SAINT PAUL'S CATHOLIC SCHOOL
RICHMOND

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"You must shine among them like stars lighting up the sky" Saint Paul – Philippians 2:15

Job Description – Scale A Teacher - Untagged - Fixed Term 2027

Name:

Responsible To: Principal, Senior School Deputy Principal, DRS and Team Leader

Person Specifications:

Uphold the school's vision, beliefs and values supporting the school's Catholic character at all times (see "THE CHARACTER OF A CATHOLIC SCHOOL" below for detail of expectations)

- Adhere to the school's Staff Handbook
- Follow the planning and assessment expectations of the school
- Meet the commitments of the teachers' Code of Professional Responsibility
- Meet the Standards for the Teaching Profession

Standard	Elaborations of the Standard	Further Elaborations for Catholic Schools	Further Elaborations for Saint Paul's Teachers
Partnership Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand	Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand. Understand and acknowledge the	Teachers in Catholic schools understand and are committed to the New Zealand Catholic Bishops Conference understanding	• Integrated units intentionally plan for teaching and learning of te reo and tikanga Maori

	histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. Practise and develop the use of te reo and tikanga Māori.	of Te Tiriti o Waitangi and the commitment of the Catholic Church to bi-culturalism. Teachers in Catholic schools deepen their understanding of Māori spirituality and incorporate it into their teaching of Religious Education and spirituality.	• Regularly use Te Reo and tikanga in classroom practice.
Professional Learning Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners	Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources. Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures. Engage in professional learning and adaptively apply this learning in practice. Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners including learners with disabilities and learning support needs; and wider education matters.	Teachers in Catholic schools critically assess and reflect upon all policies, procedures, practices and professional attitudes in light of their commitment to the Gospels and Catholic teaching. Teachers in Catholic schools apply knowledge of the Gospels and Church teaching to the values, pedagogy, practices and relationships of the school community. Teachers in Catholic schools undertake professional learning	Use the Saint Paul's Spiral of Inquiry model to critically evaluate and adapt teaching. Use the Saint Paul's Spiral of Inquiry model for critical reflection in the three dimensions for appraisal (Teaching and Learning, Catholic Character, Personal Wellbeing Use research into best practice for deep learning to improve teaching and learning in line with the Saint Paul's Theory of Pedagogical Practice and Theory of Assessment for Learning Access and record each pupil's progress in line with current school procedures found on the Saint Paul's Hub and use the results to inform planning Participate, alongside our colleagues from Nelson/Tasman Catholic

	Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning- focused collegial discussions.	formation and qualifications appropriate to their role so as to deepen their own personal growth in knowledge of Catholic Theology, Scripture, Spirituality, Catholic Special Character and Religious Education, and to strengthen their ability to promote and enhance the Special Character of the school.	schools, in Professional Development negotiated with The Catholic Institute and the Catholic Education Office, so as to deepen personal growth in knowledge of Catholic Theology, Scripture, Spirituality, Catholic Special Character and Religious Education
Professional Relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.	Engage in reciprocal, collaborative learning-focused relationships with: - learners, family and whānau - teaching colleagues, support staff and other professionals - agencies, groups and individuals within the community Communicate effectively with others Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility. Communicate clear and accurate assessment for	Teachers in Catholic schools maintain collaborative relationships within the school, with parish leaders, the school chaplain and other Church organisations, such as the diocesan Catholic Education Office. Teachers in Catholic schools promote faith-based leadership to effectively shape the school's vision and direction, so as to ensure a genuine and ongoing encounter with Christ, for ākonga.	Support and care for other members of the Saint Paul's staff in line with our school value "living our faith" Affirm and encourage parents in their role as the first educators of their children and ensure effective communication with parents is maintained. Welcome and value representatives from agencies that support our school in the care of our students

	learning and achievement information.	Teachers in Catholic schools engage in practices to ensure that the school has ways to assess the impact it has on the growth in faith of ākonga.	
Learning Focused Culture Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety	Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks. Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety. Create an environment where learners can be confident in their identities, languages, cultures and abilities.	Teachers in Catholic schools work to promote and enhance a Religious Education programme which is given high status, is soundly managed, appropriately resourced, and professionally delivered by qualified staff. Teachers in Catholic schools actively contribute to programmes that promote a Catholic worldview that is integrated into the daily practices of the school and into all curriculum areas. Teachers in Catholic schools comply with all of the relevant regulatory and statutory requirements stipulated by	Teachers at Saint Paul's are committed to the Saint Paul's Motto, Vision, Mission, Values and Learner Capabilities outlined in the school charter. Teachers work to promote these through the school culture and through teaching and learning. In line with our school curriculum document (located on St Paul's hub) plan, where appropriate, an integrated curriculum that willur '*Educate socially just citizens who will 'shine like stars' in the twenty first century'* Teachers plan for learning through play/experience with intentional planning for growth in the school's learner capabilities.

