St Michael’s Catholic School, Rotorua

Job Description — Scale A Teacher, 2027

Catholic special character (tagged) position

Christ be my Light – Ko te Karaiti tōku mārama

Position details	
Employment status	Permanent, full-time
Commencement	Term 1, 2027
Class/year levels	To be confirmed
Reports to	Principal and Deputy Principal
Working relationships	Director of Religious Studies, teaching and support staff, learners, whānau, parish and relevant external agencies

Purpose of the position

To provide high-quality teaching that supports every learner’s progress, achievement, faith and wellbeing. The teacher will contribute actively to the Catholic life of St Michael’s and create a classroom where children are known, valued, included and challenged to succeed.

Special character condition of appointment

Willingness and ability to participate in religious instruction appropriate to the special character of the school is a condition of appointment.

The teacher will support and uphold the school’s Catholic special character as defined in its Integration Agreement and meet the special character expectations set out in their employment documentation.

Key responsibilities and indicators of effective practice

Responsibility	Indicators of effective practice
Catholic special character and Religious Education	Plans, teaches and assesses the school's Religious Education programme, Tō Tātou Whakapono. Helps children develop their understanding of Jesus and the Catholic faith. Leads classroom prayer and prepares children to participate meaningfully in Masses, liturgies and religious observances. Models the school's Mercy charism and STAR values of Service, Tika, Aroha and Respect. Works with the Director of Religious Studies and contributes to the school's faith life.
Curriculum planning and teaching	Plans coherent learning programmes aligned with the national curriculum requirements applying in 2027 and the school's curriculum. Demonstrates sound curriculum knowledge and uses evidence-based approaches, including clear explanations, modelling, guided practice and feedback. Provides a rich curriculum that develops knowledge, skills, creativity and curiosity.
Learner progress and achievement	Holds high expectations for every learner. Uses assessment, observation and learner work to identify strengths, needs and next steps. Adjusts teaching in response to evidence and evaluates its impact. Maintains accurate assessment records and contributes to moderation and schoolwide evaluation.
Inclusion and learning support	Adapts teaching so all children can participate and make progress. Works with the SENCO/learning support coordinator, teacher aides, whānau and specialists to implement agreed support plans. Provides appropriate support and extension while fostering independence and dignity.
Classroom culture and wellbeing	Establishes a safe, welcoming and purposeful classroom with clear routines and expectations. Builds respectful relationships and responds consistently to behaviour using school procedures. Promotes belonging, student voice and positive relationships. Identifies and follows up concerns about attendance, engagement or wellbeing.
Te Tiriti o Waitangi and cultural responsiveness	Demonstrates commitment to Te Tiriti o Waitangi through relationships and teaching practice. Values learners' languages, cultures and identities. Develops confidence in te reo Māori and tikanga Māori and incorporates local histories and knowledge through the school's curriculum and agreed guidance.
Partnership with parents and whānau	Communicates regularly, clearly and respectfully. Shares progress, achievement and next steps through school reporting processes. Listens to whānau knowledge and aspirations, addresses concerns promptly and maintains confidentiality.

Professional collaboration and growth	Contributes to planning, staff meetings and professional learning. Shares resources and ideas, seeks feedback and reflects on teaching effectiveness. Participates in the school's professional growth cycle and undertakes relevant Catholic special character and Religious Education formation.
Wider school contribution	Participates in school events, service activities, trips and other agreed responsibilities. Works constructively with colleagues and helps maintain a supportive staff culture. Uses and cares for school resources responsibly.
Professional conduct and safety	Maintains a current practising certificate and meets the Teaching Council's applicable professional requirements. Follows Board policies, school procedures, child protection requirements and health and safety expectations. Maintains appropriate professional boundaries and protects personal information.

General expectations

The teacher will:

- Maintain planning, assessment and reporting documentation in accordance with school expectations.
- Supervise learners and carry out allocated duties reliably.
- Work towards the school's strategic and annual priorities.
- Undertake other reasonable duties appropriate to the position, as agreed with the Principal.

Any additional leadership responsibilities or management units will be documented separately.

Review and acknowledgement

This job description will be reviewed through discussion with the teacher and updated as appropriate.

Approved by _____

Date _____

Teacher's name _____

Teacher's signature _____

Date _____

Review date _____