



## St Anne's Catholic School

*Where excellence is valued and the spirit of Jesus lives*

### 2020 Job Description for:

**Position:** Scale A Teacher, 1.0 FTTE

**Registration Number:**

**Special Character Status:** Non tagged

**Units** N/A

**Professional Standard:** Fully Registered Teacher

**Responsible to:** Principal

**Responsible for:** Working with the Principal, staff, Board of Trustees and parents to provide the most effective possible educational environment which will assist the children in realising their potential.

**Terms of employment:** Primary Teachers Collective Employment Contract 1 July 2019 – 30 June 2022.

Key Performance area: Special Character	
Criteria	Key Indicators
<b>Know the mission statement and charism of St. Anne's and share this with the pupils in class.</b>	<p>The children will be aware of the mission statement and relate it to their own behaviour / learning.</p> <p>Encourage and example actions which reflect the charism of St. Anne's.</p>
<b>Support the special character and values of the school</b>	<p>A continuing awareness of the need to support the school's special character and ethos in every day school life</p> <p>Ensure classroom programmes and activities of the School reflect the Catholic Special Character.</p> <p>Provide a warm, welcoming environment to parents, students and community.</p> <p>To contribute and support the whole school values/mission group programme.</p>

<p><b>In collaboration with the DRS provide a structured and systematic Religious education programme.</b></p>	<p>That classroom teaching is based on programme and times approved by the Bishops Document, 11 November 1998.</p> <p>Prepare for structured teaching lessons by reading and reflecting on the teacher reflection aspect of the planning book.</p>
<p><b>Familiar with traditional Catholic practices and prayer styles</b></p>	<p>The students will have a knowledge of the sign of the Cross (in Te Reo), Our Father, Hail Mary, Glory Be, Morning Offering, Grace, Act of Contrition and other prayers relating to the programme and liturgies.</p>
<p><b>Able to lead classroom prayer and visually promote the special Character of our school.</b></p>	<p>Provide prayer focus such as altar, candle, icon, flowers; introduce prayer session; involve children in the prayer.</p> <p>Display RE work attractively and visually in the classroom which includes examples of Te Reo and Te Ao Maori.</p>
<p><b>Participate in ongoing faith development opportunities.</b></p>	<p>Actively participate in Special Character professional opportunities</p>

<b>Key Performance area: Professional Relationships and Professional Values</b>		
<p>1. Establish and maintain effective professional relationships focused on the learning and well-being of ākonga</p>	<p>i. engage in ethical, respectful, positive and collaborative professional relationships with:</p> <ul style="list-style-type: none"> <li>• ākonga</li> <li>• teaching colleagues, support staff and other professionals</li> <li>• whānau and other carers of ākonga</li> <li>• agencies, groups and individuals in the community</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> communicate with families, whānau and caregivers</li> <li><input type="checkbox"/> share information with colleagues</li> <li><input type="checkbox"/> establish and maintain effective working relationships with colleagues</li> </ul>
<p>2. Demonstrate commitment to promoting the well-being of all ākonga</p>	<p>i. take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe</p> <p>ii. acknowledge and respect the languages, heritages and cultures of all ākonga</p> <p>iii. comply with relevant regulatory and statutory requirements</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> establish good relationships with students and respect their individual needs and cultural backgrounds</li> <li><input type="checkbox"/> organise a safe physical environment</li> </ul>

3. Demonstrate commitment to bicultural partnership in Aotearoa New Zealand	i. demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi	<input type="checkbox"/> demonstrate knowledge of the Treaty of Waitangi and te reo me ona tikanga
4. Demonstrate commitment to ongoing professional learning and development of personal professional practice	<ul style="list-style-type: none"> <li>i. identify professional learning goals in consultation with colleagues</li> <li>ii. participate responsively in professional learning opportunities within the learning community</li> <li>iii. initiate learning opportunities to advance personal professional knowledge and skills</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> keep informed of developments in curriculum and learning theory</li> <li><input type="checkbox"/> encourage others and participate in professional development</li> </ul>
5. Show leadership that contributes to effective teaching and learning	<ul style="list-style-type: none"> <li>i. actively contribute to the professional learning community</li> <li>ii. undertake areas of responsibility effectively</li> </ul>	<input type="checkbox"/> contribute to the life of the school

