Schedule 1: Position Description

HEAD OF DEPARTMENT - PHYSICAL EDUCATION/HEALTH
Position: Fixed-term part-time 2027 from 28.01.27-27.01.28
Part-Time FTTE 0.65 or by negotiated
Allowances: Fixed-term Two Management Units (MUs) and one fixed-term Middle Management Allowance (MMA) from 28.01.27-27.01.28
Fixed-term to allow sufficient time to recruit to a permanent role
Employment Agreement: Secondary Teachers' Collective Agreement

Education with a Special Character

The appointee shall support and uphold the school's *special character* as defined in the school's integration agreement and meet the expectations outlined in **Schedule 2** of the letter of appointment and the employment section of the Handbook for Boards of Trustees, Principals and Staff of New Zealand Catholic Integrated Schools.

The Special Character of a Catholic School is defined in the Integration Agreement as follows:

"The School is a Roman Catholic School in which the whole School Community through the general school programme and in its Religious instructions and observances, exercises the right to live and teach the values of Jesus Christ. These values are as expressed in the Scriptures and in the practices, worship and doctrine of the Roman Catholic Church, as determined from time to time by the Roman Catholic Bishop of the Diocese of Christchurch."

All staff are part of this "whole school community". Each teacher is therefore expected to use his or her specific skills to achieve the purposes of the school.

The Code of Professional Responsibility

The Code of Professional Responsibility and Standards for the Teaching Profession apply to every certificated teacher, regardless of role or teaching environment.

The Code sets out the high standards for ethical behaviour that are expected of every teacher and the Standards describe the expectations of effective teaching practice. Together they set out what it is, and what it means, to be a teacher in Aotearoa New Zealand and Catholic Cathedral College.

There is an expectation at Catholic Cathedral College that all Staff will adhere to the Code of Professional Responsibility and meet the Standards for the Teaching Profession as outlined in the document, some of which is summarised below. https://teachingcouncil.nz/professional-practice/our-code-our-standards/

GENERAL STATEMENT OF RESPONSIBILITIES

Te Tiriti o Waitangi partnership in Aotearoa New Zealand

Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand. Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand. Understand and acknowledge the histories, heritages, languages, and cultures of partners to Te Tiriti o Waitangi. Practise and develop the use of te reo and tikanga Māori.

Cultural Inclusiveness

Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration, and safety. Staff should be culturally inclusive of all cultures and look for ways to lead the celebration and acknowledgement of the College's diverse cultures.

Professional Leadership

The Head of Department provides professional leadership for staff and students and provides leadership in the maintenance and development of a quality learning environment.

Planning, curriculum, assessment, and organisational responsibilities

The Head of Department provides instructional leadership in the curriculum area, achieves effective management and effective administration of the department, provides and manages the material resources necessary to deliver the curriculum effectively, and monitors and guides the department's assessment of student achievement.

Professional Development

The Head of Department provides advice and guidance for teachers:

- Contributes to the professional development cycle by assisting teachers (if applicable) to write job descriptions and setting of personal objectives related to the department's and the College's goals
- Contributes, to and participates in, appraisal procedures
- As far as possible, ensures that staff development and training opportunities meet each teacher's professional needs and broadens each teacher's experience
- Provides advice and guidance support in the interests of improved student learning

General Contribution to School

The Head of Department supports the Principal in developing a school climate which:

- enhances the Special Character of the School
- is conducive to effective learning
- is supportive of all students

The Head of Department supports the Principal by making a positive contribution to the wider school community.

Community Responsibility

The Head of Department assists the Principal to enhance the school-community partnership.

Professional Growth and Performance Appraisal

All Staff will participate in the College's Professional Growth Cycle and annual appraisal process. The purpose of this is to assist staff to identify and work on professional learning and development needs

WORKING RELATIONSHIPS

Accountable to:

- Assistant Principal (Teaching and Learning)
- Deputy Principals
- Principal

Working relationships - Internal:

