

Cosgrove School

JOB DESCRIPTION: TEAM LEADER/CLASSROOM TEACHER

Status: Team Leader/Teacher

Responsible to: Principal/Deputy Principal

Functional Relationships with: Principal, other staff, school agents and children

Directly supervising: Class: _____ Room No: _____

This performance agreement was made between:

NAME:

NAME:

SIGNATURE

SIGNATURE

(Principal)

(Team Leader/Teacher)

Date:

Period From: Jan _____ to Jan _____

Introduction

The following are the duties and responsibilities of a **Scale A Teacher** as delegated by the principal consistent with the goals and objectives of the School Charter

Purpose

Teachers are responsible to the principal for curriculum delivery, curriculum content, assessment of student progress, reporting to parents and other delegated responsibilities at the discretion of the principal.

This Job Description sets out teachers' duties and responsibilities, and forms the reference point for Performance Appraisal.

Accountability

All teachers are accountable to the principal, who is responsible to the Board of Trustees for the performance of all staff.

Extent of Authority

1. Teachers operate within legal requirements, the School's Charter and policies.
2. Each teacher is responsible for the welfare and education of children and classes assigned by the principal, and for any other duties delegated by the principal.

Work Relationships

Teachers:

1. Give priority to ensuring the well-being and educational achievements of their pupils;
2. Work effectively as members of a staff/team;
3. Have positive relationships with parents;
4. Help to promote the best interests and good image of the school.
5. Embrace, support and promote the Cosgrove Way
6. Met the teacher standards - Follow this link to The Teachers Council [Our Code Our Standards](#)

STATEMENT OF RESPONSIBILITIES

Each teacher is expected to take full part in the general life, activities and work of the school. The following are specific responsibilities and performance expectations in line with Ministry of Education Interim Professional Standards for Primary School Teachers, and the Registered Teacher Criteria

CURRICULUM DELIVERY: The style and approach to teaching and learning

LEARNING PROGRAMMES	
*	Programmes are carefully planned to meet individual needs, based on guidelines set out in the School Schemes and Long Term Plan appropriate to the general level of students.
*	The Cosgrove Way is implemented effectively and supports the school's culture of kindness.
TREATY OF WAITANGI	
*	Through planned programmes and delivery attention is paid to Treaty obligations and incorporates aspects of te reo Maori and tikanga Maori (language and customs).
STUDENT PROGRESS	
*	Use of a range of assessment methods.
*	Regular monitoring and recording of student progress against the National Achievement Objectives.
*	Use is made of student assessment to identify levels of achievement for analysis of possible barriers to learning. Strategies are to be developed and implemented which address identified learning needs to overcome these barriers.
*	Appropriate in-class support is to be provided to those having special needs to ensure success in learning.
PERFORMANCE MANAGEMENT	
*	High level of teacher performance will be maintained through personal, planning group and school-wide goal setting and the professional development programme

USE OF TEACHING RESOURCES	
*	Educational resources, available within the school, are expected to be effectively use to enhance learning.
*	Where appropriate specialist resource personnel will be available to support and develop special programmes.
TEACHING TECHNIQUES	
*	It is expected that there will be a range of techniques and approaches utilised to address appropriately student needs.
*	Teachers will be expected to use appropriate role models to lead students towards achievable success.
THE CLASSROOM ENVIRONMENT AND MANAGEMENT	
*	Classrooms should be conducive to learning by being as attractive, positive and supportive of children's learning as possible.
*	Routines should be appropriate, well established and understood by all students.
*	Develop respect and understanding by encouraging appropriate role model interactions.
*	Maintenance of maximum use of learning time.
*	Develop positive, good relationships with students which demonstrates a respect for their individual needs and cultural backgrounds.
*	Ensure that as far as possible the classroom is physically safe.
*	Provision is to be made for a purposeful working atmosphere.
*	All discipline procedures are to be in line with school policies and the school's Student Management Plan.

