Villa Maria College
Te Whare O Meri
Learn to Prize what is of Value

JOB DESCRIPTION

TEACHER OF INTERMEDIATE PERMNANENT FULL TIME

REPORTING TO: THE PRINCIPAL, INTERMEDIATE HEAD OF DEPARTMENT, HEADS OF FACULTY

ABOUT THE COLLEGE

We are a Catholic College; the foundation for everything we do is our Catholic faith, which we express through our Mercy charism.

Villa Maria College aims to offer spiritual formation, pastoral care and education in the tradition of Catherine McAuley, and the Sisters of Mercy who founded the College in 1918.

Mission Statement: Empowering each young woman to determine her potential, live Gospel values, confidently embrace life-long learning and as a Mercy woman be inspired to make a difference.

Motto: That you may learn to Prize what is of Value – Ut Probetis Potiora

Mercy Attributes: At the heart of our College are the attributes of Mercy:

- Education that is grounded in the Gospel
- Respect for the dignity, worth and potential of every human being
- Concern for the poor and the disadvantaged
- Concern for justice

PURPOSE OF THE POSITION / OBJECTIVES

- Promote the Special Character of Villa Maria College
- Manage assessment for learning at all levels
- Maintain effective relationships with staff, students and parents/caregivers
- Contribute to the wider life of the College.

RESPONSIBILITIES AND DUTIES

PROMOTE THE SPECIAL CHARACTER OF VILLA MARIA COLLEGE

KEY TASKS	PERFORMANCE INDICATORS
Classroom practice reflects the College's special character	• Students and Staff are treated with respect. • Students meet staff expectations of respectful interactions in class. • Every endeavour is made to deal positively with students and seek solutions that are fair and just for all. • Correct pronunciation of Te Reo is fostered and acknowledged.
Special Character fostered and promoted in AKO Group	• The Catholic character of the College is positively supported through prayer at AKO Group time. • Gospel values are fostered and lived in Group and House activities through encouraging of respect, fairness, and joyful participation. • A spirit of community is fostered through commitment to and participation in Group and House activities. • Ensure that Report comments are positive and reflect encouragement to strive for higher ideals.
Commitment to Special Character	• Teachers are present for staff, AKO Group and assembly prayers. • Use initiative to lead prayers or other special character activities for staff and students. • Participate fully in special character professional development events. • A spirit of community is fostered with staff, class groups and the total College community. • Commitment to the Treaty of Waitangi is evident.

TEACH INTERMEDIATE

KEY TASKS	PERFORMANCE INDICATORS
Demonstrate Professional Knowledge	• Teach Intermediate. • Practical application of current learning and teaching theory. • Clearly demonstrate understanding of the curricula at all year levels. • Ensure that Curriculum goals and objectives are met as set out in Department Scheme of Work. • Appropriate teaching plans are prepared so that each girl has suitable learning opportunities. • Teaching knowledge and skills are succinctly delivered so that students can demonstrate understanding. • Effective questioning techniques ensure that the learning needs of all students are met. • Planning and delivery of lessons clearly emphasise student engagement through active participation. • An appropriate learning environment is established and maintained. • Provide tutoring as part of Faculty team. • Incorporate tikanga Māori in lessons as appropriate.
Subject-Related Professional Development	• Attend all Department and appropriate Faculty Meetings. • Welcomes opportunities to visit other teachers' lessons. • Welcomes other teachers into lessons. • Identify own specific PD needs through Appraisal Process and ongoing inquiring.

	• Participates in appropriate internal and external in-service. • Up to date in all aspects of curriculum. • Belongs to and participates in subject-related Associations. • Develop reflective practices to improve learning and teaching.