- Wider Senior Leadership Team (SLT)
- Teaching staff
- Support Staff
- Students

Working relationships - External

- Parents/whānau/caregivers
- Catholic Cathedral College community

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- Professional associations

Specific Tasks

Special Tasks and Desired Outcomes as Head of Department	
Key Task	**Expected Outcome**
Professional Leadership	• Accepts the full professional responsibility of a PE/Health teacher as set out in the professional standards and the PE/Health teacher job description • Assists the Principal (if applicable) in short-listing applicants for positions in the department • Assumes a leadership role through a cohesive team-building approach and supportive staff relations • Provides leadership of a department that is innovative in responding to curriculum developments • Provides direction and purpose in team tasks to meet the department's objectives • Runs regular departmental meetings as per college schedule, in-school in-service courses and, where necessary, classroom visits • Focuses policy towards achieving beneficial learning outcomes for students across the department • Assists students and staff to take initiatives in maintaining an attractive, welcoming and stimulating learning environment • Ensures that the strengths of each teacher (if applicable) in the department are acknowledged and used • Liaises with the Director of Religious Studies (DRS) on the Health programme
Planning, Curriculum, assessment, and organisational responsibilities	• Develops a written scheme of work consistent with national guidelines and the college's policy requirements • Develops detailed, written teaching programmes for Years 7 to 13 PE/Health, consistent with national guidelines and the college's policy requirements • Recognises communication as the key to good management and ensures that delegations are understood and carried out effectively • Ensures efficient and economic use of resources is established • Implements and controls resource management systems • Ensures that the department's resources are fully accounted for • Ensures that assessment practices in the department conform to college policy and are understood by colleagues
Professional Learning Development	• Leads within the department the professional learning development cycle by assisting PE/Health teachers with setting of personal and professional objectives related to the department's and the college's goals • Leads within the department and participates in the appraisal procedures and the Professional Growth Cycle • As far as possible, ensures that staff development and training opportunities meet each teacher's professional learning needs and broadens each teacher's experience • Provides advice and guidance support in the interests of improved student learning
General contribution to school life	• Assists the development of a positive school climate through classroom practice and policies followed within the department • Dresses professionally
Community responsibilities	• Works towards parents feeling welcome in the school

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Special Tasks and Desired Outcomes as Head of Department (continued)	
Key Task	**Expected Outcome**
Specific Responsibilities	● To teach PE and Health at all levels from Year 7 to Year 13 ● To develop and implement future-focused PE and Health programmes of learning throughout the College for Years 7 to 13, that reflect the bi-cultural nature of Aotearoa New Zealand ● To continue to develop the PE and Health programmes to ensure that they are in line with the aims and objectives of the Aotearoa New Zealand curriculum ● To ensure the Health programme reflects, and is sensitive and appropriate to, both the Special Character and the multicultural heritage of the college ● Ensure all Years 7 to 13 students are given opportunities to develop their understanding of their hauora ● Sexuality consultation will be undertaken with the community, alongside the Director of Religious Studies ● Liaise with outside health professionals in regard to Junior Health, ie Community Dental nurses, Hearing and Vision nurses, Public Health nurse (HPV programme) ● Liaise with community regarding health issues ● Co-ordinate all PE programmes ● Be involved in extra-curricular sport as required ● Support the Sports Co-ordinator with school sports events and exchanges ● Oversee all PE and Education Outside the Classroom (EOTC) focussed trips involving activities outside the college, including camps (Year 7/8, Year 10) and tramps, ensuring correct EOTC documentation is completed and sent for prior approval ● Implement, co-ordinate and monitor NCEA standards in line with NZQA guidelines ● Update, on a yearly basis, the departmental scheme, and ensure that departmental staff have unit plans ● Completion and presentation of departmental reports and reviews as per the college schedule

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Physical Education and Health TEACHER responsibilities and duties

Promote the Special Character of Catholic Cathedral College	
Key Task	**Performance Indicators**
Classroom practice reflects the Special Character	● Students and staff are treated with respect ● Students meet staff expectations of respectful interactions in class ● Every endeavour is made to deal positively with students and seek solutions that are fair and just for all
Special Character fostered and promoted in Hapori	● Catholic kaupapa is respected in classroom teaching ● The Catholic character of the college is positively supported through prayer at Hapori time and special events ● College and gospel values are fostered and lived in Hapori and House activities ● A spirit of community is fostered through commitment to, and participation in, Hapori and House activities ● Ensure that report comments are positive and reflect encouragement to strive for higher ideals
Commitment to Special Character	● Teachers are present for, and participate in, staff briefing, staff hui, Hapori and assembly prayers ● Use initiative to lead prayers or other special character activities for staff and students ● Participate fully in special character professional development events ● A spirit of community is fostered with staff, class groups and the total College community ● Commitment to Te Tiriti o Waitangi is evident

