

Job Description for Teachers



Position: Teacher

Tenure: Permanent position

Responsible To: The Principal
The Board of Trustees

Responsible For: Carrying out the professional duties of a teacher according to the policies of the board and to assist with the successful implementation of the National Education Guidelines.

Key Area	Key Tasks	Expected Results
Special Character	To support the Special Character of the College in one's classroom teaching and in all other relations with students	<ul style="list-style-type: none"> ◆ Content and method of teaching is in harmony with the Special Character, cultural and individual learning needs. ◆ Relationship with staff, students and parents are marked by Gospel centred values such as respect, love and honesty ◆ Attends and contributes to events in the school e.g. staff reflections and prayers, whole school masses and liturgies
	To develop professionally within Special Character	<ul style="list-style-type: none"> ◆ To keep up to date with Special Character matters through involvement in related professional development opportunities

Key Area	Key Tasks	Expected Results
Professional Knowledge	To have a sound knowledge and understanding of the requirements of the New Zealand Curriculum Framework, curriculum content, programme documentation and learning theory. Is aware of the Code of Practice for International Students.	<ul style="list-style-type: none"> ◆ National curriculum standards are reflected in schemes and teaching. ◆ Curriculum planning is responsive to new trends and policies. ◆ Curriculum knowledge is continually updated. ◆ Can be accessed on "P" Drive and the Verdon College website.
	To use knowledge of students learning needs in planning programmes.	<ul style="list-style-type: none"> ◆ Delivers teaching programmes that reflect knowledge of differing learning needs and rates of progress of students.

	To use knowledge of assessment theory to set realistic achievement objectives for students.	<ul style="list-style-type: none"> ◆ Designs achievement objectives that reflect knowledge of differing learning needs and rates of progress of students. ◆ Programmes are modified according to evaluation.
	To understand the implications of the Treaty of Waitangi and its influence on teaching practice.	<ul style="list-style-type: none"> ◆ Operate comfortably in a bi-cultural environment. ◆ Displays knowledge of the interests and cultural background of students.
	To plan and deliver programmes in which the place of te reo and tikanga are recognised.	<ul style="list-style-type: none"> ◆ Planning and practice reflects an appreciation of the importance of te reo and tikanga. ◆ Pronounces Maori names, place names and greetings accurately.

KEY AREA	KEY TASKS	EXPECTED RESULTS
Professional Practice	To manage the learning environment and behaviour of students effectively.	<ul style="list-style-type: none"> ◆ A stimulating learning environment is established; ◆ Standards of acceptable behaviour are clearly stated and consistently and fairly applied; ◆ Praise is used effectively to reinforce desirable behaviour; ◆ Established routines reinforce co-operation, mutual respect and helpfulness.
	To encourage students to perform to the best of their ability.	<ul style="list-style-type: none"> ◆ Positive rapport with students is established; ◆ Expectations for each student are clearly expressed, realistic and challenging; ◆ Student effort, achievement and improvement is acclaimed; ◆ Students are encouraged to take responsibility for their own learning.
	To plan a balanced programme that: structures learning activities that focus on the achievement of learning objectives; varies the teaching techniques to take account of differing learning needs; Provides learning experiences that gain a high level of student attention and involvement.	<ul style="list-style-type: none"> ◆ Curriculum requirements are met; ◆ A balanced programme is delivered' ◆ Student needs are known and planning occurs to meet these needs; ◆ Lesson planning is thorough and includes relevant homework.

	Utilises a range of effective teaching techniques in the delivery of programmes.	<ul style="list-style-type: none"> ◆ Classroom activities and teaching methods encompass a wide range of learning style; ◆ Lessons are well organised; ◆ Students are on task and involved; ◆ Uses sound questioning techniques.
	To comprehensively monitor and document progress and achievement.	<ul style="list-style-type: none"> ◆ Appropriate student assessment and evaluation procedures are operating according to school policy; ◆ Student learning is assessed in a way that is fair, valid, reliable and useful; ◆ Assessment records show the progress of students.

Key Area	Key Tasks	Expected Results
Professional Practice	The effectiveness of teaching programmes are formally reviewed.	<ul style="list-style-type: none"> ◆ Student assessment is analysed and results used to determine future teaching activities; ◆ Teaching programmes are refined to suit identified student needs.
	To follow school systems and policies regarding reporting to parents.	<ul style="list-style-type: none"> ◆ Parents and whanau are kept informed of individual student progress.
	To utilise technology, resources and resource people in a relevant way that effectively contributes to the achievement of learning objectives.	<ul style="list-style-type: none"> ◆ Use of technology reflects relevant and sound application; ◆ There is an awareness of available resources and these are used to enhance learning; ◆ Personal skills in information technology are continually updated.

Key Area	Key Tasks	Expected Results
Building And Sustaining Relationships	To consult with colleagues, share information and ideas and actively contribute to team planning and resource development.	<ul style="list-style-type: none"> ◆ Teaching resources and ideas are shared with colleagues; ◆ Responds positively to feedback from peers, students and their families; ◆ Provides collegial support.
	To develop professionally.	<ul style="list-style-type: none"> ◆ Reflects on teaching with a view to improvement; ◆ Actively participates in the school appraisal cycle; ◆ Participates in professional development and provides feedback; ◆ Takes responsibility for own enhancement of knowledge and skills.
	To maintain confidentiality, trust and respect.	<ul style="list-style-type: none"> • Follows agreed school procedures for the resolution of concerns and complaints; • Respects privileged relationship with students.

Key Area	Key Tasks	Expected Results
Building And Sustaining Relationships	To carry out school administration procedures and tasks assigned by management.	<ul style="list-style-type: none"> ◆ Decisions taken by the board and management are actively supported; ◆ Administrative tasks assigned are carried out as required.
	To contribute positively to the daily operation of the school.	<ul style="list-style-type: none"> ◆ School policy requirements are met; ◆ Rostered duties are carried out; ◆ The staff code of conduct is respected and followed; ◆ Punctuality is observed.
	To actively contribute to co-curricular activities.	<ul style="list-style-type: none"> ◆ A contribution to sport, social and cultural activities is made.
	To promote the school.	<ul style="list-style-type: none"> ◆ Maintains positive relations with the school community; ◆ Represents the College in a positive light.

Key Area	Key Tasks	Expected Results
Communication	To demonstrate the skills of effective communication with students, colleagues and families.	<ul style="list-style-type: none"> ◆ Communicates clearly and accurately in te reo and/or English; ◆ Participates and contributes constructively at hui.
	To support an “open school” policy and be available to communicate with families about their children’s learning.	<ul style="list-style-type: none"> ◆ Families are encouraged and feel welcome to visit the College.

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School Wide Responsibilities	<p>Contribute towards the effective functioning of the school by carrying out the following specific tasks:</p> <p>(Specific duties, roles and responsibilities of the individual teacher).</p>	Negotiated