	Develop an environment where the diversity and uniqueness of all learners are accepted and valued. Meet relevant regulatory, statutory and professional requirements.	New Zealand Catholic Bishops Conference and / or which derive from Part 33 of the 1989 Education Act.	
Design for Learning Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures	Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required. Design and plan culturally responsive, evidence-based approaches that reflect the local community and Tiriti o Waitangi partnership in New Zealand. Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. Design learning that is informed by national policies and priorities.	Teachers in Catholic schools design and facilitate programmes that promote a genuine and ongoing encounter with Christ as an essential function of the Catholic school, and develop the progression from encounter, to growth in knowledge and to Christian witness, which is the framework of the disciple's journey. Teachers in Catholic schools promote a culture that assists in the understanding of what the integration of faith and life means from a Catholic perspective.	The Saint Paul's school pedagogy is outlined in the "Theory of Pedagogical Practice" found on the school hub. Central to this is the provision of an integrated curriculum that is focussed on growing learner capabilities through deep learning experiences that are within student worldview. Engage in assessment practices in line with the Saint Paul's Theory of Assessment Practice located on Saint Paul's Hub The Religious Education Bridging Document provided by the National Centre for Religious Studies overviews Achievement Objectives (Aos) that underpin the integrated curriculum approach to Religious Education curriculum at Saint Paul's. Teachers place a strong emphasis on integrating Aos from the Myself and Others Module recognising the importance of these for student wellbeing

Teaching Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace	Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all. Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners. Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning. Teach in ways which enable learners to learn from one another,to collaborate, to self-regulate, and to develop agency over their learning. Ensure learners receive ongoing feedback and assessment information and support them to	Teachers in Catholic schools support the school, which through its practices and communication, facilitates an encounter with Christ and spreads the Good News to both churched and unchurched members of the community. Teachers in Catholic schools ensure that all resources, including e-resources, used in the teaching and learning programme for RE, and in other areas as appropriate (e.g. Health, Social Sciences, Science) are in line with the key teachings of the Catholic Church.	Teachers apply the Saint Paul's Spiral of Inquiry to ensure that their teaching practice is constantly evolving to meet the needs of all learners

	use this information to guide further learning.		

Education with a Special Character: One of your obligations is to support and uphold the School's "Special Character", which is defined in its Integration Agreement.

THE CHARACTER OF A CATHOLIC SCHOOL

BRIEF STATEMENT FOR THE INFORMATION OF TEACHERS

This statement is to be read in association with the school charter, a copy of which is available from the school.

The special character of a Catholic school is defined in the Integration Agreement as follows:

'The school is a Roman Catholic school in which the whole school community, through the general school programme and in it religious instructions and observances, exercises the right to live and teach the values of Jesus Christ These values are as expressed in the Scriptures and in the practices, worship and doctrine of the Roman Catholic Church, as determined from time to time by the Roman Catholic Bishop of the Diocese.'

A teacher applying for a position in a Catholic School needs to understand the commitment this involves.

1. All teachers, whether Catholic or not, are part of this "whole school community". Each teacher is therefore expected to use his or her specific skills to achieve the purposes of the school.
2. A Catholic school assists the Church in its mission. It does this by helping its pupils to become complete persons, that is to say persons with knowledge, faith and norms of living, which are harmonised.
3. All subjects are taught for their own value and with their own objectives. Catholics believe in the value of all human knowledge as it is part of God's truth.

4. The Religious Education Programme is an integral part of the curriculum. The principles, truths and ethics of that programme permeate whatever the school does. The focal point of the whole school is Christ. The pupils are taught that God is creator, that Jesus Christ is God-made-man, that their ultimate goal is heaven; that authority to teach and interpret God's revelation was entrusted to the Church and is exercised by the Pope and Bishops. The school as a whole subscribes to the Apostles' Creed which is the oldest of the formulas used by the Christians to express their faith. It accepts the two-fold commandment of Christ, love of God and neighbour and the other values expressed by Christ as norms of living.

5. No teachers will be required to act against their own conscience or personal philosophy of life. That would be unchristian and contrary to the aims of the school. However, in accepting a position in a Catholic school it is assumed that the teacher realises that:

a) Teachers work as a team. Therefore all teachers are expected to contribute, according to their individual strengths and within their personal convictions, to the total purpose of the school. No school can operate successfully if any teacher undermines the efforts of others.

b) Teachers are role models. A school community rightly expects teachers to act as to be appropriate models for its children. Conduct of a teacher which would give the school community grounds for thinking that the teacher's attitude is antagonistic to the special character of the school would not only be unprofessional, it would damage or even destroy that teachers effectiveness.

6. New teachers will find senior staff including the Director of Religious Studies willing to assist them in gaining a fuller understanding of the school and its special character and in solving any difficulties that may arise in the course of their teaching duties.

Employee Signed: _____ Date: _____

Principal Signed: _____ Date: _____