POSITION DESCRIPTION

POSITION:	**Teacher – Middle School (Year 7 Homeroom)**	
STATUS:	Permanent	
TIME:	Full-time (1.0FTE)	
LOCATION:	Kristin School, Auckland, New Zealand	
VISION / CONTEXT:	Kristin School is an independent co-educational school for students from Early Learning to Year 13, which aims to provide students with a superior all round education, to prepare them to be responsible global citizens, to think creatively, reason critically, communicate effectively and learn enthusiastically throughout life. Key to the achievement of this vision is the school's strategy of attracting and retaining the Best People.	
VALUES	• Progress with vision, integrity and love	
LINE MANAGEMENT:	• Reports directly to Principal, Middle School	
KEY RELATIONSHIPS:	• Principal, Middle School • Executive Principal, Senior Leadership Team (Junior and Senior School Principals) • Assistant Principals, Deans and Associate Deans • Other Middle School Teachers • Curriculum Leaders • Students and their families	
SALARY:	Teacher as per designated level	
JOB PURPOSE	The Year 7 Homeroom Teacher is responsible for designing, coordinating, educating and reviewing class curricular in line with expected standards of the school. The Teacher also supports the personal and pastoral care of the students and actively maintains positive and open communication lines with parents.	

Accountabilities	Responsibilities & Expectations	Performance Indicators
1. Professional Conduct	• Demonstrate expected standards of excellence and encourage these standards from other teachers. • Lead or actively support initiatives across the school, to take a proactive role in change management. • Behave in a way that articulates, supports and furthers the school's strategic vision. • Model positive behaviours, which support the School's Code of Ethics and Core Values. • Demonstrate and understanding of, and commitment to the national and international foci of the school. • Represent the School and participate as a member of internal and external committees as required. • Support the Principals, Assistant Principals, Deans and Associate Deans with pastoral and disciplinary procedures as needed. • Adhere to Kristin's professional Dress Code policy.	• Upholds standards of excellence and can demonstrate support for encouraging this in other teachers. • Evidence change projects are positively led or assisted across the school. • Evidence of support for the school's vision and strategic plan. • Personal conduct reflects the Core Values of the School. • Evidence of awareness, acknowledgment and promotion of the school's commitment to biculturalism and multiculturalism. • Evidence of active and positive participation in internal or external committees. • Positive feedback received from Principals, Assistant Principals or Deans with support of pastoral or disciplinary procedures undertaken. • Always maintains a professional standard of dress.
2. Professional Knowledge	• Attend and positively contribute to personal professional learning by attending all Professional Learning days and actively seeking out other development opportunities. • Develop and maintain knowledge of the current curricular, subjects, schemes of work and pedagogy for area/ areas of expertise- including International Baccalaureate Primary Years Programme (PYP), Middle Years	• Evidence of attendance at all Professional Learning days and further professional development opportunities. • Evidence of curricular being taught is relevant, up to date and in line with the school's curricular, whether it is IB or NCEA. • Every student has received a course outline no later than two weeks of commencing the course.

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	Programme (PYP), Diploma and National Qualifications frameworks (NCEA). • Ensure scheme and units of work are in line with best practice pedagogies and shared with faculty. • Liaise with the Head of Faculty or Principal to ensure appropriate resources are selected and purchased, in line with the curriculum needs and budget. • Liaise with students and parents with regards to queries or concerns about course content and materials.	• Evidence of changes made to curricular to reflect changes made or best practice updates • Evidence all expenditure has been approved by the Head of Faculty or Principal, is in line within budget. • Feedback that student and parental communications are done professionally and in a timely manner.
3. Teaching and student assessment	• Ensure students receive relevant course outlines at the start of each course. • Teach classes positively and professionally, as required to meet timetable needs. • Model exemplary teaching practice, by developing effective plans of work, setting and achieving effective learning outcomes and utilising a variety of teaching strategies. • All student resources area available on canvas. • Ensure teaching or curricular is infused with the appropriate level of information and communications technology. • Motivate and inspire students to achieve their potential in curricular and co-curricular activities. • Actively work with Curriculum Leaders to ensure the curriculum is effectively meeting	• Every student has received a course outline no later than two weeks after commencing the course. • Teaching is undertaken is professional and positive, and meets timetable requirements • Evidence of exemplary teaching practice, with students supported to achieve their best. Measured by student surveys and feedback, observations and student outcomes. • Canvas courses are kept up-to-date and in line with faculty expectations, and students can navigate class resources with ease. • Teaching has the appropriate level of information and communications technology content, that educates and prepares students for the future.

