



## Languages Teacher Position

**Report to:** Principal, International Student Director

**Key Relationships:** Students, Parents, SLT, Pastoral and Academic Co-ordinator, Community Stakeholders, Teachers and Support staff

*To provide effective leadership for the development and implementation of effective teaching and learning programmes for Languages, along with effective transition and co-curricular experiences for all students.*

*The purpose of this position is to realise the Mission of Geraldine High School by teaching Languages with consistent and transparent processes, consultation and communication.*

*In the current absence of Te Reo as a subject, liaison with relevant personnel for management of resources, promotion of the language including but not limited to Maori Language Week.*

*To be willing to look at Languages at Geraldine High School and how it can best suit the needs of our students.*

### Job Description – Languages Teacher Position

#### Teaching Responsibilities

To be an effective teacher

- Languages are taught, preferably French, to NCEA Level 3 and other subjects as required
- Students are motivated and enjoy their learning
- Lessons meet the needs of students and challenge them to achieve
- Lessons recognise the learning needs, abilities and cultural needs of students
- Programmes are developed which meet the aims and objectives of the curriculum and are revised in response to student needs
- Quality and frequent feedback is given to all students
- ICT is effectively integrated in teaching and learning programmes
- Meet the KPIs of the position as discussed with HOD of Social Sciences
- Be aware of and knowledgeable about Vocational Pathways and its role in teaching and learning for each individual student

To create a positive, safe and effective learning environment

- School wide student management procedures are used
- Positive relationships are established with students
- A safe, well-managed learning environment is provided
- High standards of behaviour are expected and maintained

To develop and implement fair, valid and appropriate assessment practices, in line with wider school and national requirements

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- Appropriate, relevant and fair assessments are developed and used, based upon the relevant achievement objectives of the curriculum
- Barriers to learning are identified and strategies are implemented to overcome them so that students experience success
- Student achievement is recorded and student progress is monitored
- Student achievement is reported according to the school reporting procedures

### **Administration and Reporting**

To use the resources of the department in such a way as to maximise learning opportunities for all students.

- Resources are well cared for and are stored accordingly to meet assessment and reporting expectations

To meet assessment and reporting expectations.

- Assessments are entered in a timely and accurate manner on KAMAR
- Reports are completed to a high standard and on time

### **Professional Responsibilities**

To be an effective member of the department and school staff.

- High standards of professional conduct, communication and leadership are maintained in line with the Teachers Code of Ethics and Conduct
- The school is supported in a loyal and professional way in the wider community and within the school
- Department and staff meetings are attended; active involvement and contribution is made
- Sound working relationships are built and maintained in the department and wider school

### **Personal Qualities and Skills**

To be an effective teacher

- Efficient and effective organisational and management skills are evident
- Performance is monitored against the Registered Teacher Criteria and areas identified for development are addressed which is integrated into the Appraisal/Coaching system
- Positive role modeling is provided in the areas of:
  - relating to others
  - teaching effectiveness
  - positive student management
  - enthusiasm and commitment to the school
  - life-long learning

### Contribution to the wider school

Implementation of the policies, procedures and principles of the Charter, Strategic Plan, Annual Plan and student achievement targets of Geraldine High School.

- Established routines of the school are acknowledged and followed
- Staff, Department, HOD [if required] committees and parent meetings are attended
- Good working relationships are established and maintained with other staff members
- Positive working relationships are established with the school leadership to ensure the effective functioning of the total school operation

To promote the physical, social, emotional, educational well-being of the students in the school

- Contributions are made to extra-curricular activities
- Administrative duties to ensure the safety and well-being of students are carried out, as required
- The duties of a Vertical Form teacher are carried out as required
- Guidance and Pastoral networks in the school are used as required

Promote quality teaching throughout the school by participating in the school's Performance Management System

- Participate actively in and contribute positively towards the school's Performance Management System

### Person Specification

*Achievement orientated* - Supports the school's aim to maximise student learning outcomes and to ensure that each student has the opportunity to achieve to the very best of their ability within the Outdoor Education opportunities.

*Strategic thinker* - Is able to see the big picture and work strategically towards the vision and goals. Is future focused and can work in a proactive culture. Accurately scopes out length and difficulty of tasks and projects, sets objectives and goals, develops schedules and task/people assignment, anticipates and adjusts for problems and barriers.

*Is Student centred* - Is experienced in working with young people with a range of needs, can see the potential in every young person, is fair and consistent in dealing with young people, and is able to model this with colleagues.

*Facilitation* - Is able to lead a meeting effectively, provide relevant information to promote fair dialogue, gather a range of input and synthesise it.

*Patience* - Is tolerant with people and processes, listens and checks before acting, tries to understand the people and the data before making judgments and acting, follows established process.

*Time Management* - Uses his/her time effectively and efficiently, values time, concentrates his/her efforts on the more important priorities, gets more done in less time, can attend to a broad range of activities.

*Peer Relationships/Teamwork* - Can quickly find common ground and solve problems for the good of all, can represent his/her own interests and yet be fair to other groups, can solve problems, is seen as a team player and is cooperative, easily gains trust and support of peers, and encourages collaboration.