POSITION DESCRIPTION

Teacher

August 2026

Sommerville School
Sommerville is a large specialist school, catering for students aged 5 to 21 years with a wide range of educational challenges. Our catchment area stretches across Auckland's eastern corridor from the Ōrākei Basin to Maraetai and includes our base school in Panmure, satellite classes in 15 mainstream schools, a community programme for 18-21 year olds and an Outreach Service. We have 400+ ORS funded students and employ approximately 300 staff including teacher aides, therapists, psychologists, teachers and support staff.

Position Purpose
The main purpose of the Teacher's role is to: ● View all students as learners no matter their age, prior learning or ability. ● Plan and deliver rich learning opportunities that make use of effective pedagogy. ● Provide a personalised learning program with differentiated design through the Sommerville curriculum. ● Use the teaching as an inquiry framework to inquire into the impact of teaching on students' learning. ● Expect, record and analyse progress for all learners and make sure that students know what they are learning, why they are learning it and how they are going with their learning. ● Maintain planning and assessment records available to Team Leaders, the Senior Leadership Team on Google Drive, eTAP. ● Promote a holistic view of the New Zealand Curriculum. ● Engage in professional development both inside and outside the school. ● Adhere to the school's Code of Conduct, policies and procedures, Professional Growth Cycle, and the wider "Our Code, Our Standards". The Teacher will also support the Team Leader and Associate Principals to implement the school's strategic goals, continually improve the school culture, relationships, communication, and cultural responsiveness while being an innovative and reflective practitioner.

Our Vision and Values
Mā te iwi e manaaki ka puāwai. Together, learning to live our best lives. Our school and community values: ● Kia Hono/Be Connected ● Kia Māia/Be Courageous

Leadership
This role has leadership responsibilities. Teachers are responsible for leading the learning for the learners in their class and are also responsible for leading Teacher Aides assigned to their class. Teachers will have the following competencies as defined in the Teaching Council of Aotearoa New Zealand's Educational Leadership Capability Framework: 1. Building and sustaining high trust relationships 2. Ensuring culturally responsive practice and understanding of Aotearoa New Zealand's cultural heritage, using Te Tiriti o Waitangi as the foundation 3. Building and sustaining collective leadership and professional community 4. Strategically thinking and planning 5. Evaluating practices in relation to outcomes 6. Adept management of resources to achieve vision and goals 7. Attending to their own learning as leaders and their own wellbeing 8. Embodying the organisation's values and showing moral purpose, optimism, agency, and resilience 9. Contributing to the development and wellbeing of education beyond their organisation.

Specific Responsibilities of this Position	
Responsibilities of the Teacher role are expected to change over time as we respond to our learners' changing needs. You will need the flexibility to adapt and develop as the role evolves.	
Key Accountabilities	**Indicators of Success**
Work effectively as a member of a team	● Actively contribute to team meetings, planning and teaching activities as well activities for the running of the school (eg, duties) ● Support other staff where necessary ● Practice open communication, check staff emails and shared calendars regularly ● Adhere to the school's Code of Conduct, policies and procedures, Professional Growth Cycle, and the wider "Our Code, Our Standards"

Use a strength-based approach that promotes learning	● Provide a positive classroom environment that focuses on what students can do and how you can build on this ● Use the strengths, knowledge and expertise of the whole team through collaboration ● Make sure that student language and culture are valued as strengths and are visible and present in the classroom ● Develop learning-focused relationships with students ● Model and support others to use the strategies and techniques in positive approaches ● Use visual strategies, routines and techniques for engagement in the daily programme ● Make sure the class environment is well organised, managed and accessible ● Keep parents informed via seesaw of learning progress and achievements
Promote strong partnerships between school, students and whānau	● Welcome whānau into school, get to know families and value the knowledge about how their child learns ● Build relationships with host school staff in satellite locations ● Have a good understanding of the cultural backgrounds of students ● Use the communication systems such as Seesaw, home-school notebooks, emails, phones and meetings to connect with family/whānau
Planning and assessment	● Plan lessons, conduct student assessments, create Individual Education Plans (IEPs) and maintain the relevant documentation
Record keeping	● Maintain records on important events (eg, a new member in the family/whānau), significant communications, and summaries of meetings (content and decisions), using the Student Management System, eTAP ● Maintain planning and assessment records available to Team Leaders, the Senior Leadership Team on Google Drive, eTAP
Empower students to be active and as independent as possible	● Encourage students to be as independent as possible, to make choices and create opportunities for communication ● Have a good understanding of students communication/mobility equipment to ensure their independence ● Adapt the curriculum to meet the interests and engagement of students ● Model Ako – reciprocal teaching and learning ● Set learning goals that are aspirational, achievable and meaningful for students ● Encourage and create a place for students to have a voice in their learning ● Create a learning environment where it is safe to take risks

Understand, Know, Do	• Stay updated on current research and professional development about education and special education in particular • Support the learning of others through hosting visitors and professional students if needed • Participate fully in the growth and development of school initiatives • Actively engage in collaborative practices with the team around the child
Communicate effectively with a variety of audiences both orally and in writing	• Oral and written communications are appropriate to the audience • Written communication is simple and clear so that the audience can understand
Ensure a culturally responsive practice and understanding of Aotearoa New Zealand's cultural heritage using Te Tiriti o Waitangi as the foundation	• Self and teacher aides in the team understand what a culturally responsive practice looks like and why it is important • Develop and maintain cultural competencies for self and teacher aides in the team • Learning programmes are reflective and culturally responsive to all learners
Support our school's wellbeing, health and safety requirements	• Actively promote and comply with all wellbeing, health and safety requirements of our school
Other specific responsibilities will be delegated to fit with the successful applicant's strengths	

Personal Specifications
Skills, experience, personal attributes and qualifications needed: • Relevant tertiary qualification and current Teaching Council certification • A deep understanding of the New Zealand Curriculum and effective pedagogies for students with special educational needs • Strong interpersonal and communication skills • Uses IT confidently • Views education through a culturally responsive lens • An innovative and reflective practitioner • Willing to participate in ongoing professional development • Adaptable to working at different locations / satellite classrooms as required • Current and clean drivers' licence preferred