WAIROA COLLEGE
JOB DESCRIPTION

Classroom Teacher

Name:	
Responsible to	Principal, through the appropriate Senior Leader and Head of Faculty
Faculty	
Teaching Levels	Years 7–13
Employment	Fixed Term
Direct Reports	
Key Relationships	Ākonga, whānau, teaching staff, support staff, school leadership, external providers, trades, and community organisations

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1. Position Purpose

The Classroom Teacher plans, delivers, assesses, and evaluates high-quality teaching and learning programmes for ākonga across their allocated year levels and learning area(s). The teacher promotes progress, achievement, confidence, and positive educational, vocational, and life pathways. Through effective pedagogy, culturally sustaining practice, and mana-enhancing relationships, the teacher contributes to a safe, inclusive College where ākonga experience belonging, identity, engagement, and success, in alignment with Wairoa College strategic priorities.

2. Key Accountabilities

2.1 Curriculum Delivery and Pedagogy

The teacher will:

- Plan, teach, and evaluate coherent, appropriately challenging programmes aligned with the applicable New Zealand Curriculum, NCEA requirements where relevant, and College curriculum expectations.
- Use evidence-informed approaches, including explicit instruction, modelling, scaffolding, questioning, and regular checks for understanding.
- Adapt teaching in response to learning evidence, prior knowledge, strengths, interests, and diverse learning needs.
- Develop subject knowledge and capabilities progressively, including authentic local and future-focused learning opportunities.
- Contribute to literacy and numeracy development across learning areas and support preparation for NCEA co-requisite requirements where appropriate.
- Provide purposeful lesson preparation, clear learning expectations, and effective use of teaching time.

2.2 Assessment, Progress, and Achievement

The teacher will:

- Use clear learning intentions, success criteria, and fair, valid assessment practices consistent with relevant curriculum and qualification requirements.
- Use formative assessment and frequent checks for understanding to identify needs, provide specific feedback, and inform subsequent teaching.
- Maintain accurate and timely records of learning progress, achievement, assessment, and attendance using College systems.
- Track the progress of ākonga requiring additional support or extension, and respond through teaching adaptations and collaboration with relevant staff.
- Apply relevant NCEA assessment, moderation, and authenticity processes where teaching senior qualifications.
- Report student progress and achievement accurately, constructively, and within College timeframes.

2.3 Classroom Environment and Learning Management

The teacher will:

- Establish and maintain safe, inclusive, orderly, and purposeful learning environments with clear routines, consistent expectations, and positive relationships.
- Use proactive, restorative, and mana-enhancing approaches to behaviour that uphold dignity, accountability, and learning.
- Respond to behaviour consistently with College pastoral and behaviour procedures, including appropriate documentation and follow-up.
- Maintain respectful professional boundaries and promote the wellbeing and safety of all ākonga.

2.4 Ākonga Engagement, Attendance, and Wellbeing

The teacher will:

- Create learning experiences where ākonga feel valued, connected, challenged, and confident to participate.
- Contribute to a culture of belonging, positive relationships, cultural identity, and student voice, including College wellbeing and mentoring initiatives.
- Recognise learning, wellbeing, and pastoral concerns and refer or respond promptly through appropriate College processes.
- Record attendance accurately, follow up unexplained absences in accordance with College procedures, and work with pastoral staff and whānau to support engagement.
- Collaborate with learning support staff, whānau, and specialists to implement appropriate learning plans, accommodations, and adaptations.

2.5 Cultural Responsiveness, Identity, and Te Ao Māori

The teacher will:

- Demonstrate an active commitment to Te Tiriti o Waitangi and recognise the unique status of Māori as tangata whenua.
- Develop and implement culturally sustaining teaching practices that affirm the languages, cultures, identities, and aspirations of ākonga.
- Build genuine, reciprocal, and mana-enhancing relationships with Māori ākonga, whānau, and communities.
- Incorporate local histories, mātauranga Māori, and the cultural context of Te Wairoa into learning programmes where appropriate.

- Actively develop capability and confidence in te reo Māori, tikanga Māori, and culturally responsive pedagogy, including accurate pronunciation of names.
- Create environments in which ākonga of all cultures and backgrounds experience belonging, inclusion, high expectations, and cultural safety.

2.6 Communication and Community Connections

The teacher will:

- Communicate respectfully, promptly, and constructively with whānau and caregivers about student progress, wellbeing, and success.
- Fulfil allocated form class, pastoral, reporting, and family engagement responsibilities.
- Attend and contribute to parent–teacher meetings, information events, and relevant College activities.
- Celebrate student achievement and contribute to positive partnerships between the College, whānau, and community.

2.7 Professional Development and Growth

The teacher will:

- Actively participate in the College Professional Growth Cycle, consistent with the applicable Standards for the Teaching Profession.
- Engage in reflection, professional learning conversations, collaborative inquiry, and feedback to strengthen teaching practice.
- Use evidence of student learning, professional observations, and feedback to identify strengths and development needs.
- Participate in faculty and school-wide professional learning aligned with College strategic priorities.
- Contribute to a collaborative professional culture of collective responsibility and continuous improvement.

2.8 Faculty and School Contribution

The teacher will:

- Work collaboratively with colleagues on faculty planning, curriculum development, moderation, and improvement initiatives.
- Meet reasonable administrative responsibilities, deadlines, and expectations for the use of College systems and resources.
- Maintain professional discretion, confidentiality, constructive communication, and appropriate conflict resolution.
- Support school-wide events, co-curricular opportunities, and activities as reasonably appropriate to the position.
- Undertake other duties reasonably within the scope of the teaching role, as directed from time to time.

3. Professional Expectations

The teacher is expected to:

- Act with integrity and comply with the Code of Professional Responsibility and the applicable Standards for the Teaching Profession, including the 2026 Standards from their commencement in 2027.
- Maintain registration, a current practising certificate, and any other professional requirements applicable to the position.

- Comply with College policies and procedures, including child protection, safeguarding, health and safety, privacy, and appropriate reporting of concerns.
- Use digital technologies, including artificial intelligence, safely, ethically, and effectively in accordance with College policies and professional expectations.
- Exercise professional judgement, maintain confidentiality and appropriate boundaries, and model College values and expectations.

5. Indicators of Effective Practice

Effectiveness in the position will be evidenced through professional practice and considered in the context of students' starting points, needs, and circumstances:

- Well-planned, engaging, and appropriately challenging programmes and effective teaching practices.
- Evidence of student progress and thoughtful use of assessment information to improve learning.
- Safe, inclusive, purposeful classrooms that support engagement and positive behaviour.
- Positive, respectful, and mana-enhancing relationships with ākonga, whānau, and colleagues.
- Culturally sustaining teaching that strengthens identity, belonging, and achievement.
- Effective collaboration, timely fulfilment of responsibilities, and engagement in professional growth.

6. Review of Position

This job description will be reviewed periodically to reflect College needs, strategic priorities, applicable professional requirements, and the scope of the position. Any material change to employment terms will be managed through the applicable employment agreement and appropriate consultation.

The position holder may be required to undertake other duties and responsibilities that reasonably fall within the scope of your role, as requested from time to time, regardless of whether they are specifically outlined in this job description.

Employee Name: _____

Employee Signature: _____ **Date:** _____

Tumuaki / Principal:

Signature: _____ **Date:** _____