Job Description – Scale A Teacher

Position Title: Scale A Teacher

Reports to: Principal, Deputy Principal & Team Leader

Working Relationships: All school staff, parents/whānau, students, and external education agencies (including the Ministry of Education)

Employment Status: Full Time (1.0 FTTE)

Purpose of the Position

To design and deliver high-quality, inclusive learning programmes aligned with the NZ Curriculum that foster academic growth, relational safety, and student wellbeing. The Scale A Teacher creates a positive classroom environment, responds adaptively to diverse learning needs, actively upholds Levin School's REACH values, and demonstrates a commitment to ongoing professional development in inclusive, supportive teaching practices.

Professional Standards & Core Requirements

- **Levin School Values:** Support, maintain, and teach Levin School's REACH values, vision, mission statement, and motto across all classroom and school environments.
- **Professional Standards:** Adhere strictly to *Our Code, Our Standards* (NZ Teaching Council), abide by school policies and procedures, and comply with all board policies and relevant legislation.
- **Inclusive & Relational Practice:** Demonstrate a positive commitment to inclusive education, relational safety, and supportive classroom management strategies that enable all learners to thrive.
- **Professional Growth & Upskilling:** Engage actively in ongoing pedagogical growth, professional learning opportunities, and school-wide development initiatives—including building confidence and skills in inclusive education practices and support frameworks.

Key Responsibilities

1. Classroom Teaching & Learning

- **Quality Programme Design:** Develop, prepare, and deliver engaging classroom programmes that reflect the NZ Curriculum, catering to the varied learning styles and strengths of students.
- **Inclusive & Differentiated Learning:** Provide differentiated instruction, including "low floor, high ceiling" learning tasks, to support mixed abilities and ensure every student experiences success and appropriate challenge.
- **Adaptive Practice & Classroom Flow:** Create a calm, structured, and predictable learning environment; recognise student needs and adjust instruction, task expectations, or classroom flow in real time.
- **Data-Informed Teaching:** Monitor student engagement, attendance, and academic progress using school tracking systems (e.g., HERO) to inform planning and targeted instruction.

2. Meeting Diverse Learner Needs

- **Identifying & Supporting Needs:** Collaborate with team leaders, Inclusive Education coordinators, and

specialists to identify learning, sensory, or emotional regulation needs early.
- **Support Plan Implementation:** Assist in implementing and contributing to Individualised Education Plans (IEPs), Collaborative Action Plans (CAPs), or individualised learning strategies for students requiring extra support.
- **Co-Regulation & Classroom Climate:** Use calm, supportive strategies to foster positive behaviour and relational safety, helping students build resilience and remain engaged in learning.

3. Relationships & Community Engagement

- **Whānau Partnerships:** Build positive, open, and respectful relationships with parents and whānau to support student growth, wellbeing, and learning outcomes.
- **Collaborative Teamwork:** Work cooperatively with teaching staff, support staff, and school leadership to plan curriculum delivery, share effective practices, and maintain a supportive team culture.
- **Agency Engagement:** Work alongside external education agencies (e.g., Ministry of Education specialists) when appropriate to access resources and advice for diverse learners.

4. School Culture & Operational Support

- **Extra-Curricular & School Life:** Actively participate in school life outside the classroom (e.g., duty routines, school events, sports/arts activities) to support the wider school community.
- **Student Safety & Wellbeing:** Ensure the physical, emotional, and cultural safety and wellbeing of all students at all times in accordance with school policies.
- **General Responsibilities:** Undertake any reasonable duties and responsibilities as required by the Principal and Senior Leadership Team.

Declaration & Approval

Approved By (Principal): _____ Date: _____

Appointee Signature: _____ Date: _____