



**MAKOURA COLLEGE
MATHEMATICS TEACHER
FIXED TERM – FULL TIME POSITION**

We are seeking a full time Mathematics teacher to join our Maths and Science Faculty. The applicant will be able to demonstrate a commitment to our school's values and be committed to restorative practices. They will experience small class sizes and a supportive and collaborative working environment. We ask that applicants please state their supporting subjects.

The position will commence at the start of the 2021 school year, or earlier by negotiation. The position will finish at the end of the 2021 school year.

Included in the application pack is:

- Appointment timeline – detailed below
- Person requirements and Teacher job description
- Application form

Applications close at 12.00noon on Friday 4 September 2020.

APPOINTMENT TIMELINE

Key Dates

Advertisement in electronic
Education Gazette

By 21 August 2020

Applications close

Friday 4 September 2020 at 12.00noon

Position period

Start date by negotiation

Enquiries and completed application forms are to be forwarded to:

Kaye Saywell
Makoura College
PO Box 465
Masterton

Email: kayesaywell@mc.school.nz



Makoura College Teacher job description

Makoura College is an innovative College that is seeking to develop its staff to become more effective in improving the level of student learning and achievement. This can be seen in our school programmes and initiatives such as:

- **Arotahi** – project based learning introduced in 2019
- **Waka Huia** – extended pastoral care groups
- **Makoura Responsibility Model** incorporating Restorative Practices and Positive Behaviour for Learning School Wide.

Everything we do at Makoura College is reinforced by our Mission, Motto and Tikanga.

The successful applicant will be required to:

- Be a trained and registered teacher
- Be willing to commit to the achievement of school-wide goals
- Have knowledge and experience in developing literacy and numeracy in at least one learning area
- Be able to use computer assisted learning in classroom delivery
- Be able to develop curriculum plans based on the collection and analysis of student learning data and evidence
- Adopt a positive approach to self reflection and self improvement
- Be solution as opposed to problem focussed
- Be willing to embrace the schools responsibility model of behavioural management
- Be able to build positive partnerships with a wide range of students and their whanau
- Be knowledgeable and/or able and willing to develop knowledge of the relevant curriculums
- Have excellent written and oral communication skills
- Have excellent classroom management skills
- Have up to date knowledge of teaching and learning theory and teaching practice
- Be willing to work independently and interdependently in a strongly team focussed environment
- Have excellent planning and time management skills
- Have a commitment to improve their own skills and knowledge through professional development
- Be willing to contribute to extra-curricula activities, especially school sport, and the overall life of the College
- Have a “can do” attitude

Job Description – Classroom Teacher (generic)

Key Task: Teaching of the Curriculum (Relates to NAG 1).	Expected Outcomes:	Examples of Evidence to be provided:
Write/have a written scheme of work for each course you teach.	Use the written scheme of work for each course you teach. Have a plan for each lesson (not necessarily detailed)	Written schemes of work Lesson observations show evidence of high quality: planning, student management, curriculum delivery, monitoring and evaluation
Use a variety of techniques and relevant and meaningful learning experiences to ensure high quality learning occurs in your classes	There is a high quality learning environment in classes. Students produce quality work	Written schemes of work Lesson observations show evidence of high quality: planning, student management, curriculum delivery, monitoring and evaluation. Student work demonstrates quality.
Adapt the curriculum according to the needs, interests and abilities of the students.	Students are engaged and working at the appropriate level	Written schemes of work show differentiation Lesson observations show high levels of student engagement
Set regular homework according to the interests ability home circumstances and motivation level of the individual students or class	An appropriate homework programme is provided for each class. Where this consists of no homework there will be documented reasons for this	Homework diary/evidence. Reasons for classes or individuals who do not have homework programme.
Use a variety of techniques in line with the MRM to manage student behaviour and motivate students	Students feel physically and emotionally safe. Teacher and student behaviour is responsible and respectful.	Lesson observations indicate a respectful well managed environment. MRM strategies are evident in lessons.
Key Task: Assessing students progress (Relates to NAG 1)	Expected General Outcomes: Specifics are negotiated annually.	Examples of Evidence to be provided.
Have an assessment programme for each class or group you teach.	Assessment statements are followed.	Assessment statements are clear and concise.

