St Margaret's College
Balanced foundations, bright futures.

Position Description

Position Title	Junior School Teacher Year level to be confirmed with successful applicant
Position reports to	Head of Junior School
Tenure	Permanent, full time
Hours	40 hours per week, Monday to Friday
Position Description Date	November 2026

About St Margaret's

St Margaret's College offers a unique education for girls from Year 0 through to Year 13 for boarding and day girls. We have a dual pathway with NCEA and the International Baccalaureate Diploma programme and a strong emphasis on wellbeing and pastoral care as well as academic success. With a commitment to holistic education, balancing academic excellence with a multitude of co-curricular opportunities, St Margaret's College encourages students and staff to discover their passions and be the very best they can be.

A St Margaret's College education is founded on Anglican values with a focus on service and wellbeing and offered within a modern school environment promoting diversity, innovation, and sustainability. Each student is set up for success, joining a global alumni network of wāhine toa with the courage to embrace change, the confidence to lead, the desire to learn, and the drive to make a positive impact on the world.

Our vision

To create empathetic, confident and connected global citizens who value personal excellence and strive to make a positive difference.

Our purpose

Empowering girls to learn, live and lead.

Our Values

Integrity – Kia pono, Excellence – Kia kairangi, Resilience – Kia manawaroa, Equality – Kia tōkeke, Higher purpose - Te uptake

Purpose of Role

To invest in the culture of St Margaret's College and to educate, teach and nurture a lifelong love of learning by encouraging passion, confidence, and desire in our students to achieve.

Responsible for: St Margaret's Junior School – Year 0-6, year level to be confirmed with successful applicant

St Margaret's College Generic Teaching Responsibilities

1. Curriculum Delivery

It is important to St Margaret's College that all learning deliveries are appropriately planned, take into account the individual needs of the student, use assessment as a means of identifying needs, and provide appropriate learning environment. Professional knowledge is developed and applied to curriculum delivery.

2. Curriculum Content

St Margaret's College provide full coverage of learning areas in line with school guidelines, NZC

3. Assessment of Achievement

Through accurate monitoring and recording of student progress and achievement, teachers will be able to inform their planning to meet student needs and appropriately report as required.

4. General Contribution to the School and professional School behaviour

The teachers at St Margaret's College are expected to act with respect and professionalism towards their students, colleagues, and whānau. Our expectations are for teachers to participate and support the community and co-curricular activities of the school with a professional conduct and ethos.

5. Professional Development

Key Accountabilities

Key Responsibility	Key Accountabilities
1. Curriculum Delivery Provides professional learning delivery which includes elements of Treaty of Waitangi, using a wide variety of educational resources and teaching techniques	• Plan, prepare, and deliver lessons to meet the needs of all students in the class. • Acknowledge Treaty obligations and incorporate aspects of Te Reo Māori and Tikanga Māori in programmes of learning. • Ensure that a wide range of engaging resources and current pedagogy and assessment techniques are utilised to plan, teach and develop individual students, teaching programmes including pastoral care.

	• Ensure that the classroom is physically and emotionally safe and in line with our SMC Health & Safety policy. • Ensure all disciplinary procedures will be in line with SMC school policies, and with sound pastoral and restorative practice focus, which is mindful of the rights of all students.
2. Curriculum Content Provide full coverage of learning areas in line with NZC, IB and school guidelines.	• Use a structured literacy approach to teach foundational literacy skills • Use an explicit, sequential teaching approach in maths instruction • Follow and contribute to team planning to ensure all strands of the NZC and are incorporated into the teaching programme. • Monitor regularly and record student progress against the NZC Achievement Objectives. • Demonstrate a sound knowledge of curriculum content and assessment at the appropriate levels for the class to which they are teaching while also taking into account the varied range of abilities within that class. • Reflect the multi-cultural nature of New Zealand society. They will demonstrate an understanding of diverse cultural backgrounds and which also show a valuing of those backgrounds.
3. Assessment of Achievement Through accurate monitoring and recording of student progress and achievement, teachers will be able to appropriately report as required to inform their planning to meet student needs.	• Provide or contribute to oral, digital and written assessments, reports and references relating to individual students or groups of students. • Ensure that clear, accurate and constructive information on student progress, achievement, and next steps to parents and caregivers are in line with our college reporting guidelines. • Provide an environment in which learning and personal achievement is valued and in which there is recognition of critical thinking, problem solving, academic growth and success. • Ensure formative and summative assessment is used to analyse student achievement to identify specific learning needs and differences and inform strategies to best support learning. • Ensure that students are aware of the progress they are making in achieving objectives by providing appropriate feedback and feedforward. • Be required to provide student progress records in line with our St Margaret's school standards of procedure. • Involve both written reports and interviews, and while generally arranged by the School, may, by arrangement be conducted at any time during the year.

4. Professionalism and School behaviours Establishes sound educational relationships with students and colleagues.	• Develop positive professional relationships with students and their whānau demonstrating a respect for their individual needs and cultural backgrounds. • Provide outstanding learning opportunities for every student relative to their needs, abilities and stages of development which is aligned with our policies, code of ethics and professional responsibilities. • Act as a role model for students by demonstrating a high level of behavioural expectations, encouraging students to take responsibility for their own actions. • Act with professionalism, integrity and positively with all staff and adhere to the Code of Professional Responsibility and standards for the teaching profession. • Ensure high standards of professional practice and quality of teaching and learning of the curriculum through effective communication, participating in reciprocal peer review and observation of class teaching practice by the Head of the Faculty concerned. • Behave in a manner that is professional and supportive of other members of the school staff in their teaching and learning abilities. • Collaborate with colleagues and share appropriate pedagogical information with colleagues. • Seek support as necessary from SMC supportive networks and programs. • Participate in and/or support, as directed, all school and co -curricular activities relating to the enhancement of the general life of the school including managing one of our Junior School sports teams.
5. Professional learning and development	• Participate in the College professional review process and the Teachers Council Registration processes. • Participate fully in the school's performance reviews in an honest, professional and communicative way. • Maintain high levels of teacher performance through participation in the school-wide professional learning and development programme. • Be supported by external professional learning and development relevant to their teaching position and personal educational goals, where possible.

Functional Relationships

- Head of Junior School
- Executive Principal
- SMC Executive and Leadership teams
- Junior School staff
- All school staff
- Students
- Parents

Qualifications & Experience

Qualification:

- Diploma of Teaching
- Relevant tertiary qualifications
- Previous experience with a structured literacy approach is essential- Little Learners Love Literacy or Ideal
- Supporting subjects and experience
- Have a sound knowledge of the New Zealand Curriculum and standards alignment
- A competent user of ICT tools

Key Attributes

- A vibrant energetic and collaborative team member who is able to establish and maintain effective working relationships within the Faculty and School
- Be a strong advocate of the School, its mission, values, and religious learnings
- Be recognised as a teacher of excellence
- Build strong relationships with students, staff and families
- Desire to be involved in co-curricular activities
- Able to set goals and participate in strategic planning
- Able to show initiative and problem-solving skills
- Flexible, adaptable and can demonstrate future focused thinking
- Organised and project-driven in order to achieve outcomes
- A strong desire to learn more and a commitment to reflecting on and improving your practice