Teach Physical Education and Health to all year levels as required	
Key Task	**Performance Indicators**
Demonstrate Professional Knowledge	● Teach Junior and Senior PE/Health and supporting subject areas as required by the Assistant/Deputy Principals and Principal ● Practical application of current learning and teaching theory. Stay abreast of up-to-date teaching pedagogies ● Clearly demonstrate understanding of the PE/Health curricula at all year levels being taught ● Ensure that curricula goals and objectives are met as set out in the department and the college ● Ensure that unit plans and schemes of work are current and in line with the Aotearoa New Zealand Curriculum ● Appropriate teaching plans are prepared so that each student has suitable learning opportunities ● PE/Health knowledge and skills are succinctly delivered so that students can demonstrate understanding ○ Teaching plans incorporate culturally responsive content ● Planning and delivery of lessons clearly emphasise student engagement through active participation ● Delivery of lessons is culturally responsive ● An appropriate learning environment is established and maintained. In particular, Health and Safety guidelines are followed at all times. ● Appropriate use of technology is evident in line with digital technologies ● Mātauranga ● Māori is evident in lessons

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Subject-related Professional Development	• Attends/leads all department meetings • Welcomes opportunities to visit other teachers' lessons • Welcomes other teachers into lessons • Identify own specific professional learning and development needs through Professional Growth Cycle and Appraisal processes • Participates in appropriate internal and external professional learning and development • Stays up-to-date in all aspects of the PE and Health curriculum • Belongs to, and participates in, subject-related associations • Develops reflective practices to improve learning and teaching

Manage assessment for learning at all levels	
Key Task	**Performance Indicators**
Assessment for Learning at all year levels	• Each student is given appropriate learning opportunities • Assessment may be formal or informal, written, or oral, individual or group activities. Formative assessment opportunities are provided for all classes. • Feed-forward recognises what has been demonstrated in current work and identifies areas for improvement in the next assessment opportunity • Tasks are assessed, marked, and returned promptly so that maximum benefit is gained from the assessment event and feedback/feed-forward • Teacher administration responsibilities and procedures are adhered to in recording assessment results • Student grades are recorded in the KAMAR mark book as required
Senior Assessment and NCEA	• Department and College assessment procedures are implemented and adhered to • Assessment tasks are specifically approved by HoD/Assistant Principal to ensure that the correct version is used • Marking schedules are followed precisely • Cross-level moderation is implemented as required • Student work is marked and returned promptly • Students have opportunities to check grades • Student grades are recorded in the KAMAR mark book
Reporting on student achievement	• Reporting deadlines are met as set by the College • Report comments are positive reflections on the precise learning of knowledge and skills • Each teacher is responsible for the grammatical accuracy of comments written in reports • Be prepared to participate in peer review of reporting with other staff • Hapori teachers provide a comment identifying the specific contributions the student has made to the Group, recognising achievements outside the classroom, eg co-curricular activities, sporting or cultural success beyond school and service activities • Attends all Report Interview evenings relevant to all the classes taught • Preparse succinct discussion points for each parent/whānau/student/teacher interview/conference so that important issues are dealt with

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Maintain effective relationships with staff, students, whānau, parents and caregivers	
Key Task	**Performance Indicators**
Classroom responsibilities	● Carefully prepares lessons to minimise problems with student behaviour ● Understands and implements the behaviour management procedures as set out by the college ● Always treats students with respect. Expects students to treat you and each other with respect ● Motivates students to achieve at or beyond their potential ● The classroom is an attractive, welcoming and safe place
Pastoral care	● As Hapori teacher (if applicable) takes personal interest in each individual member of your group ● Monitors attendance and contact whānau/parents as required ● Welcomes new students into Hapori ● Is aware of what is required as a Hapori teacher. Keeps the Head of House informed of pastoral care issues concerning the students in your Hapori Group, eg family bereavement/sickness, work or other family stresses, etc that come to your attention ● Supports students involved in discipline issues so that the student can learn from mistakes, grow in strength and maturity, and move on ● Assists with Hapori activities throughout the year
General contributions to College life	● Leads by example in maintaining the standards expected of students ● Conscientiously carries out assigned duties, eg lunchtime duty ● Positively interacts with students while on duty and reports any problems to the Head of House or Senior Leadership Team where required
Promote collegiality	● Support for, and co-operation with, colleagues ● Seeks to work positively with all members of staff encouraging and fostering effective working relationships ● Provides support and assistance to colleagues where appropriate ● Shares resources and work co-operatively with others in marking, preparing resources and implementing programmes across the school ● Attends, and actively participates in, all staff meetings and staff-only days

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Contribute to the wider life of the College	
Key Task	**Performance Indicators**
Te Reo me ona Tikanga	• Demonstrate a commitment to the promotion in education of the appropriate and accurate use of Te Reo Māori • Demonstrate a commitment to the promotion in education of the adoption of Māori protocols where appropriate
Support Special Character events	• Attend college masses and liturgies, participating to the extent that the individual teacher feels comfortable • Where appropriate, accompany students on retreat, camps and marae visits. Fully participate in mihi whakatau at the beginning and throughout the year.
Contribute to co-curricular life of the college	• Demonstrate a willingness to assist with college events, sports teams, cultural groups, musicals as a coach, manager, supervising teacher, etc • Contribute positively to the life of the college and its community, eg college events/activities, magazine and/or newsletter
Use initiative to support constant improvement	• Volunteer/contribute to committees and projects operating from time to time • Seek opportunities to be involved in college life. Contribute towards the effective functioning of the College including fostering relationships with whānau and the wider community.

