Birkdale Intermediate School

Job Description: Scale A Teacher

Reports to: Team Leader, Deputy Principals, Principal

Additional Leadership Roles:

Primary Objectives

- Ensuring effective teaching and opportunities for learning, working to remove barriers to learning and overseeing the planning-assessment-teaching cycle
- Building and maintaining professional relationships with students, whānau, colleagues (BIS and beyond) and community
- Knowing the learners in your class, and their whānau
- Ensuring their own understanding of culturally responsive practice based on Te Tiriti o Waitangi and tikanga Māori, and what it means in professional practice
- Actively supporting and working to build and achieve the school strategic plan, vision and values
- Engaging professional growth, maintaining wellbeing of yourself and your students
- Engaging in the Professional Growth Cycle
- Uphold the school-wide behaviour management plan
- Looking after the classroom environment, including safety, wellbeing and physical resources

Personal and Professional Qualities

- approachable and receptive
- adaptable and resilient
- shows integrity
- trustworthy
- self-aware and reflective
- reliable
- team player (collaborative, helpful, supportive, on board)
- solutions-focused and positive

- growth mindset

**The following key areas of responsibility and elaborations are taken from the Teaching Council of Aotearoa New Zealand's "2026 Standards for the Teaching Profession"*

Key areas of responsibility	Elaboration of responsibility	What this looks like at BIS
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 the culture of te ao Māori and tangata whenuatanga • **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	• We incorporate Māori knowledge, history, and worldviews authentically across all learning areas • Use ako (reciprocal learning) — value what students bring and learn alongside them • All teachers embed manaakitanga - our school values as well as a core Māori concept encompassing hospitality, kindness, generosity, and mutual respect into classroom culture • We respond to Māori learners' strengths, ensuring identity, language, and culture are seen and treated as taonga • We seek to include local iwi stories, language, and history into our learning

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 • **Focus area 2.2** Understand how to enact the curriculum • **Focus area 2.3** Understand evidence-informed teaching strategies and practices • **Focus area 2.4** Understand how to foster literacy and numeracy as foundational capabilities	• Understand the current curriculum at Phase 3: Year 7/8 (with knowledge of progressions from Phase 2 into Phase 4) • Know how to teach the mandated curriculum and its progressions in learning, effectively and in a way that supports every student to succeed • Apply research, evidence, and innovations related to pedagogy, inclusive teaching, and the teaching of particular content • Demonstrate an understanding that oral language, literacy, and numeracy are foundational capabilities and should be integrated throughout all learning areas and levels
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.*	• **Focus area 3.1** Understand how learning happens • **Focus area 3.2** Understand how diverse needs can be met • **Focus area 3.3** Understand culturally responsive teaching • **Focus area 3.4** Understand own assumptions and beliefs	• Identify and respond to learning needs in the classroom • Know the students and adapt the teaching to meet their needs • Demonstrates understanding of neurodiversity, disability and trauma and the strategies that support these students • Learning contexts are culturally relevant and are linked to students' lives, interests and backgrounds • Engage in reflective practice around assumptions, beliefs and personal bias, how they impact your practice and student achievement
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.*	• **Focus area 4.1** Set high expectations • **Focus area 4.2** Prepare learning experiences that are coherent and well organised • **Focus area 4.3** Advance the progress and achievement of all learners	• Follow schoolwide curriculum plans/overviews • Set high expectations for the learning outcomes of every student • Teaching ensures progress, including support and extension, for all students • Enable learners to be active participants in their learning, helping them develop self regulation, collaboration, self-reflection, and critical thinking • Support all Māori learners to achieve educational success, as Māori

	• **Focus area 4.4** Use and adapt teaching strategies • **Focus area 4.5** Enable learning-focused capabilities • **Focus area 4.6** Māori succeeding as Māori	
Standard 5: Create and maintain supportive and safe learning environments *Develop a culture where learners feel safe, 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 • **Focus area 5.2** Ensure the learning setting meets diverse needs • **Focus area 5.3** Manage the learning setting and promote positive behaviour • **Focus area 5.4** Use equipment and technologies appropriately and effectively to support learning	• Build kind and respectful relationships so that all members of the BIS community feel safe and valued • Establish routines and learning environments that support different physical, social, emotional, and intellectual needs • Develop a shared understanding of the school's Positive Behaviour for Learning framework and procedures • Ensure equipment and technologies, including digital devices and artificial intelligence, are used safely, responsibly and ethically
Standard 6: Assess, provide feedback, and report on learning *Use regular and consistent assessment to inform teaching and share information on learner progress.*	• **Focus area 6.1** Monitor the extent and pace of learning • **Focus area 6.2** Identify progress and respond to learners' needs • **Focus area 6.3** Provide constructive and understandable feedback • **Focus area 6.4** Communicate assessment information	• Follow annual school assessment schedule • Complete school reporting requirements beginning and end of year • Use high-quality assessment practices to gather and analyse information about learners' progress; plan learning, adaptations and next steps accordingly • Ensure learners and their whānau receive clear feedback about their progress, strengths, and areas for development

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 • **Focus area 7.2** Undertake professional learning to improve practice • **Focus area 7.3** Engage with colleagues to improve practice	• 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 • Participate in professional learning, targeted to identified professional needs and school/service/system priorities, and adaptively apply this learning in 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 *Work constructively 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 • **Focus area 8.2** Cooperate in the interests of learners • **Focus area 8.3** Actively contribute to the wider educational setting • **Focus area 8.4** Communicate effectively	• Build positive, respectful, and culturally appropriate relationships with parents/caregivers and whānau focussed on the learning, engagement, and wellbeing 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 • Work collegially to support ongoing improvement to organisational culture and practice, showing leadership particularly in areas of responsibility or expertise. • Use clear, open, and professional oral and written communication that assists everyone to play their part in supporting learning and wellbeing