

Catholic Cathedral College Christchurch



JOB DESCRIPTION

Position: Mathematics Teacher

Fixed term, Full-time

Accountable to: Head of Mathematics

GENERAL STATEMENT OF RESPONSIBILITIES

Special Character

The Special Character of a Catholic School is defined in the Integration Agreement as follows:

"The School is a Roman Catholic School in which the whole School Community through the general school programme and in its Religious instructions and observances, exercises the right to live and teach the values of Jesus Christ. These values are as expressed in the Scriptures and in the practices, worship and doctrine of the Roman Catholic Church, as determined from time to time by the Roman Catholic Bishop of the Diocese of Christchurch."

All staff are part of this "whole school community". Each teacher is therefore expected to use his or her specific skills to achieve the purposes of the school.

The Code of Professional Responsibility

The Code of Professional Responsibility and Standards for the Teaching Profession apply to every certificated teacher, regardless of role or teaching environment.

The Code sets out the high standards for ethical behaviour that are expected of every teacher and the Standards describe the expectations of effective teaching practice. Together they set out what it is, and what it means, to be a teacher in Aotearoa New Zealand and Catholic Cathedral College.

There is an expectation at Catholic Cathedral College that all Staff will adhere to the Code of Professional Responsibility and meet the Standards for the Teaching Profession as outlined in the document, some of which is summarized below.

<https://educationcouncil.org.nz/sites/default/files/Our%20Code%20Our%20Standards%20web%20booklet%20FINAL.pdf>

1. Te Tiriti o Waitangi partnership in Aotearoa New Zealand

Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand. Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand. Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. Practise and develop the use of te reo and tikanga Māori.

2. Cultural Inclusiveness

Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety. Staff should be culturally inclusive of all cultures and look for ways to lead the celebration and acknowledgement of the College's diverse cultures

3. Classroom Responsibilities to Students

Provide learning opportunities for every student relative to his/her needs, abilities and stage of development by teaching a programme that gives each student the opportunity to experience success and challenges each student to achieve their full potential. Establish effective relationships with students based on mutual respect; ensure an effective and challenging learning environment and that the classroom is an attractive and welcoming place.

4. Planning Curriculum and Organisational Responsibilities

Prepare teaching plans; develop and manage classroom resources; teach subjects according to National Curriculum Goals and Objectives and school policy requirements; mark and evaluate pupils' work; record results and complete reports on student achievement.

5. Professional Development

Keep abreast of teaching and educational developments and share enthusiasm and resources with other teachers, attend teacher development programmes, participate in in-service courses (as funding permits) and attend professional meetings scheduled by the Principal and HOD; participate in the annual performance appraisal and follow up on the outcomes of this appraisal.

6. General Contribution to School Life

Support the wider educational and cultural life of the school; lead by example in supporting standards expected of students; perform the pastoral duties of a teacher; participate in negotiated extracurricular activities; take responsibility for the safety of students through supervision duties; support school and community programmes. Be a good role model for students; show respect for peers and commitment to teaching.

6. Community Responsibilities

Report to parents/caregivers on the progress and development of students in the teacher's care. Be available on occasions to meet parents/caregivers and providing information for them indirectly through the administration and/or counselling staff.

7. Specific Responsibilities

- 7.1 Teach Year 7 -13 Mathematics as required and set out in the Standards for the teaching profession
- 7.2 Dress appropriately

8. Accountability through performance appraisal

All staff will participate in the annual performance appraisal. There is a process for performance appraisal which sees all staff appraised with their Departmental team. The purpose of appraisal is to assist staff to identify professional development needs and to help the staff focus their energy on the goals and objectives stated in the Charter and other planning documents. The appraisal system will be based on a limited number of targets/outcomes set by the staff in consultation with their Departmental team.