CURRICULUM CONTENT: Skills, knowledge and attitudes to be taught

NATIONAL CURRICULUM FRAMEWORK	
*	Programmes must provide coverage of the essential learning areas of science, technology, social science, health and physical education and arts with a strong emphasis on literacy and numeracy
*	These programmes must be in line with the National Curriculum Statements and take account of all strands within each learning area.
*	Teachers will demonstrate a sound knowledge of current curriculum content and assessment at the appropriate levels to which they are teaching.
*	It is expected that teachers will maintain a high level of commitment to own learning which takes into account current curriculum development and learning theory.
EDUCATION NEEDS OF MAORI	
*	Opportunities should be provided, where appropriate, to integrate programmes that advance te reo Maori and tikanga Maori initiatives (language and customs).
CULTURAL DIVERSITY	
*	Programmes should reflect the multi-cultural nature of our school. They should demonstrate an understanding of diverse cultural backgrounds and the valuing of those backgrounds.

ATTITUDES, VALUES AND ESSENTIAL SKILLS	
*	Teaching programmes must reflect values that include honesty, fairness, reliability, respect for others, respect for the law, tolerance, caring, compassion, non-sexism and non-racism.
*	Teaching programmes must reflect positive attitudes towards people, ideas and things.
*	Programmes should also encourage and develop the essential skills of communication, information, problem solving, numeracy, self-management and competitiveness, social and co-operative, physical and work, and study.

ASSESSMENT OF ACHIEVEMENT: Monitoring and Recording Students' Progress and Achievement

Motivation of Student Learning	
*	Provide an environment in which learning and achieving is valued and where there is recognition of success.
*	Ensure that students are aware of the progress they are making in achieving objectives by providing appropriate feedback.
*	Assessment is to be an integral part of the teaching and learning programme.
*	Teachers should use a range of both formal and informal methods of assessing student-achievement.

Measuring Progress	
*	Assessment methods should be appropriate to enable the measurement of student progress against defined achievement objectives.
*	For each student records should enable the profiling of their progress and should provide the basis for assessing the effectiveness of the teaching programme.

RECORDING AND REPORTING OF STUDENT PROGRESS	
*	Accurate and detailed records are to be kept for each student which demonstrates the level of achievement across all curriculum areas.
*	Record keeping is to be in line with school-wide requirements and should be available on request from syndicate leaders or the principal.
*	Teachers will be required to provide student progress records in line with school policy.
*	When required teachers will report on each students' progress to parents and/or caregivers using information in the individual cumulative profile folders as the basis for reporting.
*	Reports should provide clear, accurate and constructive information on student progress and achievement.
*	Reporting will involve both formal interviews and a written report.
*	Informal reporting by prior arrangement may be conducted at any time during the year.

GENERAL CONTRIBUTION TO THE SCHOOL: Participation in the overall or corporate activities of the school

COLLEGIALITY	
*	Behave in a manner that is professional and supportive of other members of the school staff in their teaching and learning duties.
*	Share, as appropriate, pedagogical information with colleagues.
*	Embrace, support and promote the Cosgrove Way
*	Co-operate with and seek support as necessary from colleagues.
*	Establish and maintain effective collegial working relationships.
*	Follow the NZEI professional code of ethics.

SCHOOL ACTIVITIES	
*	Participate in and/or support school activities relating to the enhancement of the general life of the school.
*	These will include a mix of cultural, sporting, social and community activities planned during the course of a year.
*	Where appropriate either co-operate in or lead the organisation of school activities.

ADDITIONAL DELEGATIONS: Additional to the above duties and expectations the following responsibilities are included as part of the Generic Job Description for teachers.

Team Leader Delegation & Reflection - Release Time:

Take a full role in the development and support of the teachers in their syndicates.

