

**CENTRAL HAWKE'S BAY COLLEGE  
TEACHER  
JOB DESCRIPTION**

**KEY TASKS**

**EXPECTED OUTCOMES**

***Key Performance Description: Curriculum Delivery***

To be familiar with national curriculum statements.

Schemes of work and lesson/unit planning is linked to national curriculum statements.

To deliver the curriculum in accordance with school and national requirements

Schemes of work and lesson plans show learning objectives which are related to the national curriculum statements.

To assess the curriculum in a valid, fair and consistent manner.

Assessment activities are based on the national curriculum objectives.  
Assessment activities are free of bias and occur in a consistent manner  
Assessment information is provided as per Assessment Handbook.

***Key Performance Description: Teaching Strategies***

Lessons are regularly planned in a competent manner and lesson objectives are known to students.

Well structured and managed lessons.

The teacher uses a variety of teaching styles.

Student interest is maintained throughout the lesson/course.

The teacher focuses on the needs of individuals by using relevant data and a range of teaching styles.

Students reach their potential.

Appropriate assessment and evaluation systems occur and are well documented.

Barriers to learning are minimised.

Barriers to student learning are recognised and catered for.

The classroom environment is well planned and organised.

Effective and independent learning is encouraged.

Thorough records are kept and effective reports prepared.

All appropriate records are kept.  
Parents are communicated with effectively on reports.

***Key Performance Description: Student Motivation***

To motivate students to perform to their potential.

The individual learning needs of each student are met.  
Students are encouraged to take responsibility for their own learning.  
Barriers to learning are reduced.  
Students stay on task.  
Students co-operate.  
Students participate in the life of the school.

Praise and positive reinforcement are regularly used.

Students with increased self-esteem and self-confidence.

The teacher shows enthusiasm for the subject.

Students are keen to learn.

Learning activities and tasks are appropriate to a range of needs.

Students undertake tasks and learning activities appropriate to their learning style and ability.

A stimulating and attractive classroom environment is maintained.

The classroom is well presented and maintained.

***Key Performance Description: Classroom Management***

Clear and consistent student boundaries are established and actioned.

All students are well aware of expectations.  
An orderly classroom.

The classroom is well managed.

A positive and safe learning environment.  
The physical environment in the classroom is conducive to learning.  
Teaching and learning is valued.

Student learning is maximised through efficient use of resources.

Students show enthusiasm for learning, achieving to their potential.

A safe learning environment is maintained through teacher strategies supported by schoolwide student management systems.

Students focus on their learning.

The teacher models desired values and behaviours.

Through teaching of values students learn appropriate values and behave to a high standard.

***Key Performance Description: Contribution to Subject Faculty***

To carry out the required school and Faculty administrative procedures and tasks assigned.

School procedures are followed and tasks carried out. Administrative tasks and procedures assigned by the HOD/TIC are carried out as required. Upkeep and maintenance of equipment used within the Faculty as required.

To contribute to the subject within a Faculty.

Agreed units of work and resources are prepared and shared. Faculty meetings are regularly attended and a contribution made.

To be part of the collegial support available in the Faculty.

The Faculty team shows cohesion, professionalism, innovation and loyalty to each other.

Members of the Faculty support each other regularly and give each other feed back.

To contribute to curriculum planning and resource development in the subject area.

Curriculum planning and resource development meets MOE, NZQA and ERO requirements and deadlines.

***Key Performance Description: Contribution to the Corporate Life of the School***

To promote the school positively.

The school is presented in a positive light. Parents are communicated to in a professional manner. Positive relationships occur between parents, staff and outside agencies.

Participate in co-curricular life of the school.

Students have wide opportunity to participate in co-curricular activities. House spirit fostered.

To make a significant positive contribution to the ongoing operation of the school.

Staff feel part of the school community and involved in the quality management process.

To attend appropriate meetings.

Effective two way communication occurs.

Caregivers are communicated with effectively regarding student progress.

Caregivers are well informed on student progress and are encouraged to attend scheduled Conference days and other school events.

*Key Performance Description: Contribution to the Corporate Life of the School (Continued)*

To take responsibility for the pastoral care of a Group class.

Students have daily routines effectively communicated to them.  
Through Mentoring each Group teacher is aware of the needs and achievements of each individual in their Group Class.  
Student problems are identified and resolved as soon as possible, where appropriate.  
Regular contact home as required to support your Group class members re learning, behaviour, attendance etc  
“School Spirit” is fostered.

To engender “school spirit” in students.

Staff and students have self respect and pride in their school.