MANAGE ASSESSMENT FOR LEARNING AT ALL LEVELS

KEY TASKS	PERFORMANCE INDICATORS
Assessment for Learning at all Year Levels	• Each student is given appropriate learning opportunities. • Assessment may be formal or informal, written, or oral, individual or group activities. • Feed forward recognises what has been demonstrated in current work and identifies areas for improvement in the next assessment opportunity. • Tasks are assessed, marked, and returned promptly so that maximum benefit is gained from the assessment event and feedback/forward. • Teacher administration responsibilities are adhered to in recording assessment results. • Formative assessment opportunities are provided for all classes. • Student grades are recorded in markbook in KAMAR. • Faculty and Intermediate Department procedures are implemented. • Assessment Tasks are specifically approved by TIC Intermediate to ensure that they meet requirements. • Student grades are recorded in markbook in KAMAR or PACT. • An electronic copy of results and assessments are filed with HOFs on completion of assessment.
Reporting on student achievement	• Maintain on-going reporting for students as required by the College. • Junior reporting deadlines are met or anticipated. • Report comments are positive reflections on the precise learning of knowledge and skills. • Each teacher is responsible for the grammatical accuracy of comments written in reports. • Attend all Student Conference Evenings relevant to all the classes taught if required. • Prepare succinct discussion points for each parent/student/teacher interview so that important issues are dealt with.

MAINTAIN EFFECTIVE RELATIONSHIPS WITH STAFF, STUDENTS, AND PARENTS/CAREGIVERS

KEY TASKS	PERFORMANCE INDICATORS
Classroom Responsibilities	• Carefully prepared lessons minimises problems with student behaviour. • Utilise the Behaviour Management Programme as required. • Always treat students with respect. • Expect students to treat you and each other with respect. • Motivate students to achieve to or beyond their potential. • The classroom is an attractive and welcoming place. • Evidence of set procedures for beginning and ending a lesson.
Pastoral Care	• As Ako Group Teacher take personal interest in each individual member of your Group.

	• Develop relationships with student and family, monitor academic progress and overall wellbeing and encourage student to work towards their goals. • Monitor attendance and contact parents as required. • Welcome new students into Group. • Keep the Head of House informed of pastoral care issues concerning the students in your Ako Group e.g. family bereavement/sickness, work or other family stresses that come to your attention, etc. • Support students involved in discipline issues so that the student can learn from mistakes, grow in strength and maturity, and move on. • Ensure that the Ako Group meets its obligations to the Mission Effort. • Manage at least one Ako Group activity each year.
General Contributions to College Life	• Lead by example in maintaining the standards expected of students. • Conscientiously carry out assigned duties e.g. lunchtime duty • Positively interact with students while on duty and report any problems • to the Head of House or Senior Leadership Team Member.
Promote collegiality	• Seek to work positively with all members of staff including support staff. • Share resources and work co-operatively with others in marking, preparing resources and implementing programmes across the school • Attend all Staff Meetings and Teacher Only Days.

CONTRIBUTE TO THE WIDER LIFE OF THE COLLEGE AS APPROPRIATE

KEY TASKS	**PERFORMANCE INDICATORS**
Support Special Character events	• Attend College Masses and Liturgies participating to extent that the individual teacher feels comfortable. • Where appropriate accompany students on Retreat, Camps and Marae visits.
Contributes to co-curricular life of the College	• Assist with sports teams or cultural groups as coach, manager, supervising teacher, etc. • Assist with biennial College Musical in any capacity as appropriate. • Contribute/encourage students to contribute to College Magazine and/or VMail.
Uses initiative to support constant improvement	• Volunteers/contributes to committees and projects operating from time to time. • Seeks opportunities to be involved in College life.

RELATIONSHIPS

- Functional relationships with all teaching and support staff.

HEALTH AND SAFETY

All employees including full-time, part-time, casual and contractors have a role in health and safety at Villa Maria College.

Responsibilities of employees include but are not restricted to:

- Taking care for their own health and safety and that of other people who may be affected including avoiding practical jokes that could harm people and not taking short-cuts, which could reduce safety.
- Following workplace safety policies and procedures including reporting incidents, near miss incidents and potential hazards.
- Using protective equipment supplied by the employer.
- Not recklessly interfering or misusing safety devices or controls.