2027 Bailey Road School - Scale A Teacher Job Description

Registration #:	Expiry Date:	Permanent Scale A
Assigned Roles: Rimu Team	Classroom Teacher Room 10 Year 7 & 8	High Expectation Professional Learning Structured Literacy and Structured Maths

Responsible to:
Principal/Tumuaki – Ray Kelly
Deputy Principal - Fia Salesa
Leader of Learning Rimu Team - Libby Flashman
The Board of Trustees of Bailey Road School

Personal Attributes:
Uphold Bailey Road School vision, beliefs and values
Adhere to the Bailey Road School Code of Conduct
Follow the planning and assessment expectations of the school, collaborating with colleagues, student whānau and other agencies for our students to meet their potential
Meet the Teaching Council Code of Professional Standards
Actively lead with
- Manaakitanga; leading with moral purpose
- Pono; having self-belief
- Ako; being a learner
- Awhinatanga; guiding and supporting

Bailey Road School Vision
At Bailey Road School we believe in creating a safe environment which will allow our students to become life-long learners by:
Developing the key competencies
Becoming reflective, creative and critical thinkers
Taking responsibility for their own learning
Developing confidence to take risks and set goals
Exhibiting our HEART values
Achieving to their potential

Bailey Road School Mission Statement
In accordance with our HEART values we:
Serve the community of Mt Wellington by preparing our students to be contributing and participating members of society.
We teach the curriculum to meet the needs of our school whānau in a safe learning environment.
We teach children to be inquiring thinkers who can adapt and succeed in a changing global society.

Bailey Road School HEART values:

HONESTY **EFFORT** **ACHIEVEMENT** **RESPECT** **TOGETHERNESS**

Primary Objectives of this Job Description are to:

1. Teach in a professional manner in accordance with the NZ Curriculum, the Bailey Road School Curriculum and Achievement Plans, Policies and Procedures to achieve the School's Strategic Plan and Annual Plan Goals.
2. Model and promote positive and constructive relationships with staff, students and the community to establish, strengthen and maintain relationships for the benefit of ākonga. We model ourselves as friendly, approachable listeners, to students and whānau.
3. Actively engage in professional, open to learning, conversations to effect accelerated progress for all ākonga through deliberate acts of teaching. To understand that accelerated progress is the default goal for all students at Bailey Road School. To achieve this all teachers will have created a pathway, through our Students Trackers, to set a goal for each student to make more than one year's expected progress - completed and filed by the beginning of Week 5, Term 1.
4. Work closely with your colleagues to cultivate, run and support educational, cultural and social programmes to grow and extend the potential and capabilities of the students within the team and across the school.
5. Actively engage in collaborative Spiral of Inquiry by way of the Professional Growth Cycle model, within the dimensions of Relationships Based Learning profiles and High Expectation standards, using a range of strategies to support students and their whānau to have agency in co-constructing what and how they learn. To help achieve this all students will have access to their personal trackers and will be engaged in developing ways they can achieve their education goals. Whānau will be reminded each term - by way of Seesaw, how to access their child's Student Tracker.
6. Fully engage with the Structured Maths professional development programme from 2025 and onwards.
7. Fully engage with the Structured Literacy professional development programme from 2025 and onwards.
8. Work with our Maungakiekie Community of Learning partners to fulfil the aims and objectives of our shared achievement challenges in innovative, co-constructed ways that explore, recognise and celebrate Māori identity, language and culture, where possible making use of local expertise and context.

Key Roles and Responsibilities 2027

Roles & Responsibility	Key Tasks	Managing Success
Key Role: Teaching and Learning	1.1 Maintain appropriate planning and assessment records that meet the expectations of the Bailey Road School Planning Expectation Document [Attached]. 1.2 Maintain a safe, attractive, tidy, well-organised, student-focused learning environment based on our PB4L/HEART expectations and values, incorporating culturally responsive pedagogy and celebrating student learning 1.3 Continually adapt and modify activities, resources and technologies in order to scaffold students' learning to provide appropriate supports and challenges 1.4 Reflect on classroom practice in an on-going way that is recorded with evidence that can be shared with the Leadership Team 1.5 Change and adapt current practice in response to students' needs and new evidence and research through curriculum team leadership and collaborative teaching using an inquiry based model of practice 1.6 Create a classroom environment where students	Meet weekly with the Team leader in a scheduled team meeting, to update on progress towards goals and any issues hindering progress.