Health and Safety
All employees including full-time, part-time, casual and contractors, have a role in Health and Safety at Catholic Cathedral College. Responsibilities of employees include but are not restricted to: • Taking care of their own health and safety and that of other people who may be affected, including avoiding practical jokes that could harm people and not taking short-cuts which could reduce safety • Following workplace safety policies and procedures including reporting incidents, near-miss incidents and potential hazards • Using protective equipment supplied by the employer • Not recklessly interfering or misusing safety devices or controls • Ensure all Education Outside the Classroom (EOTC) procedures are followed

Professional Standards
Ensure you are aware and familiar with the Professional Standards for Secondary Teachers, Code of Professional Responsibility, Standards for the Teaching Profession and other relevant National policies and priorities.

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Schedule 2: The Special Character of a Catholic School

EXPECTATIONS FOR STAFF EMPLOYED IN A CATHOLIC SCHOOL

1 This statement is to be read in association with the School Charter, a copy of which is available from the school.

2 The Catholic Church has developed an international network of schools because it believes the Church has a pivotal single intention: "that God's kingdom may come, and that the salvation of the whole human race may come to pass." (Gaudium et Spes, 45a: Second Vatican Council.)

3 The Special Character of a Catholic school is defined in the school's Integration Agreement as follows:

'The school is a Roman Catholic School in which the whole school community, through the general school programme and in its religious instructions and observances, exercises the right to live and teach the values of Jesus Christ. These values are as expressed in the Scriptures and in the practices, worship and doctrine of the Roman Catholic Church, as determined from time to time by the Roman Catholic Bishop of the Diocese.'

3.1 Most schools have a particular charism which may be defined in the school's Integration Agreement.

4 A person applying for a position in a Catholic school needs to understand the commitment this involves.

4.1 All staff, whether Catholic or not, are part of the whole school community. Each staff member is therefore expected to use his or her specific strengths and skills to support the mission of the school.

4.2 A Catholic school shares the mission of the Church by developing students with knowledge, faith and values, all of which are in harmony. It is expected that teaching will be infused with a Catholic world view.

4.3 The curriculum and specific subjects are taught for their own value and with their own objectives. Seeking truth, wherever it is found, is fundamental to a Catholic school.

4.4 The Religious Education programme is an integral part of the curriculum. The principles, truths and ethics of this programme permeate the whole life of the school. The students are taught that:

- God is creator
- Jesus Christ is God-made-man
- Humankind's ultimate goal is heaven
- Authority to teach and interpret God's revelation was entrusted to the Church by Christ, and is exercised by the Pope and Bishops.

4.5 The school as a whole subscribes to the Apostles' Creed which is the oldest of the formulas used by the Christians to express their faith. It accepts the two-fold commandment of Christ, love of God and neighbour and the other values expressed by Christ as norms for living. The focal point of the whole school is Christ.

5 No staff member will be required to act against their own conscience or personal philosophy of life. Such a requirement would not be in keeping with Catholicism and is contrary to the aims of the school.

6 However, in accepting a position in a Catholic school it is assumed that staff members realise that:

- Staff work as a team. Therefore all staff are expected to contribute, according to their individual strengths and within their personal convictions, to the total purpose of the school. No school can operate successfully if any staff member undermines the positive efforts of others.
- Staff are expected to support, uphold and be actively involved in the total life of the school and its special character irrespective of their personal beliefs.

