Te Kura Tuarua o Te Kauaeranga
Thames High School

Kia kōtahi ai te piki ake, kia ikeike rawa ki te taumata / We grow together to achieve one's true potential

Role Description: Classroom Kaiako / Teacher (all subject positions)

Position Title	Classroom Kaiako / Teacher
Responsible To	Head of Department, Deputy Principal (aligned with the relevant learning area/department), Principal
Direct Reports / Responsible For	N/A
Functional Relationships:	All school staff, Students, Parents and whānau, External agencies and education stakeholders
Delegated Authority / Limits of Authority:	N/A
Terms and Conditions:	As set out in the Secondary Teachers' Collective Agreement (STCA), including remuneration and other employment conditions.

Generic Role Description Classroom Teacher (all subject positions)

A **Classroom Kaiako / Teacher** works collaboratively as part of both curriculum and pastoral teams to deliver effective teaching and learning programmes that enhance student engagement, progress, and achievement.

In addition to their subject teaching responsibilities, teachers play an important role in pastoral care. This includes acting as a **Whānau / Rōpū Kaitiaki**, supporting the wellbeing, attendance, and engagement of students, and fostering positive relationships within the school community.

Teachers are expected to actively promote and reinforce the school's **Values**, **Tikanga**, the **Student Code of Conduct**, **Uniform Code**, and implement the **Responding to Behaviour Plan**.

All teachers contribute to the positive reputation of **Te Kura Tuarua o Te Kauaeranga / Thames High School** through:

- Maintaining professional and respectful relationships with students, colleagues, parents, and the wider community
- Upholding the **Staff Code of Conduct** and **Dress Code**
- Participating in **School**, **House**, and **co-curricular activities**, which help strengthen student connections and school spirit

Teachers are expected to:

- Draw on the collective expertise of their department(s) and pastoral teams
- Share their own knowledge, skills, and strengths to enhance the curriculum and pastoral support offered by the school

Professional responsibilities

Generic Professional Responsibilities for a Classroom Teacher

The professional expectations for all teachers at **Te Kura Tuarua o Te Kauaeranga / Thames High School** are guided by:

- Supplement 1 of the STCA for Secondary Teachers – Criteria for Quality Teaching – these outline the professional standards teachers are assessed against for pay progression (refer STCA clauses 4.2.3 and 3.5: Teacher Competence).
- Professional Standards for Teacher (Our Code, Our Standards – the standards required to maintain teacher certification with the **Teaching Council of Aotearoa New Zealand**.

These requirements are considered an integral part of this job description and apply to all teaching staff.

STCA Professional Standards Levels:
Supplement 1 of the STCA outlines three progressive levels of professional standards:

- **Beginning Teachers:** Typically, up to three years, or until full certification is achieved.
- **Classroom Teachers:** Typically, three to five years' experience.
- **Experienced Teachers:** Typically, after five years' experience.

All levels cover the following domains:

- Professional Knowledge
- Professional Development
- Teaching Techniques
- Student Management
- Motivation of Students
- Te Reo me ōna Tikanga
- Effective Communication
- Support for and Cooperation with Colleagues
- Contribution to Wider School Activities

General Expectations for All Teaching Staff:

All teachers are expected to:

1. **Plan and implement effective teaching and learning programmes**, including assessment and resource management, that meet the diverse needs of learners.
2. **Motivate and engage learners** to participate and achieve to the best of their ability.
3. **Implement effective student management strategies**, consistent with school policies and procedures.
4. **Establish and maintain positive, professional relationships** that focus on the learning, engagement, and wellbeing of students.
5. **Communicate effectively and professionally** with students, colleagues, parents, whānau, and external stakeholders to support learning and engagement.
6. **Demonstrate commitment to ongoing professional learning**, both individually and as part of a team, and engage fully in appraisal and inquiry processes to improve practice.
7. **Fulfil pastoral care responsibilities**, including acting as a Whānau / Rōpū Kaitiaki, and supporting the wellbeing and engagement of students.
8. **Contribute to the wider life of the school**, including involvement in School, House, and co-curricular activities as required and/or negotiated.
9. **Uphold all staff expectations**, including adherence to the **Staff Code of Conduct**, **Dress Code**, and all relevant school policies and procedures.

