



## Job Description for Scale A Teacher

### **Vision:**

***E tipu e ako – Where learning grows***

At Bellevue School we are active, connected life-long learners.

**Teacher:**

To be appointed

**Year:**

from 29 April 2019

**Professional Standards Level:** Registered Teacher

**Position:**

Scale A Teacher (permanent)

**Employment Terms:**

Current Primary Teachers Collective Employment Agreement

**Responsible to:**

Deputy Principal/Hub Coach, Principal, and Board of Trustees

**Reporting Relationships:**

- Any concerns, queries or issues are taken to the Deputy Principal/Hub Coach
- Any unresolved concerns, queries, issues or issues regarding the Deputy Principal/Hub Coach are taken to the Principal
- Any concerns queries or issues unresolved or regarding Principal taken to BOT Chairperson

## **Person Specification - The successful applicant needs to have:**

- ◆ A sense of humour
- ◆ A steady, calm demeanour
- ◆ Honesty, integrity, energy and enthusiasm
- ◆ Strong interpersonal skills that enable collaborative work with colleagues, students and parents/caregivers
- ◆ The ability to communicate effectively with multicultural families and students
- ◆ A commitment to the Treaty of Waitangi
- ◆ The ability to work effectively with other professionals
- ◆ The ability to work as an effective team member
- ◆ Strong personal organisation and time management skills
- ◆ A commitment to quality education – continually striving to raise the levels of teaching and learning
- ◆ The ability to be loyal to the school, principal and Board of Trustees
- ◆ Confidentiality and compliance with the privacy act

## **Requirements:**

- ◆ Recent successful primary school experience
- ◆ Current curriculum knowledge and experience
- ◆ Proven ability to manage a classroom and resources
- ◆ Commitment to work positively with children, staff and community
- ◆ Commitment to work within the guidelines provided by Bellevue School policies, procedures and programmes
- ◆ Willingness and ability to teach in Year 0 – 6 classrooms
- ◆ Willingness to teach in Year 5/6 collaborative hub in 2019
- ◆ Ability to build effective working relationships with colleagues as part of collaborative teaching team
- ◆ Ability to work closely with class teachers, Hub Coaches and senior teachers/leaders to implement current pedagogy (ie: to plan and deliver programmes) and keep them informed of class programmes
- ◆ Willingness to attend relevant team meetings and staff meetings
- ◆ Ability to prepare effective programmes that build on student needs and abilities
- ◆ Ability to model up-to-date pedagogy in classroom teaching
- ◆ Willingness to use variety of teaching strategies eg: co-operative learning strategies/thinking skills/inquiry learning/play-based learning, to deliver class programmes
- ◆ Ability to plan to include specific learning goals with clear success criteria for individuals/groups
- ◆ Willingness to provide regular verbal/written feedback specific to success criteria for students
- ◆ Ability to establish class routines, structures – rights, responsibilities, rules and monitor behaviour and welfare of students
- ◆ Willingness to fulfil extra responsibilities required of Year 0 - 6 teacher eg: diagnostic testing

Professional Standard	Elaborations/Success Criteria	Examples of what this looks like at Bellevue School
<p><b>1. Te Tiriti o Waitangi partnership</b></p> <p>Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>	<ul style="list-style-type: none"> <li>a) Understand and recognise of the unique status of tangata whenua in Aotearoa New Zealand.</li> <li>b) Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.</li> <li>c) Practise and develop the use of te reo and tikanga Māori.</li> </ul>	<ul style="list-style-type: none"> <li>a) Classroom environments reflect dual heritage of Aotearoa New Zealand e.g. bilingual signs and symbols and books</li> <li>b) Staff actively use Te Reo in everyday interactions with students including assemblies, gatherings, waiata and karakia, mihi/pepeha</li> <li>c) Planning and resources used reflect Aotearoa New Zealand's dual heritage</li> <li>d) Staff actively engage in dialogue and PLD to enhance own understanding, knowledge and use of Te reo Māori me ngā tikanga</li> </ul>

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<p><b>2. Professional Learning</b></p> <p>Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p>	<ul style="list-style-type: none"> <li>a) Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.</li> <li>b) Critically examine how own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures.</li> <li>c) Engage in professional learning and adaptively apply this learning in practice.</li> <li>d) Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners including learners with disabilities and learning support needs; and wider education matters.</li> <li>e) Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem-solving and learning-focused collegial discussions.</li> </ul>	<ul style="list-style-type: none"> <li>a) Participates in collegial / professional dialogue, coaching and mentoring staff in professional practice and specialist pedagogy</li> <li>b) Initiates collegial dialogue &amp; engages in research to reflect on &amp; improve teaching practice</li> <li>c) Engagement for Learning methodology is utilised to gain knowledge of learners &amp; informs individual planning and next steps for learning</li> <li>d) Demonstrates continual improvement in teaching practice ie: – records/reflects and uses assessment for next learning. Evaluates planning and programmes in writing</li> </ul>

