Job Description – Teacher

Position Title	Teacher
Name	**DRAFT**
Reports to	Principal
Key Relationships	Internal: All Staff and Students External: Caregivers/whanau and agencies associated with the school, Community.

Purpose of the position

Teachers are responsible to the principal for curriculum delivery, curriculum content, assessment of student progress, reporting to parents / caregivers and other delegated responsibilities at the discretion of the principal.

Duties and Responsibilities

The following list specifies the duties and responsibilities that will be undertaken as a Teacher at Cheviot Area School, but other tasks may be requested at the discretion of the principal to ensure the efficient running of the school.

- Teachers must be registered by the New Zealand Teachers Council (Provisional, Subject to confirmation or Full), or have a current Limited Authority to Teach (LAT). Any person who is not registered or holding a LAT will have a registered teacher assigned to them for full, direct supervision. It is the responsibility of individual teachers to gather evidence against the Registered Teacher Criteria to support their re-registration with the NZTC.
- As part of the teacher registration process, teachers are regularly vetted by the New Zealand Police, but the principal has the discretion to vet any teacher independently of this process.
- All teachers at Cheviot Area School must be willing to teach curriculum areas and class levels where they are not specialists due to our small size. Where support is needed to achieve this, this will be provided and planned following appropriate discussion with the teacher.
- Teaching levels and subjects to be taught for the following year will be discussed at the end of each year, with feedback sought from teachers, but the final decision is the responsibility of the principal.

Te Tiriti o Waitangi Partnership

Key Responsibilities	Appraisal Indicators
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 to Te Tiriti o Waitangi. • Practise and develop the use of te reo and tikanga Māori.

Teaching

Key Responsibilities	Appraisal Indicators
Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace partnership in Aotearoa New Zealand.	• Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all. • Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. • Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners. • Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning. • Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning. • Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.

Learning Focused Culture

Key Responsibilities	Appraisal Indicators
Develop a culture which is focused on learning and is characterised by respect, inclusion, empathy, collaboration, and safety.	• Develop learning focused relationships with leaners enabling them to be active participants on the process of learning, sharing ownership and responsibility for learning. • Demonstrate high expectations for the learning outcomes of all learning, including for those learners with disabilities or learning support. • Manage the learning setting to ensure access to learning for all and to maximise learners physical, social, cultural, and emotional safety. • Create an environment where learners can be confident in their identities, languages, cultures, and abilities. • Develop an environment where diversity and uniqueness of all learners is accepted and valued. • Meet relevant regulatory, statutory, and professional requirements.

Professional Learning

Key Responsibilities	Appraisal Indicators
Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.	• Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources. • Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities and needs, backgrounds, genders, identities, languages, and cultures. • Engage in professional learning and adaptively apply this learning in practice. • Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners including learners with disabilities and learning support needs; and wider education matters. • Seek and respond to feedback from learners, colleagues and other education professionals and engage in collaborative problem solving and learning focused collegial discussions.

Professional Relationships

Key Responsibilities	Appraisal Indicators
Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.	• Engage in reciprocal, collaborative learning focused relationships with: Learners', family and whanau, teaching colleagues, support staff and other professionals, agencies, groups, and individuals in the community. • Communicate effectively with others. • Actively contribute, and work collegially in the pursuit of improving my own and organising practice, showing leadership, particularly in areas of responsibility. • Communicate clear and accurate assessment for learning and achievement information.

Design for Learning

Key Responsibilities	Appraisal Indicators
Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages, and cultures.	• Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. • Gather, analyse, and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required. • Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand. • Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. • Informed by national policies and priorities.

General Responsibilities

Key Responsibilities	Appraisal Indicators
Board policies & legislation	• Comply with all board policies in SchoolDocs and relevant legislation.
Health & Safety	• Ensuring the safety and wellbeing of students at all times.

Declaration:

Name: DRAFT	**Principal Name:** DAFT
Signature:	**Principal Signature:**
Date:	**Date:**