Frasertown School Scale A classroom teacher Job Description

Responsible to:

The Principal

Deputy Principal

Our Vision

Frasertown School will create a strong sense of kinship; supporting and enhancing the mana and achievement of all our Frasertown Whanau. To be te pito of our community.

Our Values

Respect
Responsibility
Resilience

Our Strategic Goals

Excellence - Our Frasertown whanau are given opportunities to achieve excellence in all that we do.
Equity - Giving our Frasertown whanau what they need to be able to participate and be the best that they can be.
Environment - To provide a safe learning environment where all whanau feel they belong.

Position:

Primary objectives:

- To be responsible for the education and welfare of the pupils in their own class, and across the school
- To implement the goals and objectives set in the strategic and implemntation plans by following school policies and the National Curriculum and in a culturally responsive way upholding the principles of Tataiako
- To contribute to, and participate in, the corporate life of the school
- To recognise the culture of the school, contribute towards and enhance it
- To uphold high levels of positive professional conduct as outlined in the Teachers Council Code of Conduct
- To have evidence of learning within the classroom through, planning and assessment documentation and that shows the NZ Teaching Council's 2026 standards for the teaching profession

Teaching these primary objectives will involve the teacher in the following dimensions:

- Upskilling professional performance in the classroom using a range of teaching techniques and approaches
- Motivation of students for learning
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- Be actively involved in classroom management.
- Support for, and collaboration with, colleagues.
- Contribution to wider school activities
- Ensure effective communication across all aspects of the school community

And the following Professional Activities:

- Participate in all professional development offered by the school
- Participate in all staff hui
- Uphold the integrity of the teaching profession

Key Tasks, Roles and Responsibilities within the School:

- Attendance at school events such as discos and Pet Day
- Be an active member of the corporate life of the school

- Collectively use data to track learning and achievement of students
- Any other tasks that arise in the school throughout the year

- Take responsibility for curriculum area(s) as required
- Undertake duties and responsibilities as required and negotiated

The 2026 Standards for the Teaching Profession

Across all domains

Standard 1: Te Tiriti o Waitangi partnership
Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.

Focus area 1.1 Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.

Focus area 1.2 Understand and acknowledge the histories, heritages, languages, and cultures of partners to Te Tiriti o Waitangi.

Focus area 1.3 Design teaching and learning experiences that reflect Te Tiriti o Waitangi partnership in New Zealand including affirming for all learners the knowledge, identity, language, and culture of te ao Māori and tangata whenuatanga[1].

Focus area 1.4 Practise and develop the use of te reo and tikanga Māori, including in support of positive engagement with Māori learners and their whānau and communities.

Domain: Professional knowledge

Standard 2: Know the content and how to teach it
Understand how to design learning based on content, curriculum, and pedagogical knowledge.

Focus area 2.1 Understand the content
Demonstrate a developed understanding of the knowledge relevant to the content being taught.

Focus area 2.2 Understand how to enact the curriculum
Know how to teach the mandated curriculum[2] and its progressions in learning, effectively and in a way that supports every learner to succeed.

Focus area 2.3 Understand evidence-informed teaching strategies and practices
Know how to apply research, evidence, and innovations related to pedagogy, inclusive teaching, and the teaching of particular content.

Focus area 2.4 Understand how to foster literacy and numeracy as foundational capabilities
Demonstrate understanding of oral language, literacy, and numeracy as foundational capabilities that are integrated throughout all learning areas and levels, and knowledge of relevant evidence-informed teaching practices that are effective at fostering these proficiencies.

Standard 3: Know the learner and the learning process
Understand thelearningprocessand the diversity of learners' strengths, needs, languages, cultures, identities, and interests.

Focus area 3.1 Understand how learning happens
Demonstrate a developed knowledge and understanding of the cognitive, emotional, and social factors that affect how children and young people learn, and their application to teaching practice, informed by the science of learning.

Focus area 3.2 Understand how diverse needs can be met
Demonstrate understanding of the diverse needs of learners - including those associated with neurodivergence, disabilities, and trauma – and of the learning strategies that can support them, while being willing to seek specialist support where needed.

Focus area 3.3 Understand culturally responsive teaching
Demonstrate an understanding of how to richly contextualise teaching and learning experiences to learners' culture, backgrounds, and interests to bring the curriculum to life and help them progress their learning.

Focus area 3.4 Understand own assumptions and beliefs
Critically examine how one's own assumptions and beliefs, including cultural beliefs, impact on one's practice, and on the achievement of learners including those with different abilities and needs, backgrounds, genders, identities, languages, and cultures.

Domain: Professional practice

Standard 4: Plan for and implement effective teaching and learning
Planfor learning,teach, and respond to learners during teaching to progress their learning at an appropriate depth and pace.

Focus area 4.1 Set high expectations
Set high expectations for the learning outcomes of every learner.

Focus area 4.2 Prepare learning experiences that are coherent and well organised
Use a mixture of forward planning and planning in action to ensure that the curriculum is enacted in an intentional way for each learner.

Focus area 4.3 Advance the progress and achievement of all learners
Teach in ways that ensure sufficient progress for the diverse range of learners, providing additional support or extension when needed.

