Marfell Community School

Job Description – Teacher

Position Title	Teacher- 0.4 FTTE Fixed Term Two days per week equivalent
Reports to	Principal, Senior leadership team
Functional Relationships	**External:** Parents/Whānau, School Board, EOTC providers, Special Education personnel, Professional Development providers, Ministry of Education personnel, Education Review Office personnel, Oranga Tamariki **Internal:**Team Leaders, Unit Holders, Deputy Principal, Principal, Support & Ancillary Staff

Hours of Work: Refer to the Primary Teachers Collective Agreement. It is expected during term time teachers are on site from 8am to enable planning and before school meetings.

Purpose of the position

To support and promote the vision of Marfell Community School to provide a quality education that raises the achievement of the whole child.
Teachers are responsible to the Principal for curriculum delivery, curriculum content, assessment of student progress, reporting to parents and other designated responsibilities at the discretion of the Principal.

Accountability:

All teachers are accountable to the Principal, who is responsible to the School Board for performance of staff.

Extent of Authority:

1. The teacher operates within legal requirements, the school's Strategic Plan, Annual Goals and Targets and Marfell Community School's policies and procedures.
2. Each teacher is responsible for the welfare and education of children and classes assigned by the Principal and for any other duties delegated by the Principal.

This job description incorporates the NZ Teaching Council 'Our Code Our Standards' and teacher conduct should always align with examples provided by the Teaching Council in their publication 'Code of Professional Responsibility'.

Copies of these two publications are available online:
https://teachingcouncil.nz/assets/Files/Code-and-Standards/Our-Code-Our-Standards-Nga-Tikanga-Matatika-Nga-Paerewa.pdf

Key Tasks aligned to Professional Standards:

Integrate and implement Te Tiriti o Waitangi principles in our practice	• evidence in practice in class and throughout the school of daily use of Te Reo Māori and commitment to own knowledge and use • evidence in classroom planning and programmes of integration of tīkanga Māori and place-based learning • evidence of own strengthening of whānau learning partnerships for learners
Relationships at the heart of learning / Whanaungatanga	• live and keep the Marfell Community School Values / PB4L - Restorative practice at the forefront of practice. • take deliberate actions to build and maintain positive learning - based relationships • adhere to Our Code Our Standards: Code of Professional Responsibility and Standards for the Teaching Profession
Plan and implement effective teaching and learning programmes	• assess/plan/evaluate/review/report on learning and teaching in response to identified learner needs (staff and learners, including learners with diverse learning needs)

	● align learning and teaching programmes to the Marfell Community School Strategic Plan (vision, mission, goals & targets, planned priorities) and Curriculum Delivery Plan ● Collect, analyse, interpret and use class & school wide learner achievement data to improve learning and teaching (know your learners)
Reporting	● report on learning and teaching, progress and achievement data to parents/whānau/board/leaders as outlined in annual calendar/checkpoint ● keep accurate reliable and defensible records of progress, achievement, and pastoral ● meet all data and reporting expectations and deadlines
Strategic Plan	● plan to meet the agreed strategic/annual goals, targets and actions as identified in the Marfell Community School Strategic Plan ● implement and review identified targeted/strategic/annual actions (teacher)
Professional Learning and Growth Cycle	● demonstrate a commitment to ongoing professional learning and willingness to take part in teacher growth cycle positively ● engage in Marfell Community School attestation process ● to target areas of need as identified in annual performance reviews. ● actively participate in PLD opportunities provided by Marfell Community School ● provide evidence of ongoing professional learning and reflection through attestation and coaching conversations, and in coaching log ● engage in professional learning conversations
School Culture	● make learning visible in the classroom ● be culturally responsive in practice, ● model and teach the school values ● maintain high expectations of self/all learners/staff in all contexts ● demonstrate equity through inclusive practice ● support corporate school activities ● contribute to extra-curricular activities ● maintain professionally appropriate behaviours ● willingness to contribute to the corporate life of the school including undertaking playground duties and supervision of groups of students as needed. ● attend and participate in the relevant whole school staff meetings, team meetings and professional learning opportunities