students can participate and succeed. • Teach and model digital citizenship, online safety and the safe, responsible and ethical use of technology, including emerging technologies such as artificial intelligence. • Promote high expectations while recognising and valuing the diverse identities, languages and cultures of learners. • Support the use of te reo Māori and te ao Māori and give effect to Te Tiriti o Waitangi in practice.	• Student wellbeing and engagement are actively promoted through inclusive, responsive practice. • Students demonstrate safe, respectful and responsible online behaviour. • Equipment and the learning space are used and managed safely. • Culturally responsive practice is evident, with high expectations for all learners. • Increasing use of te reo Māori and te ao Māori in teaching.

6. Professional Responsibilities

Key Tasks	Performance Indicators
• Meet the Standards for the Teaching Profession Ngā Paerewa mō te Umanga Whakaakoranga and engage in an annual Professional Growth Cycle. • Maintain current Teaching Council of Aotearoa New Zealand registration and a practising certificate. • Comply with all Board policies and relevant legislation. • Demonstrate professional conduct and uphold the values, vision and expectations of the school. • Engage in professional learning relevant to Digital Technology, digital pedagogy and any other areas taught. • Any other duties as required from time to time.	• Professional Growth Cycle goals and evidence are completed to the school's timeline. • Registration and practising certificate remain current at all times. • Compliance with Board policies is evident. • Active, positive contribution to the wider life of the school is evident.

Person Specification

Qualifications

- A recognised teaching qualification and current registration (or eligibility for registration) with the Teaching Council of Aotearoa New Zealand. Essential.
- A current practising certificate, or ability to obtain one. Essential.
- A strong background in, or relevant qualification related to, Digital Technology, computer science, information technology or a related field. Essential.
- A qualification or experience in another curriculum area. Desirable.

Knowledge and Experience

- Sound knowledge of the Technology learning area of The New Zealand Curriculum, particularly Digital Technologies and Hangarau Matihiko, at Years 7–10 level. Essential.

- Practical experience with programming or coding and with creating digital outcomes, and the ability to teach these to young adolescents. Essential.
- Knowledge of effective teaching practice, including differentiation for neurodiverse learners and those with additional learning needs. Essential.
- Ability to use assessment information to inform teaching and accelerate progress. Essential.
- Understanding of, and commitment to, te reo Māori, te ao Māori and the diverse Māori and Pacific communities of South Auckland. Desirable.

Skills and Personal Attributes

- A creative, open-minded educator who enjoys learning, adapts quickly to changing technology and works well with others.
- Strong digital capability, supported by collaboration and continuous reflection.
- Genuine, flexible and approachable, with a good sense of humour and a commitment to the school's Board, Principal and vision.
- Promotes learner agency and believes every child can achieve success each day.
- Actively involves whānau in the learning pathways of their tamariki and mokopuna.
- Approaches challenges with optimism, openness and courage.

General Conditions

- This position requires a satisfactory Police vet and compliance with the school's Child Protection Policy and the Children's Act 2014 safety checking requirements.
- The post-holder must be a New Zealand registered teacher (or eligible for registration) and hold, or be eligible to hold, the legal right to work in New Zealand.
- The post-holder must comply with the school's policies on acceptable use of technology, digital safety and privacy.
- Hours of work, leave and other conditions of employment are as set out in the applicable collective or individual employment agreement.
- Teaching hours and requirements for this position may vary to meet the operational needs of the school and may include teaching in curriculum areas other than Digital Technology.
- This position description may be reviewed as part of the ongoing school planning and performance management process, in consultation with the post-holder, in accordance with the applicable collective agreement.
- Any other duties that fall within the scope of the role may be required, regardless of whether these are detailed in this position description.

We are looking for someone who:

- holds, or is working towards, a current New Zealand teaching registration and practising certificate
- is confident with digital tools and keen to grow their teaching practice
- has strengths or interests in other learning areas they would enjoy teaching
- builds strong, respectful relationships with ākonga and whānau
- is committed to Te Tiriti o Waitangi and culturally responsive practice
- works well in a collaborative, supportive team