Job Description & Person Specification: Kelston Girls' College Kaiako

Kelston Girls' College

Vision: Culturally connected ākonga with the mōhiotanga to be agents of change

Position Title:	Kaiako (classroom teacher)
Responsible to:	Head of Faculty
Professional Accountability:	Current practising certificate with the Teaching Council of Aotearoa New Zealand; adherence to The Code of Professional Responsibility and Standards for the Teaching Profession
Key Relationships:	Ākonga, teaching colleagues, support staff across the school, Senior Leadership Team (SLT), and whānau/caregivers.
Purpose:	Kaiako at Kelston Girls' College are relational, student-centred practitioners who empower our students to be confident, critical thinkers and agents of change. The role encompasses high-impact classroom teaching, positive learning environment design, and academic mentoring. Practice across the kura is anchored in restorative practice and active commitment to our partnership with Te Kawerau ā Maki.

Job Description	
Classroom Teaching & Learning	• Teaches curriculum learning areas with appropriate depth, pace, and high academic expectations. • Embeds foundational literacy and numeracy as essential tools for critical thinking and student progression. • Differentiates instruction and scaffolds content so that all ākonga, including neurodivergent learners and English language learners, can actively participate and achieve. • Applies evidence-informed classroom strategies that foster learner agency, active engagement, and metacognition. • Establishes safe, predictable, and culturally welcoming classroom routines that support physical, emotional, and intellectual safety. • Applies restorative practices proactively to resolve relational harm and maintain a calm, learning-focused environment.
Academic Mentoring (Ngā Toa o Kerehana)	• Plans for, and delivers academic mentoring as an allocated component of timetabled teaching contact time. • Conducts regular mentoring conversations with ākonga to monitor pathway goals, attendance and engagement, and academic progress. • Acts as the primary point of contact between the school and home for mentoring students, developing strong learning partnerships with whānau. • Collaborates with kaimanaaki, support staff, and senior leadership to identify barriers early and put timely supports in place.
Assessment, Moderation & Reporting	• Carries out regular formative and summative assessment to guide teaching and inform next steps for learning. • Complies with all school assessment and moderation procedures, and national assessment (NZQA) requirements.

	• Provides timely, constructive feedback to students to support their progress. • Completes accurate, strength-based reports for whānau in alignment with the school reporting schedule.
Professional Contribution & Operational Duties	• Participates actively in whole-school hui/PLD, pathway and subject planning hui, and curriculum reviews. • Engages in the annual Professional Growth Cycle (PGC). • Complies with all school operational policies and procedures, and follows health and safety obligations. • Supports our collective school culture, with opportunities to contribute to co-curricular learning, extra-curricular activities, and school celebrations.

Person Specification

Professional Teaching Standards

Kaiako at Kelston Girls' College demonstrate ongoing competence across the Standards for the Teaching Profession (Ngā Paerewa), established by the Teaching Council of Aotearoa New Zealand:

- Standard 1: Te Tiriti o Waitangi partnership - Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.
- Standard 2: Know the content and how to teach it - Understand how to design learning based on content, curriculum, and pedagogical knowledge
- Standard 3: Know the learner and the learning process - Understand the learning process and the diversity of learners' strengths, needs, languages, cultures, identities, and interests.
- Standard 4: Plan for and implement effective teaching and learning - Plan for learning, teach, and respond to learners during teaching to progress their learning at an appropriate depth and pace.
- Standard 5: Create and maintain supportive and safe learning environments - Develop a culture where learners feel safe, have their needs met, and are focused on learning, with appropriate use of equipment and technologies.
- Standard 6: Assess, provide feedback, and report on learning - Use regular and consistent assessment to inform teaching and share information on learner progress
- Standard 7: Engage in professional learning - Improve professional capability through evidence-based reflection, professional learning, and engagement with colleagues.
- Standard 8: Engage in productive professional relationships - Work constructively with colleagues, parents/caregivers, and the community to support the learning and wellbeing of each learner.

(Note: In annual PGC endorsements, evidence of practice is evaluated directly against these national standards.)

The Kelston Way

In addition to national standards, a Kelston Girls' College kaiako:

- Respects the role of Te Kawerau ā Maki as mana whenua and weaves te reo Māori and tikanga naturally into daily practice.
- Protects the relational space between students, staff, and whānau, treating every individual with unconditional positive regard.
- Addresses challenges and restores relationships through dialogue, relational accountability, and restorative practices rather than punitive measures.
- Relentlessly champions the success of young women, challenges inequities, and empowers students to see themselves as leaders and agents of change.