Focus area 4.4 Use and adapt teaching strategies
Make use of a range of evidence-informed teaching strategies, approaches, and learning activities and use them adaptively in response to the needs of individuals and groups of learners.

Focus area 4.5 Enable learning-focused capabilities
Enable learners to be active participants in their learning, so that they are well placed to develop self-regulation, agency, collaborative capabilities, self-reflection, and critical thinking.

Focus area 4.6 Māori succeeding as Māori
Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.

Standard 5: Create and maintain supportive and safe learning environments
Develop a culture wherelearners feelsafe, have their needs met, and are focussed on learning, with appropriate use of equipment and technologies.

Focus area 5.1 Support learners to feel safe to participate in learning
Build genuine, respectful relationships with and among learners so that all learners feel their identities, languages, cultures, and abilities are valued and respected, fostering trust, cooperation, and confidence to participate fully in learning.

Focus area 5.2 Ensure the learning setting meets diverse needs
Establish workable routines and learning environments that support different physical, social, emotional, and intellectual development needs to ensure access to learning for all.

Focus area 5.3 Manage the learning setting and promote positive behaviour
Develop a shared understanding of positive behaviour, with clear boundaries and a framework for effectively responding to challenging behaviour, including a range of preventative and restorative approaches.

Focus area 5.4 Use equipment and technologies appropriately and effectively to support learning
Have strategies in place for any equipment and technologies utilised, including digital devices and artificial intelligence, to be used safely, responsibly, ethically, and in ways that contribute positively to teaching and learning.

Standard 6: Assess, provide feedback, and report on learning
Useregularand consistent assessment to inform teaching and share information on learner progress.

Focus area 6.1 Monitor the extent and pace of learning
Make effective and regular use of high-quality assessment and/or aromatawai practices to gather, analyse, and use appropriate information about the pace of learners' progress.

Focus area 6.2 Identify progress and respond to learners' needs
Use information on learner progress, in relation to goals or outcomes that have been identified, to design clear next steps in learning and identify additional support, extension, or adaptations to teaching practice that may be required.

Focus area 6.3 Provide constructive and understandable feedback
Ensure learners (and/or their parents/caregivers and whānau, as appropriate) receive and understand ongoing feedback about their progress, and use this information to enhance their engagement with learning.

Focus area 6.4 Communicate assessment information
Communicate clear and accurate information to parents/caregivers and whānau that identifies progress, strengths, and areas for development.

Domain: Professional engagement

Standard 7: Engage in professional learning
Improve professional capability through evidence-based reflection, professional learning, and engagement with colleagues.

Focus area 7.1 Participate in a continuous cycle of professional growth
Reflect on the effectiveness of practice in an ongoing way to ensure a cycle of improvement and development, informed by evidence from a range of sources including learner perspectives.

Focus area 7.2 Undertake professional learning to improve practice
Participate in professional learning, targeted to identified professional needs and school/service/system priorities, and adaptively apply this learning in practice.

Focus area 7.3 Engage with colleagues to improve practice
Invite and respond to feedback from colleagues and other education professionals, collaborate to address challenges, and engage in learning-focused collegial discussions or networks.

Standard 8: Engage in productive professional relationships
Workconstructively with colleagues,parents/caregivers, and the community to support the learning and wellbeing of each learner.

Focus area 8.1 Relate effectively with parents/caregivers and whānau
Build positive, respectful, and culturally appropriate relationships with parents/caregivers and whānau focussed on the learning, engagement, and wellbeing of learners.

Focus area 8.2 Cooperate in the interests of learners
Collaborate reciprocally with leaders, teachers, and other colleagues, and engage professionally with external agencies and the wider community, to meet the needs of each learner.

Focus area 8.3 Actively contribute to the wider educational setting
Work collegially to support ongoing improvement to organisational culture and practice, showing leadership particularly in areas of responsibility or expertise.

Focus area 8.4 Communicate effectively
Use clear, open, and professional oral and written communication that assists everyone to play their part in supporting learning and wellbeing.

1. Tangata whenuatanga (place-based, socio-cultural awareness and knowledge) is one of the five cultural competencies outlined in *Tataiako: Cultural competencies for teachers of Māori learners* (Education Council and Ministry of Education, 2011).

2. For teachers in state schools, the mandated curriculum refers to national curriculum statements and foundation curriculum policy statements issued under section 90 of the Act (at the time these standards were approved these statements make up the New Zealand Curriculum and Te Marautanga o Aotearoa).

For teachers in early childhood education, the mandated curriculum refers to the early childhood curriculum issued under section 23 of the Act (at the time these standards were approved this is the Te Whāriki curriculum framework).

For teachers in charter schools and private schools, the mandated curriculum refers to the curriculum for teaching, learning, and assessment developed by the school (which is required to meet tuition standards at least equivalent to those at state schools of the same year level).

The Teaching Council acknowledges that Māori medium education may also be undertaken using other curricula including *Te Aho Arataki Marau, Te Marautanga o Te Aho Matua* and *Te Marautanga o ngā Kura ā-iwi*.

Teaching Council of Aotearoa New Zealand