Te Kūiti High School

Job Description for Teacher

Key Performance Areas	Key Tasks	Performance Indicators
1. Teaching and Professional Learning	1. Teach classes as required. 2. Pursue the development of their own practice as a teacher, keeping abreast of pedagogical content knowledge 3. Pursue the development of their cultural competencies in relation to Māori and Pasifika learners 4. Engage in appraisal / inquiry into your own practice in terms of teaching 5. Keeps a record of inquiry, professional reading, learning and development and actively reflects of these	1. Successful outcomes in terms of school's expectations for teachers e.g. ● Student engagement ● Assessment for learning ● Achievement of priority learners ● Incorporating literacy strategies into subject 2. Actively pursues professional reading and learning and incorporates into their teaching. 3. Demonstrates the use of culturally appropriate language, approaches to learning and selection of learning contexts 4. Sets and works on goals / inquiry, collects and analyses data and builds on practice in the light of the evidence 5. Record of professional development through reading, inquiry, professional dialogue, observations is kept and written reflections on these recorded
2. Management	Manages all aspects of teaching of your classes ● curriculum planning and development, ● assessment and reporting, ● resources, ● behaviour, discipline ● EOTC ● professional development	1. The students in the classroom are settled and learning, and PB4L routines are followed with integrity. 2. Learning programmes are planned, regularly reviewed/updated and there is room for students to contribute to them.

	● follow school procedures	3. Expectations for learners are high and reflected in classroom dialogue and displays. 4. Literacy needs are addressed and school wide goals regarding literacy are taken into account when planning.
3. Leadership	1. Take share of leadership of teaching and learning in one department (ie their main subject area.) 2. Participates and contributes positively to department / faculty / whole school thinking .	1a. Teacher takes responsibility for and contributes to department tasks (that may require input from others) (eg exam writing, exam marking, marking schedules, term overviews, curriculum plans) 1b. Teachers take the initiative around applying professional learning to their own classroom and share inquiry questions, learning, in a way that encourages others to explore their practice. 2. The teacher attends scheduled meetings and contributes constructively to the dialogue, overall vision and targets.
4. Review and evaluation	Review and evaluate and report to HOD on their classes in terms of ● Goals ● Level of engagement ● Student achievement in Yrs 9&10, NCEA ● Resourcing ● Pathways	Teacher review and evaluation of programmes and learning is thorough, regular and reported to HOD/SMT Over time these reports build a picture of best practice Learning programmes reflect student pathway needs
5. Liaison with external stakeholders	1. Liaison with parents/caregivers 2. Liaison with other schools and professional and community groups	1. Parents/caregivers are consulted and informed, and issues around student learning are resolved. 2. Individuals and organisations outside the school are accessed to meet current and projected learning needs.

6. Contribution to the life of the school	Contribution beyond the immediate classes taught in a co-curricular activity.	a. Takes part in whole school/year level/house (whare & whanau) activities. b. Supports school events and sports. (e.g. breakfast club, athletics, swimming, cross country, senior ball, productions/ showcases, kapa haka, sporting fixtures)