Job Description: Teacher

Teachers Name: **Position:**

Directly responsible to:

General Statement of Responsibilities

1. **Curriculum Delivery**
   Ensures that all learning programmes are appropriately planned taking into account individual needs, te reo me ona tikanga, using assessment as a means of identifying needs, maintains current levels of professional knowledge and ensures an appropriate learning environment.

2. **Curriculum Content**
   Programmes must provide full coverage of learning areas in line with National Curriculum Statements and school schemes. Programmes will take account of the learning needs of Maori and impart essential skills, attitudes and values.

3. **Assessment of Achievement**
   Through accurate monitoring and recording of student progress and achievement teachers will be able to appropriately report as required and to inform their planning to meet student needs.

4. **General Contribution to the School**
   Teachers are expected to participate and support the corporate and extra-curricular activities of the school

5. **Additional Delegations:** Decided through negotiation

Key Tasks	Desired Outcomes
1. **Curriculum Delivery**	
▪ Provides appropriate learning programmes	▪ Programmes are carefully planned to meet individual needs, based upon guidelines set out in the school scheme or curriculum plan and appropriate to the general level of students.
▪ Includes elements of Treaty of Waitangi	▪ Through planned programmes and delivery attention is paid to Treaty obligations and incorporates where appropriate aspects of te rea Maori and tikanga Maori.
▪ Monitors and records	▪ Uses a range of assessment methods as an overall strategy ▪ Regular monitoring and recording of student progress against the national achievement objectives ▪ Use is made of student assessment to identify levels of achievement for analysis of possible barriers to learning. Strategies are to be developed and implemented which address identified learning needs to overcome these barriers ▪ Appropriate in-class support is to be provided to those having special needs to ensure success in learning
▪ Participates in the schools performance management programme	▪ All teaching staff will participate fully in the school's performance management programme in line with mandatory requirements ▪ High levels of teacher performance will be maintained through participation in the professional development programme
▪ Uses a wide range of educational resources	▪ Effective use of educational resources, available from within the school, will be expected to help enhance meaningful learning ▪ Where appropriate specialist resource personnel will be available to support and develop special programmes
▪ Uses appropriately a range of teaching techniques	▪ It is expected that there will be a range of techniques and approaches utilised to address appropriately student needs ▪ Teachers will be expected to use appropriate role models to lead students towards achievable success

▪ Ensures a conducive classroom environment through sound management techniques	▪ Classrooms should be conducive to learning by being as attractive, positive and supportive of children's learning as possible ▪ Routines should be appropriate, well established and understood by all students ▪ Role models appropriate interactions associated with developing respect and understanding ▪ Maintenance of maximum use of learning time ▪ Develop positive, good relationships with students which demonstrates a respect for their individual needs and cultural backgrounds ▪ Ensure that as far as possible the classroom is physically safe ▪ Provision is to be made of a purposeful working atmosphere ▪ All discipline procedures are to be in line with school policies and with sound practise which is mindful of the rights of all students
Key Tasks	Desired Outcomes
2. **Curriculum Content** ▪ Follows the requirements of the National Curriculum Framework	▪ Programmes must provide a balanced coverage of the essential learning areas of language, mathematics, science, technology, social science, health and physical education and the arts ▪ These programmes must be in line with the National Curriculum Statements and take account of all strands within each learning area ▪ Teachers will demonstrate a sound knowledge of curriculum content and assessment at the appropriate levels to which they are teaching ▪ It is expected that teachers will maintain a high level of commitment to own learning which takes into account curriculum development and learning theory
▪ Addresses the learning needs of Maori	▪ Opportunities should be provided, where appropriate to integrate programmes that advance Maori Education Initiatives including, where possible, education in te reo Maori
▪ Takes account of cultural diversity	▪ Programmes should reflect the multi-cultural nature of New Zealand society. They should demonstrate an understanding of diverse cultural backgrounds and which also show a valuing of those backgrounds
▪ Ensures programmes encourages development of essential skills and reflects attitudes and values of NZ society	▪ Teaching programmes must reflect values that include honesty, reliability, respect for others, respect for the law, tolerance, caring, non-sexism and non-racism ▪ Programmes should also encourage and develop the essential skills of communication, information, problem solving, self-management social and co-operative, physical and work and study
Key Tasks	Desired Outcomes
3. **Assessment of Achievement** ▪ Works towards motivation and engagement of students in learning	▪ Provides an environment in which learning and achieving is valued and in which there is recognition of success ▪ Ensure that students are aware of the progress they are making in achieving objectives by providing appropriate feedback ▪ Assessment is to be an integral part of the teaching and learning programme ▪ Teachers should use a range of both formal and informal methods of assessing student-achievement
▪ Uses a range of assessment tools to measure student progress	▪ Assessment methods should be appropriate to enable the measurement of student progress against the defined achievement objectives ▪ For each student records should enable the profiling of their progress and should provide the basis for assessing the effectiveness of the teaching programme
▪ Keeps accurate records of progress and reports on this as required	▪ Accurate and detailed records are to be kept for each student which demonstrates the levels of achievement across all curriculum areas ▪ Record keeping is to be in line with schoolwide requirements and should be available on request from appropriately delegated staff ▪ Teachers will be required to provide student progress records in line with school policy ▪ When required teachers will report of each students' progress to parents and/or caregivers ▪ Reports should provide clear, accurate and constructive information on student progress and achievement

	▪ Reporting will involve both written form and interview and may, by arrangement be conducted at any time during the year
Key Tasks	Desired Outcomes
4. **General Contribution to the School** ▪ Establishes sound collegial relationships that is professionally supportive ▪ Participates and supports school activities	▪ Behave in a manner that is professional and supportive of other members of the school staff in their teaching and learning duties ▪ Share, as appropriate, pedagogical information with colleagues ▪ Co-operate with and seek support as necessary from colleagues ▪ Establish and maintain effective collegial working relationship ▪ Follow professional code of ethics ▪ Participate in and/or support, as directed, all school activities relating to the enhancement of the general life of the school ▪ These will include cultural, sporting , social and community activities ▪ Where appropriate either co-operate in or lead the organisation of school activities
Key Tasks	Desired Outcomes
5. **Additional Delegations** ▪ Duty One ▪ Duty Two	Additional to the above duties and expectations the following duties also form part of the job description.