# Birkdale Intermediate School

## Job Description: Specialist Teacher

**Reports to:** Team Leader, DP, 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

# Position Purpose

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

| Key areas of responsibility | Elaboration of responsibility | What this looks like at BIS |
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| **Standard 1: Te Tiriti o Waitangi Partnership**<br><br>*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.<br><br>• **Focus area 1.2** Understand and acknowledge the histories, heritages, languages, and cultures of partners to Te Tiriti o Waitangi.<br><br>• **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.<br><br>• **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.<br><br>• Use ako (reciprocal learning) — value what students bring and learn alongside them.<br><br>• All teachers embed manaakitanga - our school values as well as a core Māori concept encompassing hospitality, **kindness**, generosity, and **mutual respect**. into classroom culture<br><br>• We respond to Māori learners' strengths, ensuring identity, language, and culture are seen as assets<br><br>• We seek to Include local iwi stories, language, and history into learning |

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| **Standard 2: Know the content and how to teach it**<br><br>*Understand how to design learning based on content, curriculum, and pedagogical knowledge.* | • **Focus area 2.1** Understand the content<br><br>• **Focus area 2.2** Understand how to enact the curriculum<br><br>• **Focus area 2.3** Understand evidence-informed teaching strategies and practices<br><br>• **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)<br><br>• Know how to teach the mandated curriculum and its progressions in learning, effectively and in a way that supports every student to succeed.<br><br>• Apply research, evidence, and innovations related to pedagogy, inclusive teaching, and the teaching of particular content.<br><br>• 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**<br><br>*Understand the learning process and the diversity of learners' strengths, needs, languages, cultures, identities, and interests.* | • **Focus area 3.1** Understand how learning happens<br><br>• **Focus area 3.2** Understand how diverse needs can be met<br><br>• **Focus area 3.3** Understand culturally responsive teaching<br><br>• **Focus area 3.4** Understand own assumptions and beliefs | • Identify and respond to learning needs in the classroom<br><br>• Know the students and adapt the teaching to meet their needs<br><br>• Demonstrates understanding of neurodiversity, disability and trauma and the strategies that support these students<br><br>• Learning contexts are culturally relevant and are linked to students' lives, interests and backgrounds<br><br>• 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**<br><br>*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<br><br>• **Focus area 4.2** Prepare learning experiences that are coherent and well organised<br><br>• **Focus area 4.3** Advance the progress and achievement of all learners | • Follow schoolwide curriculum plans/overviews<br><br>• Set high expectations for the learning outcomes of every student<br><br>• Teaching ensures progress, including support and extension, for all students<br><br>• Enable learners to be active participants in their learning, helping them develop self regulation, collaboration, self-reflection, and critical thinking<br><br>• Support all Māori learners to achieve educational success, as Māori |

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| | • **Focus area 4.4** Use and adapt teaching strategies<br>• **Focus area 4.5** Enable learning-focused capabilities<br>• **Focus area 4.6** Māori succeeding as Māori | |
| **Standard 5: Create and maintain supportive and safe learning environments**<br>*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<br>• **Focus area 5.2** Ensure the learning setting meets diverse needs<br>• **Focus area 5.3** Manage the learning setting and promote positive behaviour<br>• **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<br>• Establish routines and learning environments that support different physical, social, emotional, and intellectual needs<br>• Develop a shared understanding of the school's Positive Behaviour for Learning framework and procedures<br>• 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**<br>*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<br>• **Focus area 6.2** Identify progress and respond to learners' needs<br>• **Focus area 6.3** Provide constructive and understandable feedback<br>• **Focus area 6.4** Communicate assessment information | • Follow annual school assessment schedule<br>• Complete school reporting requirements beginning and end of year<br>• Use high-quality assessment practices to gather and analyse information about learners' progress; plan learning, adaptations and next steps accordingly<br>• Ensure learners and their whānau receive clear feedback about their progress, strengths, and areas for development |

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| **Standard 7: Engage in professional learning**<br><br>*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<br><br>• **Focus area 7.2** Undertake professional learning to improve practice<br><br>• **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.<br><br>• Participate in professional learning, targeted to identified professional needs and school/service/system priorities, and adaptively apply this learning in practice.<br><br>• 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**<br><br>*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<br><br>• **Focus area 8.2** Cooperate in the interests of learners<br><br>• **Focus area 8.3** Actively contribute to the wider educational setting<br><br>• **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.<br><br>• 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<br><br>• Work collegially to support ongoing improvement to organisational culture and practice, showing leadership particularly in areas of responsibility or expertise.<br><br>• Use clear, open, and professional oral and written communication that assists everyone to play their part in supporting learning and wellbeing |