Professional responsibilities	Key performance indicators
1. Plan and implement appropriate learning and assessment programmes.	• Plan and prepare lessons aligned with Teaching Schemes/Units of Work, the New Zealand Curriculum, and school pedagogical expectations, including culturally responsive and relational pedagogy. • Design and conduct assessments in line with Thames High School and NZQA Quality Assurance policies, including Managing National Assessment requirements. • Effectively manage teaching resources to support learning and assessment. • Analyse and use assessment data (formal and informal) to inform teaching and improve learner outcomes.
2. Motivate learners to participate to the best of their ability.	• Foster a collaborative, inclusive, and supportive learning environment. • Build positive, culturally responsive relationships with taiohi / students. • Set high expectations and encourage self-reflection to improve achievement.
3. Implement effective student management procedures.	• Maintain accurate and timely attendance records. • Establish and maintain a safe, positive, and orderly learning environment. • Set clear behavioural expectations and apply appropriate responses consistently. • Promote student responsibility for behaviour. • Take care of school resources and promote respect for property. • Ensure safe conduct of all learning activities, following school and departmental safety procedures.
4. Establish and maintain professional relationships focused on the learning and well-being of learners.	• Maintain effective working relationships with colleagues to promote teaching and learning. • Follow reasonable instructions from the Senior Leadership Team and Head(s) of Department. • Attend all staff, professional learning, and department meetings. • Support colleagues to improve teaching and learning outcomes across the school.
5. Communicate clearly with all relevant stakeholders to improve learning.	• Communicate with clear spoken and written language to learners, colleagues, parents, and the wider community (including pronunciation of names/words correctly). • Report to parents on development, progress, and achievement of learners in line with school reporting guidelines. • Attend Report Evenings, Prizegivings, and other key school events outside normal school hours as requested by the Principal or SLT.
6. Demonstrate commitment to ongoing personal and team professional learning and improvement of professional practice.	• Take personal responsibility for ongoing professional growth and improving learner outcomes. • Contribute to the professional development of others, as appropriate. • Maintain the relevant **professional standards** as outlined in the Secondary Teachers' Collective Agreement (STCA). • Adhere to the relevant Standards of the Teaching Profession (The Standards/Ngā Paerewa) and the Code of Professional Practice (The Code/Ngā Tikanga Matatika)
7. Carry out Whānau/Rōpū Kaitiaki pastoral responsibilities.	• Participate and contribute to the effective pastoral care and management of students as part of the Whānau/Rōpū team. • Contribute to the development and maintenance of positive School / House culture by involvement in House groups and activities. • Monitor and support student attendance, following up on uniform, lateness, and attendance issues as required. • Disseminate all necessary information to Whānau/Rōpū. • Follow school procedures when following up issues of uniform, lateness, and attendance, • Refer students to appropriate support services where necessary. • Provide academic mentoring, assist with goal setting, course advice, and career planning. • Communicate effectively with parents/caregivers regarding pastoral, attendance, progress, or achievement concerns.



8.	Carry out wider-school responsibilities.	• Become familiar with and follow all policies and procedures at Thames High School (Staff Handbook and Department Manuals, as applicable). • Participate and contribute to the co-curricular programme (i.e. cultural, arts, service or sports activities). • Fulfil active supervision and other rostered duties to maintain a safe and orderly school environment. • Always represent the school professionally.
9.	Expectations of all staff	• Support the Vision, Mission, and Values of Te Kura Tuarua o Te Kauaeranga / Thames High School and adhere to its Policies and Procedures, including the Staff Code of Conduct. • Maintain high standards of professional behaviour and presentation at all times when representing the school. • Demonstrate cultural responsiveness by following appropriate tikanga and actively developing Te Reo Māori (e.g., correct pronunciation, greetings, and written communication). • Maintain positive and professional relationships with all staff, students, and stakeholders, ensuring effective communication and collaboration. • Always respect and maintain confidentiality. • Take shared responsibility for the health and safety of all members of the school community. • Engage in ongoing professional development and complete PGC and /or appraisal processes as required. • Undertake other duties as reasonably requested by line manager(s), senior leadership team, as appropriate.