- Building relationships / collegiality
 - Email vs face to face
 - Supporting Management decisions

COMMUNITY INVOLVEMENT
* Increase parental awareness of the curriculum and school policy when opportunities arise.
* Involve parents\caregivers and the community as a resource within teaching programmes if and when appropriate.
* Accept and accommodate as far as practicable the views of parents\caregivers.
* Ensure that parents feel welcome in the school.
<ul style="list-style-type: none">• Knowing and understanding your teachers so you vary your approach depending on the situation• Follow through• Confidentiality
• Modelling / scaffolding <ul style="list-style-type: none">• Planning completed in a timely manner• Asking who requires support and identifying teacher needs
• Clear communication / expectations <ul style="list-style-type: none">• Email vs face to face• accurate/consistent detailed minutes• Setting an agenda
• Setting boundaries (e.g. use of ST time – teachers to respect their break times – allocate specific days and time when they can ask / see you).
ADMINISTRATIVE AND PROFESSIONAL RESPONSIBILITIES.
* Carry out specific responsibilities, both administrative and professional, as agreed to in the schedules of duties and the Terms of Reference for Curriculum Sub-Committees.
OTHER DELEGATED RESPONSIBILITIES
* Accept other responsibilities delegated by the principal or by teachers to whom the principal has delegated authority.

- Developing and mentoring team members in areas of responsibility (e.g. organising trips, sports days).
- Using strengths and the strengths of others to support (e.g. the use of CRT time to observe other teachers.
- Identifying areas for support.
- Developing confidence.
- Developing independence but not at the expense of using the skills of interdependency.
- Recognising achievement.

Responsible for effectively managing the day to day running of the team.

- Meetings held on a weekly basis.
- Team is informed what to bring to the meeting.
- Agendas sent out prior to the meeting (2IC responsibility Team Leader Track)
- Timely concise minutes kept of meetings with **delegation and time frames** made explicit.
- Ensuring documentation is in on time.
- Attend Senior Management meetings and devolve information.

Meeting with the DPs to discuss issues around teaching, learning and behaviour management issues or concerns within the syndicate when needed.

- Attend meetings once a term.
- Maintain / provide documentation to support identified needs (more than one instance of same concern is preferable.)
- Operate in an atmosphere of honesty and trust
 - 2IC to be aware of what is happening across the team in terms of behaviour and support the Team Leader as appropriate.

Visiting each class even only briefly each week and at least two classes for 15 -20 mins observing and assisting teachers.

The following is not an exhaustive list nor should you try and check all of them!! It is intended as a guide.

- When visiting classes on a more formal basis (e.g. specific observations / appraisal) teachers are informed of time and focus at least a week before the intended visit.
- Check the Cosgrove Way is fully implemented (teacher, environment, student voice)
- Identify the locus of control
- How are groups operating
- What behaviour management strategies are in play?
- Interact with the children
- Check on tone
- How are the children with behaviour problems coping?
- Are the timetable and observed learning aligned with planning?
- Check books
- If a specific issue has been raised, how is this being addressed in the class?
- How are resources being used / stored
- Does the classroom environment support learning? Is it current? (Use the environment checklist for support)

Track that feedback/marking is consistently occurring in all books and that comments are present at regular intervals that relate to the learning that has or is currently happening. That the standard of bookwork remains high and the setting out in books is consistent with syndicate expectations.

- Support teachers in the ways they can manage feedback/marking in the classroom
- Support teachers in ways they can mark effectively to inform next learning steps (AFL lead teachers can also be asked to support)
- Use the guidelines in the Implementation Folder for support

That classroom environments match the current teaching and learning.

- Support teachers in the setting up of routines which encourage the children to take ownership (Giving them responsibilities, introduction and care of resources etc.)
- When teachers are setting up rooms take time to visit and give support / advice where needed
- Familiarise teachers with resources to help them with displays etc.
- Have teachers visit each other's classrooms for ideas.

The promotion of language rich classroom environments

- Displays of current writing
- Vocabulary lists (Topic words, interesting / weird and wonderful words, spelling prompts)
- Large print wall stories
- Big books
- Classroom libraries
- Alphabet / Phonic work

Checking planning and assessment - ensuring that all curriculum areas are covered each term. Daily planning is happening and is of a good standard and that regular assessment is being recorded. All communication to staff re their planning etc. needs to be copied for the Curriculum DP.

- Make expectations clear
- Support teachers in their systems for planning
- Ensure documentation is in on time and that it aligns with Timetable, Overview and Long Term planning – reflects students learning needs
- Use the guidelines in the Implementation Folder to assist - including the planning checklist
- Check documentation before passing signed and dated copies to Deputy Principal.