

# Greymouth High School

## Teacher Job Description



	Responsibilities	Expected Outcomes
1	To plan and teach appropriate subjects as may be required, including PB4L lessons, by following Greymouth High School curriculum documents, schemes of work and assessment procedures.	<ul style="list-style-type: none"> <li>• Schemes of work are followed; lessons are planned effectively, teaching strategies and learning objectives are appropriate to the level and ability of the group as well as individual needs of students.</li> <li>• Curriculum and assessment requirements are met as stated in the department and NQF documents.</li> <li>• Participate in scheme revision and preparation cooperatively as required.</li> <li>• Assessment requirements as stated in the department documents are effectively implemented; formative assessment evident in every class and constructive feedback provided to each student regularly</li> <li>• Analyse achievement data to contribute to scheme, department and school self-review</li> <li>• Contribute to checkpoint reviews throughout the year</li> <li>• Teach lesson plans as directed through PB4L and/or the Pastoral Team</li> <li>• Expectations for each student are clearly expressed, realistic and challenging.</li> <li>• A purposeful working atmosphere is maintained.</li> <li>• Active participation and student interest evident.</li> <li>• Teacher inquiry cycle is used to investigate aspects of programme delivery to enhance effective teaching</li> </ul>
2	To identify students who are not achieving to their capacity and take positive action to help them achieve.	<ul style="list-style-type: none"> <li>• Consistently follow school-wide system as defined by Positive Behaviour for Learning</li> <li>• Use a variety of teaching techniques and encouragement to meet individual learning needs.</li> <li>• Regular consultation about students with HOD and Deans.</li> <li>• Expectations for each student clearly expressed, realistic and challenging.</li> <li>• Parents contacted as necessary.</li> </ul>
3	To report meaningfully to parents on the progress of each student via Weekly Note System, formal school reports, report evenings, or if circumstances warrant.	<ul style="list-style-type: none"> <li>• Weekly notes submitted according to guidelines</li> <li>• Reports written in accordance with school policies and guidelines.</li> <li>• Effective communication with parents, including parent report evenings.</li> </ul>
4	To contribute to the smooth running of the school by supporting normal school policies, procedures, non-teaching duties and co-curricular activities and by	<ul style="list-style-type: none"> <li>• Agreed delegated tasks are carried out.</li> <li>• Participate in faculty and other meetings as required.</li> <li>• Non-teaching duties, eg lunchtime supervision duty, normally associated with the operation of GHS are satisfactorily carried out according to relevant guidelines as stated in the Staff Manual.</li> </ul>

	taking professional initiative when circumstances warrant.	
5	To be available and willing to assist with agreed co-curricular activities appropriate to your skills and the needs of the school.	<ul style="list-style-type: none"> <li>• Participation in an agreed co-curricular activity.</li> </ul>
6	To offer professional opinion and contribute to staff discussions on school matters; attending staff meetings as required by the Head of Department and Principal	<ul style="list-style-type: none"> <li>• To share ideas and information.</li> <li>• To work cooperatively and supportively with other staff.</li> <li>• Participation in Department and other meetings as required.</li> </ul>
7	To keep up to date with current, curricular and pedagogical knowledge relevant to secondary school teaching	<ul style="list-style-type: none"> <li>• Engage in professional learning opportunities regularly.</li> <li>• Personal goals are established and reviewed annually.</li> <li>• Evidence of the implementation of professional learning undertaken is gathered.</li> <li>• A commitment to annual staff appraisal.</li> </ul>

#### Other Responsibilities

1.	
2.	
3.	

**Mentor (delete if not allocated this role in this year)**

Mentors are a key part of the pastoral care system, therefore highly influential on the learning outcomes of students. This is achieved by *mentoring*: building a positive relationship with students, their parents and whanau; helping them to set appropriate goals together and to track their progress. Also by a team approach: working collaboratively with Deans, your Mentor class's teachers and parents/whanau to support the young people in your class. Different year levels require different emphases/skills of the mentor. The Mentor may be required to be an advocate for their students.

	<b>Responsibilities</b>	<b>Expected Outcomes</b>
1	Actively build positive relationships with student, their parents and whanau	<ul style="list-style-type: none"> <li>Take action to get to know students, parents, whanau eg mihi mihi, contact with home, meetings with parents/whanau. Every family contacted by phone or in person during term 1.</li> <li>Frequent positive engagement with all students in whanau group</li> <li>Relay communications as required</li> </ul>
2	Make Mentor class welcoming and inclusive	<ul style="list-style-type: none"> <li>Create a welcoming, inclusive environment to set a positive tone for the day ahead</li> <li>Ensure students get 'need to know' information</li> <li>Mentor on personal presentation eg. issue uniform passes</li> </ul>
3	Work with the Pastoral Team to support students, especially those with identified needs	<ul style="list-style-type: none"> <li>Use available data and procedures to identify and provide support as required</li> <li>Report to Dean where tracking shows an unusual pattern eg higher absences, difficult career choices, poor behaviour</li> <li>Support students as planned with Dean/Assistant Principal</li> </ul>
4	Contribute to written reports	<ul style="list-style-type: none"> <li>Collate and contribute to reports in the format given twice per year</li> </ul>
5	Advocate for students as required	<ul style="list-style-type: none"> <li>Represent students within Greymouth High School at times of need, eg attend stand down meetings, to ensure that the student/parents/whanau understand the process and articulate themselves effectively</li> </ul>
	<b>Senior Mentors only</b>	
6	Work with students to track relevant data sets	<ul style="list-style-type: none"> <li>Follow school guidelines to build database in collaboration with student and parent/whanau eg DreamCatcher, Kamar</li> <li>Frequently check data (academic, pastoral) with student</li> <li>Act on trends identified eg absences</li> </ul>
7	Provide basic careers and pastoral advice within limits	<ul style="list-style-type: none"> <li>As led by the Careers Services Leader, run sessions on careers and course choices at a basic level</li> </ul>
8	Contribute to references	<ul style="list-style-type: none"> <li>Collate and write references as required</li> </ul>

**Responsible to:** Principal, appropriate Head/s of Department of your teaching subject/s.

**Person Specifications:**

1. To enjoy working with young people.
2. To be a positive role model for students by demonstrating commitment to the school's mission statement, values and school-wide expectations.
3. Able to demonstrate experience in or the potential to excel in each of the responsibilities listed in the job description.
4. An effective and competent teacher with the ability to manage students in non-confrontational ways.
5. Have the ability to work in a team with a common goal.
6. Have a high level of self-motivation coupled with flexibility.
7. To be able to gain the confidence and respect of students in order to influence their behaviour and attitude.

**Accountability and Legal Requirements:**

To participate in an annual performance management process, which will be designed to highlight personal strengths and achievements, identify any professional development needs and help focus on the key tasks and responsibilities required by this position.

A school authority (ie a state school or private school) may only permanently appoint a teacher who has either a current practising certificate or a limited authority to teach issued by the Teaching Council (s.12A,s.315).

**Job Description Approved by:**

Name

Signature

Date

Principal (Samantha Mortimer)