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- Staff are role models for students, colleagues and parents/caregivers in living the mission values of the school.
- Staff who do not profess Catholicism are expected to promote the Catholic Character of t school, and to refrain from doing or saying anything that would be antithetical to the school's Catholic Character.
- Staff are expected to abide by the Code of Ethics for Staff and Boards of New Zealand Catholic Schools, a copy of which is included with this letter.
- In schools with a particular charism staff are also expected to uphold that charism.
- New staff will find others who are willing to assist them in gaining a fuller understanding of the school and its Catholic Character, and in solving any difficulties that may arise in the course of their work. In addition the following resources which can be obtained from your School's Diocesan Catholic Education Office will be helpful:
    - Sharing the Gospel Today: NZ Catechetical Directory (NZ Catholic Bishops Conference, 2012)
    - The Catholic School (Congregation for Catholic Education, 1977)
    - Lay Catholics in Schools: Witnesses to Faith (Congregation for Catholic Education, 1982)
    - The Church's Confession of Faith: A Catholic Catechism for Adults (German Bishops' Conference, St Ignatius Press, 1987, San Francisco)
    - The Religious Dimension of Education in a Catholic School (Congregation for Catholic Education, 1988).
    - Understanding Faith Religious Education curriculum for Catholic Secondary Schools Year 9-13 Aotearoa New Zealand (NCRS, revised 2010)
    - Catechism of the Catholic Church (June 1994)
    - Religious Education Curriculum Statement for Catholic Primary Schools in Aotearoa New Zealand (NCRS)
    - The Catholic School on the Threshold of the Third Millennium (Congregation for Catholic Education, July 1998)
    - The Declaration (New Zealand Council of Proprietors of Catholic Integrated Schools, 1997, revised 2007)
    - The Catholic Education of School-Age Children (New Zealand Catholic Bishops Conference, 2014)

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CODE OF ETHICS

FOR STAFF AND BOARDS OF NEW ZEALAND CATHOLIC SCHOOLS



As members of staff and as the Board of our Catholic school we are committed to students, parents and caregivers, the community and education itself. In order to serve effectively we are also committed to our own growth and well being.

We commit ourselves to professional standards of conduct in all we do.

PRINCIPLE 1.0 COMMITMENT TO OUR STUDENTS

- We put the well-being of our students first, respecting their rights and dignity as unique individuals, nurturing their individual sense of self-worth, and serving their spiritual, academic and human needs.
- We enable students to develop personal responsibility, including commitment to their own wellbeing, that of their community and the world.
- We help students to see the relevance of the Good News of Salvation, challenging them to live by gospel values in their daily lives, and developing their potential for Christian leadership in society.
- We focus on delivering the best possible educational programmes that suit each student, challenging them to achieve the highest possible standards which reflect their abilities.
- We work to deliver the best possible Religious Education programmes for our students, and to relate these programmes to their daily lives.
- We work to provide a safe physical and emotional learning environment for our students.
- We endeavour to exercise restorative justice in resolving discipline issues.

PRINCIPLE 2.0 COMMITMENT TO PARENTS AND CAREGIVERS

- We support parents and caregivers in their responsibility for their children's education; therefore we treat them with respect at all times, collaborating with them and respecting their right to know, understand and share in decisions that affect the education and welfare of their children.
- We report their children's progress regularly, and as needed, with professional clarity.
- We offer supportive ways to assist parents' involvement in their children's education and spiritual development.
- In our Religious Education and other programmes we work to enhance family life and the home-school relationship.
- We respect privacy and confidentiality of information.

PRINCIPLE 3.0 COMMITMENT TO OUR COMMUNITY

- We are committed to serving all members of our school, co-operating in building our Catholic educational community, and refraining from doing anything that would bring the school into disrepute.
- We protect the reputation of students, parents, staff and Board members.
- We support the authority, decisions and leadership of our Catholic Bishops, our Proprietors and those who work to sustain and develop Catholic education.
- We support the integral relationship of the Catholic school and the Catholic parish.
- We promote the peace of Christ in the world by modelling co-operative behaviour and peaceful solutions to conflict.
- We support and work with other Catholic schools, for the good of the Catholic school system.
- We commit ourselves to honouring the Treaty of Waitangi.
- We actively value the ethnic diversity of New Zealand society.

PRINCIPLE 4.0 COMMITMENT TO EDUCATION

- We understand and commit ourselves to the principles, ethos and delivery of authentic Catholic education.
- We are committed to deepening our professional understanding, qualifications and knowledge of Catholic Character and Religious Education.
- We work in partnership with the Ministry of Education.
- We respect and support the work of all associated with the national education system.
- We contribute to wider educational debate and development in our society.
- We model and support professional behaviour within our school by conscientiously fulfilling our defined roles.
- We participate in ongoing professional development for the continual enhancement of teaching and learning.

PRINCIPLE 5.0 COMMITMENT TO OURSELVES

Recognising that we can only fulfil our responsibilities to others if we fulfil our responsibilities to ourselves:

- We nurture our spiritual growth and deepen our understanding of the teachings of Christ and his Church.
- We strive to live by values of truth, honesty, justice, goodness, love, compassion, reconciliation and respect for others.
- We sustain our personal wellbeing, striving for balance in our work, recreation, rest and emotional life.

New Zealand Catholic Education Office | Te Tari Mātauranga Katorika o Aotearoa | www.nzceo.org.nz | February 2014

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