	can take risks with their learning and see mistakes as learning opportunities, learning in action is visible and an inclusive culture pervades 1.7 Acknowledge, respect and encourage student voice, their perspectives and values 1.8 Uphold and actively contribute to sustainable Enviro School principles 1.9 Show that you value Bailey Road School as tūrangawaewae by using resources with whakaute (respect) and manaaki (care) 1.10 Uphold the school wide commitment to formative assessment 1.11 The use of learning intentions and success criteria are a school wide strategy to empower student agency and must be employed by all teachers. All students should be able to identify the appropriate learning intention and success criteria in that particular lesson. 1.12 Commit to adopting and using mixed ability grouping in all classroom interactions with students regardless of the curriculum area 1.13 Each teaching space must have a table or mat space set aside to teach workshops or mixed ability groups 1.14 Planning must indicate that each student is a member of a workshop or mixed ability group in Reading, Writing and Maths every week. 1.15 Mixed Ability groups and workshops must be flexible because attendance will always be an issue. When a student who has been absent is at school that student should be exposed to more workshop/group/teacher opportunities 1.16 Non attendance in Mixed Ability groups or workshops must be noted in planning and those students who missed, caught up - as explained in 1.15 1.17 Modelling Books or a digital location need to be provided for students to refer to earlier learning 1.18 Bailey Road School Student Trackers provide a long term pathway for academic success in our school. They must be updated regularly, no later than the end of every third week of terms. 1.19 The ‘Coffin Tracker Tool’ is to be used by all teachers from Term 1, Week 1 as an on-the-side tool to record the student understanding they are observing. 1.19 Basic Maths Facts are a regular warm up activity to launch maths lessons; Basic Literacy Facts are a regular warm up activity to launch writing lessons. 1.20 Basic Maths and Literacy knowledge is hugely important at Bailey Road School with progress tracked every five weeks. 1.21 Exemplars to model correct processes and form are required to be used by teachers as part of an effective pedagogy. 1.22 The Bailey Road School Strategic Plan is reviewed for progress towards our goals every five weeks and initiatives/interventions put in place in response to the	

	information gathered.	
Key Role: Professional Learning and Development	2.1 Undertake professional support and guidance 2.2 Attend all PLD opportunities offered, participating fully 2.3 Be open to learning and set challenging goals for yourself 2.4 Commit to making on-going improvements to practise 2.5 Actively engage in the school's coaching programme with a view to improving your own practice and student outcomes 2.6 Demonstrate self-responsible inquiry practice in collaboration with others 2.7 Contribute positively to your Learning Team, ensuring you strengthen the team in building positive community and whānau experiences in Bailey Road School 2.8 Contribute positively to your Whānau Team, ensuring you strengthen the team in building positive community and whānau experiences of Bailey Road School 2.9 To be fully involved in the Relationships Based Learning, High Expectations, and mathematics professional development, taking in feedback, feed forward and meeting deadlines for all further learning 2.10 Engage fully with RBL pedagogy and practices and High Expectation standards, understanding that these are the foundations that BRS classroom practice is based upon which targets the way in which we engage with learners, improve our cultural awareness and involve community in our teaching practice. 2.11 Engage in the observation, meeting, reflection and evaluation process central to our RBL and High Expectations ongoing development programme.	
Key Role: Use of CRT	From 2025 each teacher with a 1.0 FTTE will receive 5 days [25 hours], or the equivalent thereof, each term. A teacher working 0.8 and up to 1.0 FTTE will receive a prorated amount of CRT release [0.8 = 12 hours]; [0.9 = 13.5 hours] CRT may take place away from school if Team Leader and Principal permission is gained. Note: permission to take CRT at home is dependent upon available staffing and permission may be revoked as circumstances change. Student needs will always be our first priority. The prescribed work for CRT release is: Planning Assessment Reporting Professional Development Observing Practice Research Meetings	