

Waikanae School Classroom Teacher Job Description

Professional Standards

The Professional Standards set out below provide a baseline for assessing satisfactory performance within each area of practice. The teacher's performance will also be measured against the Standards and Code for a Practising Teacher as per the Teaching Council Aotearoa New Zealand. *Professional Standards for Teachers and the Code of Conduct*

Key Relationships

- Ākonga/students
- Parents and whānau
- Principal
- Deputy and Assistant Principals
- Senior Leadership Team
- Teaching Staff
- Learning Support Staff and Admin Staff
- Support and Outside Agencies, including the wider community, e.g. iwi, other schools, sports associations, etc
- Board of Trustees

Key Qualities

- An effective, high-quality teacher.
- Approachable relatable and an effective communicator.
- Personable, responsive, calm, trusting and friendly.
- Able to connect with others - adults, children, and whānau.
- A good listener who shows empathy and fairness.
- Flexible and open.
- Supportive.
- Reliable.
- Solution focussed and good organisational skills.
- Fun with a sense of humour.

Key responsibilities

1. **To raise student achievement by leading learning and teaching in the class/syndicate.** Working as a motivated, cohesive, and productive unit within your syndicate and across the school. Following the whole school collaborative themed approach, planning with your team so that all classes within your syndicate are receiving similar, effective, and high-quality teaching and learning opportunities. All these actions lead directly to raising achievement levels for individual/ cohorts/ classes of students.

2. **To follow the New Zealand Curriculum** Providing quality programmes and a balanced curriculum, using the New Zealand Curriculum documents as the basis for learning and teaching. Evaluating, monitoring, and developing the learning areas of the NZC to reflect best practice. Keeping up to date with relevant research and practices relating to effective curriculum implementation. Participating in relevant curriculum teams to ensure cohesivity and balance across the school, following our strategic priorities.

3. **To ensure a learning environment that is culturally competent and celebrates diversity, having a good knowledge of tikanga, demonstrating commitment to te ao Māori, giving effect to Te Tiriti o Waitangi.** Providing a learning environment in which there is an expectation that all ākonga/learners will experience success in learning, specifically any students identified as a 'Priority Learner' and ensuring that Māori ākonga/students are allowed to succeed as learners embedded in their culture. *(Māori succeeding as Māori).*

4. **To actively participate in Professional Learning and Development.** Developing and continuously improving understanding of effective pedagogy (individual, group, and whole school). Actively working to improve own levels of effectiveness and thereby student achievement. (This could include Priority Learner Plans). Actively pursues own professional growth cycle and support from others, in co-ordination with others where appropriate, following the appraisal and attestation system. Recognising that all staff are learners who need to continuously reflect and improve practice.

5. **To undertake fair, rigorous, and useful assessment and reporting, following our schoolwide policies and procedures, to gather, analyse and use this information effectively to raise student achievement.** Ensure reporting of achievement, progress, and activities to parents/whānau via our School Management Systems (SMS) follows our schoolwide framework. Using assessment to better inform teaching and learning and achievement and progression to develop children's learning journeys. Implement assessment practices so that student learning and achievement is effectively monitored, evaluated, and reported on to Parents, Board of Trustees, MoE and Community, (giving specific regard to our Priority Learners). Ensuring that the primary focus of assessment remains 'assessment for learning' as opposed to 'assessment of learning'.

6. **To engage with and where appropriate assist to implement new initiatives to ensure that Waikanae School continues to grow and develop whilst maintaining our values, tradition, and culture.** In consultation with the senior leadership team, staff, and students (and where appropriate community consultation), actively engage with and assist to implement new initiatives to ensure that Waikanae School continues to grow and develop whilst maintaining our values, tradition, and culture. Examples could be initiatives that reflect Te Tiriti, curriculum development in pedagogy, new curriculum areas, the Curriculum Refresh, etc.

7. **To build professional and trusting relationships with staff, whānau, students, outside agencies and the wider community.** Being highly active in establishing and maintaining effective and positive staff relationships. Ensuring a positive work environment, through encouragement and support. Contributing to a positive team climate, sharing knowledge and skills. Helping to facilitate effective transitions for students from the syndicate, involving cross-syndicate discussions around placement, integration, orientation, and expectations. Making effective use of appropriate grievance and conflict resolution processes, as outlined in the appropriate collective contract, N.Z.E.I. "Code of Ethics", and the school procedures. Tracking and monitoring students' attendance for engagement and taking steps to improve.

8. **To actively support and implement the school's strategic direction and vision and policies and procedures.** Follow the guidelines of the school's strategic and annual plans, policies and procedures, ensuring our priorities such as collaborative team action plans are brought to life. Actively participate in the development of Waikanae School and its own curriculum. Follow Emergency Management procedures for drills and events as outlined in school policies. Working within all Board of Trustees policies, guidelines, and relevant legislation.

9. **To pay attention to your own and others' wellbeing.** Addressing needs as they arise so that you can create a supportive environment for students and staff.

10. **To be visible throughout the school; working with and supporting students and colleagues and being available, where appropriate, to whānau.** Actively participating in school life. Attending and participating in staff meetings and professional development activities. Being present and available and getting into the spirit of school activities, including on occasion, outside normal school hours.

11. **To contribute to the building of a positive and inclusive whole school culture.** Actively contributing to the positive student culture of the school and supporting the Senior Leadership team with using positive behaviour management strategies, as outlined in the Waikanae Way.

12. **To effectively communicate with staff/parents/whānau and the wider community.** Maintaining strong communication and relationships to enhance student learning, staff collegiality and community relationships.

13. **To ensure the Waikanae School Values are embedded throughout the school.** Working with students and staff to model, promote, and develop the school values, ensuring that these are understood and embedded in everything we do.

14. **To assist with pastoral care and behaviour management of students, responding to identity, language, and culture in line with the school practices**. Always maintaining the highest possible professional standards in relation to other staff, and to children, parents, whānau and the wider community. Following policies and procedures around pastoral care and positive behaviour management strategies. Actively communicating and seeking assistance with concerns with the senior leadership team.

15. **To actively support the Syndicate Leader and when necessary to carry out their delegations, supporting leadership decisions.** Regularly liaising with the Syndicate Leader/Senior Leadership Team, discussing with them 'best practice' and what it means for you as a teacher at Waikanae School.

This role is a full time teaching role and comes with CRT days as per the collective agreement.

Signed: _____ (Appointee) Signed: _____ (Principal)

Name: _____ Dated: _____