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	the needs of the programme of work being taught. • Set and mark students work, accurately and in a timely manner. • Conduct formal parent interviews in accordance with the school's calendar and undertake other meetings as required or requested. • Support Curriculum Leaders by ensuring students have their course outlines, relevant assessments, and proofing of examination papers. • All assessment dates are entered into the canvas calendar for all classes in a timely manner.	• Evidence students are motivated to achieve their best in both curricular and co-curricular activities. • Curriculum meets, if not exceeds, requirements by the set programme of study i.e. IB or NCEA • Students work is set and marked accurately and in time to meet the required standards and expectations of the school. • Parents report satisfaction regarding formal parent interviews and other parent meetings • Curriculum Leaders provide positive feedback that course outlines, assessments and examinations have bene undertaken as required. • Assessment dates are easily located on students' Canvas calendars in a faculty-approved format from the beginning of each term.
4. Planning & organising	• Knowledge of and assist with maintenance of the annual budget. • Work with the ERO, IBO and other assessors as required. • Submit an annual statement of goals and objectives for each course and planned reviews, at the start of each year. • Respond to request for information from Principals, AP's and Head/s of Faculty as required.	• Budget recommendations are in the interests of students and fiscally responsible (within budget and invoices submitted on time). • Positive feedback received from ERO, IBO and other assessors as required. • Evidence information requested was delivered accurately and in a timely manner. • Events coordinated, whether within the school or external, were relevant to the curriculum, and organised efficiently and as per School's policies and protocols.

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	• Coordinate events inside and outside of the school such as trips, competitions, or speakers, relevant to the curriculum. • Take a roll for each period taught each day.	• Roll is taken at the start of every [period taught and is accurate and submitted within that period.
5. Health & safety	• Facilitate a safe and supportive work environment by ensuring compliance with the school's policies, procedures, and legislative requirements. • Ensure so far as is reasonably practicable that steps are taken to keep staff and students safe while on the school grounds or participating in school activities.	• Evidence of compliance with School's policies, procedures, and workplace health & safety legislative requirements. • Evidence that risks to staff or students' health and safety have been eliminated or minimised so far as is reasonably practicable, ensure safe work practices, including hazard identification, accident, incident and near miss reporting for all events and EOTC RAMS forms.
6. Other	• Attend and participate in all relevant MS or Faculty Meetings as required. • Attend all staff meetings. • To positively support the character and values of Kristin School. • Be actively involved in the life of the school, including community events, sporting activities and functions as required. • Proactively encourage the production of quality promotions and records of the classroom and student achievements.	• Evidence of attending and participating in relevant MS or faculty meetings as required. • Evidence of attendance at all Staff meetings. • Evidence of regular involvement in activities of the school including community events, sporting activities and functions. • Evidence of quality promotions or recordings from classroom and / or student achievements, as approved by Marketing. • Undertaking relevant professional development required for teaching in New Zealand.

Key Selection Criteria

Qualifications, Training & Experience

- Qualified Teacher, with current registration to teach in New Zealand (or the ability to obtain registration prior to the start date)
- Recent National Police Vetting Check (as per registered teacher requirements)
- A record of success in relevant faculty along with teaching experience in chosen curricular
- Desirable: Current First Aid certificate and Drivers Licence

Attributes and Skills

- Proven record as an outstanding educator
- Ability to proactively develop, promote, and implement new and creative initiatives
- Proven ability to develop and maintain effective relationships with students, staff and parents from diverse backgrounds
- Proven ability to enthuse, inspire and guide students and staff
- The proven ability to work as an effective and constructive team member, with a willingness to participate fully in School activities
- Excellent interpersonal skills, including the ability to listen and liaise effectively across all areas of a school community to achieve successful outcomes
- Superior organisational ability with demonstrated self-motivation and initiative in goal setting, prioritising work, and managing multiple tasks
- Well-developed problem-solving skills and proven experience in creating solutions
- Thorough understanding of contemporary student welfare and wellbeing practices
- Outstanding verbal and written communication skills
- Demonstrated personal resilience, including the ability to work in a demanding role, often outside of normal hours
- A high degree of professional judgement and confidentiality
- A genuine interest and willingness to engage in professional development and learning opportunities and to identify suitable opportunities for others
- Flexible, approachable and consistent in manner
- A high level of energy and vitality

- The ability to contribute to the school's outdoor education/co-curricular programme
- Knowledge of budgetary and financial management processes.

Commitment to Child Safety

Kristin School is committed to providing a safe, caring and nurturing environment and school climate to ensure the wellbeing and prevent the harm of tamariki, rangatahi, ak-ōnga/learners, their whānau/family and staff. This is our single greatest priority and responsibility.

- Kristin is alert to potential child safety risks and takes immediate action when issues are identified.
- There is zero tolerance for abuse of any kind.
- All stakeholders are to report any child safety allegations, disclosures or concerns.
- All staff must adhere to and abide by the Student Safety Code of Conduct.
  We seek, value and respect diverse representation, views and experiences in akōnga/learners and encourage individuality and choice.
- Akōnga/learners are empowered and encouraged to speak up and speak out.
- All services adhere to child rights principles of partnership, protection and participation; and the rights and responsibilities accorded by Te Tiriti o Waitangi.