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<p><b>3. Professional relationships</b></p> <p>Establish and maintain professional relationships and behaviours focused on the learning and well-being of each learner.</p>	<p>a) Engage in reciprocal, collaborative learning-focused relationships with:</p> <ul style="list-style-type: none"> <li>• learners', family and whānau</li> <li>• teaching colleagues, support staff and other professionals</li> <li>• agencies, groups and individuals in the community.</li> </ul> <p>b) Communicate effectively with others.</p> <p>c) Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.</p> <p>d) Communicate clear and accurate assessment for learning and achievement information.</p>	<p>a) Communicates regularly and effectively with all members of the school community ie:– follows lines of communication, meets regularly with learning hub team, meets regularly with teacher aides, keeps Senior Leadership Team informed, attends and actively participates in staff meetings</p> <p>b) Develops and promotes learning partnerships with home/school/ community eg: – contributes positively in collaborative teaching hub (including promoting collaborative practice), uses home learning communication books/systems effectively; attends agency meetings, parent evenings, school events; communicates regularly with other agencies and support teams eg: RTL, GSE</p> <p>c) Contributes actively at staff meetings and all professional development workshops/ opportunities (formally and informally)</p> <p>d) Positively supports school initiatives and decisions eg: – meets deadlines and follows procedures/school systems, contributes ideas</p> <p>e) Follows requests willingly and in a positive manner</p> <p>f) Takes responsibility for delegated areas and follows through with school requirements</p> <p>g) Directs and supports Teacher Aides in assisting with implementation of classroom programmes ie: – regular meetings are held, responsibilities outlined, carry out and contribute to Performance Management process</p> <p>h) Supports positive relationships within school and community, also with other schools</p>

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<p><b>4. Learning-focused culture</b></p> <p>Develop a culture which is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety</p>	<ul style="list-style-type: none"> <li>a) Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.</li> <li>b) Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.</li> <li>c) Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.</li> <li>d) Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety.</li> <li>e) Create an environment where learners can be confident in their identities, languages, cultures and abilities.</li> <li>f) Develop an environment where the diversity and uniqueness of all learners is accepted and valued.</li> <li>g) Meet relevant regulatory, statutory and professional requirements.</li> </ul>	<ul style="list-style-type: none"> <li>a) Provides meaningful feedback that encourages students to improve their performance – ie: The next step in learning is clearly articulated and modelled to students</li> <li>b) Fosters an environment which encourages students to be independent, set goals, make choices and evaluate in order to take increasing control of their learning</li> <li>d) Ensures students are given the opportunity to make choices, express their wants, needs, thoughts and opinions in a respectful environment ie: – Processing time given, students are given options before moved etc. Conversations are directed at and undertaken with students.</li> <li>e) Uses positive behaviour support strategies ie: – follows school Health and Safety procedures, Risk Management and Positive Behaviour Support Processes eg:– RAM/SAP's, Behaviour Plans. Behaviour strategies and support plans are regularly reviewed for effectiveness and communicated to all staff</li> <li>f) Ensures staff and students are familiar with emergency requirements and procedures eg: – Emergency Evacuation plan visible, participates in regular earthquake and fire drills, invacuation and evacuation practises</li> </ul>

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<p><b>5. Design for learning</b></p> <p>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.</p>	<ul style="list-style-type: none"> <li>a) Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.</li> <li>b) Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required.</li> <li>c) Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.</li> <li>d) Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.</li> <li>e) Informed by national policies and priorities.</li> </ul>	<ul style="list-style-type: none"> <li>a) Universal Design for Learning evident ie – provides students with multiple means of representation, expression and engagement</li> <li>b) Differentiation is evident in planning and classroom programmes</li> <li>c) Planning reflects school's programmes of learning and current pedagogy – ie: planning is evident/shared: Term Overviews, Curriculum Plans, weekly planning, assessment records, Individual Programme (IEP) documentation</li> <li>d) Demonstrates continual improvement in teaching practice ie: – records/reflects and uses assessment for next learning, records self-reflections and next steps for teaching, uses school poutama, evaluates planning, programmes, outcomes and next steps for learning (in writing)</li> <li>e) Contributes to curriculum and programme development</li> <li>f) Commitment to the Total Communication philosophy eg: – visuals, schedules, Core Vocabulary Boards, AAC equipment</li> </ul>

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<p><b>6. Teaching</b></p> <p>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<ul style="list-style-type: none"> <li>a) Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all.</li> <li>b) Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.</li> <li>c) Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners.</li> <li>d) Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.</li> <li>e) Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning.</li> <li>f) Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.</li> </ul>	<ul style="list-style-type: none"> <li>a) Total Communication philosophy is evident in classroom setting and in staff interactions with students</li> <li>b) PLD specific learning intentions are SMART</li> <li>c) Behaviour Plans, Curriculum Planning shows differentiation</li> <li>d) Engagement for Learning methodology informs planning</li> <li>e) Successfully uses a variety of forms of assessment eg:- anecdotal notes, observations, school poutama, PLD evaluations, programme specific formalised assessments</li> <li>f) Incorporates a wide range of Assistive Technology and ICT in classroom programmes</li> </ul>