Use a variety of methods to assess student work.	Informal and formal assessment is carried out on a regular basis. Students receive quality feedback on their progress.	Classroom observations demonstrating formative feedback. Examples of marked student work.
Keep written and up to date records of student progress in your classes in accordance with the subject assessment statement.	Cumulative records of student progress are stored in KAMAR.	KAMAR print outs.
Give regular feedback on student work and homework. Carry out the formal assessments required.	Students work receives regular written and if appropriate oral feedback. Mark homework regularly.	Written classroom observation reports. Student work samples showing feedback.
Demonstrate that students have made appropriate progress during the year.	Students work shows evidence of increasing knowledge/skills/competencies during the year.	Portfolios of students work. Students books. Student assessment records.
Enter senior students into relevant internal external qualifications.	Students enter NCEA, or locally recognised qualifications as appropriate.	Internal achievement records and examination results.
Key Task: Maintaining a positive classroom climate (Relates to NAG 5)	Expected General Outcomes:	Examples of Evidence to be provided:
Use a variety of methods to maintain a high quality learning environment in your classes.	A variety of methods are used to maintain a high quality learning environment in the classroom.	Classroom observations indicate a range of approaches are used to build a positive atmosphere including strategies that build positive student-teacher relationships. Observations suggest students are willing to engage and their interactions are positive most of the time.
Set academic goals with the students	Students achieve at an appropriate level	Student assessment records. Observation of student notebooks/mentoring sheets. When questioned students are aware of personal learning goals.
Meet safety requirements.	Hazards in the classroom are identified and managed	Hazards register. Observations.
Get regular feedback from students about your teaching	Students give formal feedback on curriculum delivery to teacher	Written feedback in the form of student surveys are received from students and analysed and acted upon by teachers.
Use Te Reo Maori and Maori protocols where relevant	Names are pronounced correctly. Maori themes are incorporated into lessons	Classroom observation reports/plans.

Classrooms are kept neat, tidy, and welcoming for students.	Desks are clean and tidy, student work is on display, and a tidy and clean environment is maintained.	
Key Task: Reporting to parents and students on individual student progress and on the progress of groups of students (relates to NAG 2)	Expected General Outcomes:	Examples of Evidence to be provided:
Complete school reports appropriately, attend parent teacher evenings, meet with parents as necessary.	School reports are completed on time.	Examples of school reports. Records of parental contact are kept.
Gather data and keep statistics on progress of groups of students, analyse their results, and customise your teaching appropriately	Students achievement is reported in annual departmental report. New strategies are adopted to address identified needs.	Departmental annual report
Key Teacher Task: Contribute to the Overall Functioning of the School (Relates to NAG 2)	Expected General Outcomes:	Examples of Evidence to be provided:
Attend meetings, do duty, help with sports days etc.	Attendance at all of the following (unless excused in advance by principal): staff briefings, staff meetings, staff training (including that in holiday time as per contract), student parent teacher evenings, open evening, new parents evening, awards ceremonies. Completion of duty as per duty roster. Assistance with sports days.	Attendance and contribution records.
Contribute to extra curricular activities	Contribute to extra curricular activities	Observation data
Contribute to the running of your faculty in line with key negotiations with the HOF.	Take responsibility for aspects of or an area/s within the department.	Keep an account of responsibilities undertaken for the department.
Key Teacher Task: Undertaking professional development and participate in Performance management System (Relates to NAG 3)	Expected General Outcomes:	Examples of Evidence to be provided:

Participate in school wide and personal professional development.	Attend all school-wide professional learning. Learning is applied to classroom practice.	Attendance records at school-wide PD. Evidence of PD incorporated successfully into planning and classroom activities.
Develop a personal professional development plan	Plan will be aligned with school's annual goals (including areas of school compliance), the faculty goals, and personal goals.	Copy of the personal development plan and associated evidence of achievement.
Participation in the Teacher Performance management system including attestation against nominated professional standards.	Classroom practice meets the required (relevant) professional standards. Provide appropriate evidence to complete an annual performance management review.	Performance management report. Classroom observation reports.