### Key Performance area: Professional Knowledge in Practice

6. Conceptualise, plan and implement an appropriate learning programme	<ul style="list-style-type: none"> <li>i. articulate clearly the aims of your teaching, give sound professional reasons for adopting these aims, and implement them in your practice</li> <li>ii. through your planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> are competent in the content of relevant curriculum</li> <li><input type="checkbox"/> use appropriate teaching objectives, programmes, learning activities, and assessment</li> </ul>
7. Promote a collaborative, inclusive and supportive learning environment	<ul style="list-style-type: none"> <li>i. demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate ākonga</li> <li>ii. foster trust, respect and cooperation with and among ākonga</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> manage student behaviour positively</li> <li><input type="checkbox"/> create an environment of respect and understanding</li> <li><input type="checkbox"/> provide and maintain a purposeful working atmosphere</li> </ul>
8. Demonstrate in practice their knowledge and understanding of how ākonga learn	<ul style="list-style-type: none"> <li>i. enable ākonga to make connections between their prior experiences and learning and their current learning activities</li> <li>ii. provide opportunities and support for ākonga to engage with, practise and apply new learning to different contexts</li> <li>iii. encourage ākonga to take responsibility for their own learning and behaviour</li> <li>iv. assist ākonga to think critically about information and ideas and to</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate a range of effective teaching techniques</li> <li><input type="checkbox"/> demonstrate flexibility and responsiveness</li> <li><input type="checkbox"/> impart subject content effectively</li> <li><input type="checkbox"/> use appropriate technology and resources</li> </ul>

	reflect on their learning	
9. Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga	<ul style="list-style-type: none"> <li>i. demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural contexts of learning in Aotearoa New Zealand</li> <li>ii. select teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse ākonga</li> <li>iii. modify teaching approaches to address the needs of individuals and groups of ākonga</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> recognise and support diversity amongst individuals and groups</li> <li><input type="checkbox"/> engage students in learning</li> <li><input type="checkbox"/> establish high expectations that value and promote learning</li> </ul>
10. Work effectively within the bicultural context of Aotearoa New Zealand	<ul style="list-style-type: none"> <li>i. practise and develop the relevant use of te reo Māori me ngā tikanga-a-iwi in context</li> <li>ii. specifically and effectively address the educational aspirations of ākonga Māori, displaying high expectations for their learning</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> communicate clearly and accurately in either, or both, of the official languages of New Zealand</li> </ul>
11. Analyse and appropriately use assessment information, which has been gathered formally and informally	<ul style="list-style-type: none"> <li>i. analyse assessment information to identify progress and ongoing learning needs of ākonga</li> <li>ii. use assessment information to give regular and ongoing feedback to guide and support further learning</li> <li>iii. analyse assessment information to reflect on and evaluate the effectiveness of the teaching</li> <li>iv. communicate assessment and achievement information to relevant members of the learning community</li> <li>v. foster involvement of whānau in the collection and use of information about the learning of ākonga</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> provide feedback to students</li> </ul>

<p>12. Use critical inquiry and problem-solving effectively in their professional practice</p>	<ul style="list-style-type: none"> <li>i. systematically and critically engage with evidence and professional literature to reflect on and refine practice</li> <li>ii. respond professionally to feedback from members of the learning community</li> <li>iii. critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākonga</li> </ul>	<p><input type="checkbox"/> reflect on teaching with a view to improvement</p>
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<b>Key Performance area: School wide Responsibilities</b>	
<p><b>Contribute towards the effective functioning of the school by being responsible for the following areas:</b></p>	<p>Actively work with key stakeholders within the school to enhance the learning environment of the school.</p> <p>Communicate and action any developments to school programmes</p> <p>Keep up to date on current practices/research and developments in the areas of responsibility</p> <p>Be able to speak and present ideas to staff to enhance the school.</p>