

Subject: Classroom Teacher's Job Description

Issued: 2020 for 2021

Name:

Position: Classroom Teacher; Room 5; Years 6-8.

Responsible to: The Principal

Review Period: Term 4; Week 6 to term's end

INTRODUCTION – Skills Matrix / Our Ideal Appointee:

Our ideal candidate would have an ability to teach Reo and would have advanced knowledge and skills in Music, Digital Technology and Science.

The ideal candidate must also:

1. Love children, get a buzz out of helping them thrive and be able to build strong learning partnerships with children and their whanau;
2. Be caring and sharing - it is our motto and we all live by it - and be culturally responsive;
3. Understand children and the practical, creative art of teaching above educational jargon and theory;
4. Have a sense of humour and fun and the desire to support children's well-being and love of learning;
5. Be resourceful, resilient, self-motivated, inspiring and empowering;
6. Have high expectations and be enthusiastic and energetic with strong curriculum knowledge;
7. Be a genuine team player, collaborative, collegial and inclusive of and sensitive to others;
8. Be proficient in Digital Technology and able to extend, challenge and excite children with imaginative lessons that integrate STEAM thinking and problem-solving activities;
9. Be flexible, adaptable, open to new learning and possess a growth mindset;
10. Be committed to confidentiality and ethical conduct.

Reviewed: August 2020

Subject: Classroom Teacher's Job Description

Issued: 2020 for 2021

A. GENERAL SECTION

Primary Duties:	Personal Attributes:
<ol style="list-style-type: none">1. Plan and prepare throughout the year for effective instruction within the classroom with student achievement and progress as your main focus.2. Provide a classroom environment that is conducive to learning.3. Effectively teach the New Zealand Curriculum, following our curriculum plan.4. Effectively manage each group of students while providing for a variety of styles, ability levels and educational backgrounds.5. Individualise the students' learning programmes when necessary to meet each student's needs.6. Set target groups of students for raising levels of achievement of those who are not meeting expected standards.7. Maintain the highest and most appropriate learning expectations of all students at all times.8. Accurately assess student progress, using data analysis to affect positive outcomes.9. Continuously monitor student learning and make appropriate modifications to goals and strategies.10. Maintain up-to-date and accurate records of student progress and attendance.11. Engage parents when appropriate in the learning process and success of their children.12. Be available to parents and students during school hours. Be open and approachable.13. Interact cooperatively with other staff members in the development of the school as a whole community.14. Employ technology as appropriate to enhance classroom instruction.15. Engage with the students beyond the classroom in activities that extend learning experiences for children.16. Openly support and abide by all school policies and procedures.17. Act as a positive role model for all students.	<ol style="list-style-type: none">1. Openly communicate with B.o.T. members, staff, peers and pupils.2. Be self-motivated and work unsupervised, when requested.3. Show initiative and take overall responsibility for tasks and ensure their completion.4. Have a Bachelor's degree or equivalent.5. Be enthusiastic to help/assist other teachers to prepare exciting and stimulating lessons.6. Have computer knowledge and skills.7. Have a personal pride in your school, its pupils, staff and environment.8. Be positive and solution-orientated.9. Be organised and passionate about children's learning.10. Be willing and observant enough to do more than is required to help make Opua School be the very best school it can be.

Reviewed: August 2020

Opua School

Manaakitanga me te Awhina

"Opua School will provide a caring and sharing environment that will educate and equip the child for life."

Subject: Classroom Teacher's Job Description

Issued: 2020 for 2021

Remuneration

1. Pay and general conditions of employment shall be based on the latest N.Z.E.I. Collective Agreement for Primary School Teachers.
2. Pay will be reviewed annually and kept in line with contract rates.

Hours of Work

1. On school days, it is expected that all teachers be at school and working by 8.30am at the very latest.
2. School closes at 4.00pm each school day although, commonly, teachers would be expected to be at school each day from 8.30 - 4.30pm - a 40 hr week at school.

Classroom Teaching

1. The key general expectations of all teachers are outlined below in the section on The Code of Professional Responsibility.
2. The key classroom teaching objectives and expected outcomes are outlined below in the section on Standards for the Teaching Profession.
3. Teachers are expected to collect evidence through the school year of meeting these criteria.
4. Teachers will use their portfolios to collect all required evidence, these portfolios will be shared and discussed with the principal and they will form the main evidence for decisions at the end of the year regarding 'signing teachers off'.

Specific Responsibilities

1. These need to be discussed with the Principal and agreed upon in the Term 1 Principal-Teacher meeting. They need to be noted below. The Principal, within identified MOE staffing constraints and school budget constraints, will action any appropriate extra remuneration for such responsibilities.

Specific Responsibilities:

Reviewed: August 2020

Subject: Classroom Teacher's Job Description

Issued: 2020 for 2021

Professional Learning and Development [PLD] and Goal Setting

1. Professional Learning and Development [PLD] that relates directly to the School's Charter Goals and individual Teacher Goals is another expected and important component. Teachers are expected to participate constructively in PLD. This is also identified in the table below. Individual teachers should discuss the PLD they require and agree upon this with the Principal. This should be reviewed at the beginning of the school year and noted in the table below. It should also be noted for the following year in the relevant section at the end of this document.

This Year's Agreed Professional Learning and Development focus area[s]:

2. Teachers are also expected to set professional Annual Goals and to review these goals with the Principal at their final meeting in Term 4. At this point they are also expected to agree upon new goals for the following year. These should be noted in the relevant section at the end of this document.

This Year's Professional Targets / Goals:

Performance Management *[Please note that these could change as appraisal requirements are currently under review nationally.]*

The formal components that comprise Opua School's Performance Management procedures are:

1. A Principal-Teacher meeting in Term 1 to confirm goals set, to discuss and set identified Professional Learning and Development, to note any Specific Responsibilities on the teacher's Job Description in the table above and to discuss and sign Job Descriptions [and any Contracts of Employment if there has been a change of circumstances].
2. Classroom observations that will be conducted both formally and informally. The formal component will consist of a minimum of one observation by the Principal during the school year which will be preceded by a discussion meeting and reflected on at a post-observation meeting. All formal observation sheets must be shared with the individual teacher and copies given to the teacher and the Principal. All informal observations will be recorded by the principal. These two components will be used by the principal to determine any necessary end of year judgements.
3. Self-review that occurs against the identified criteria in column 3 below. Self-review must include a collection of 'Student Voice' documents and a reflection on these by the teacher.
4. Principal review of teacher's performance against the criteria that occurs in column 4 below during the final Principal – Teacher meeting in Term 4.
5. The final 'signing off' of the 'End of Year Completion' of all Performance Management components at the end of this document.

Reviewed: August 2020

B. THE CODE OF PROFESSIONAL RESPONSIBILITY SECTION

Code of Professional Responsibility Criteria	Key Indicators	For teacher [Self-Review] Brief comment on evidence provided for meeting each key indicator	For Principal: Performance comment on evidence and agreed PLD required, where appropriate
1. COMMITMENT TO THE TEACHING PROFESSION <i>I will maintain public trust and confidence in the teaching profession by...</i>	<i>demonstrating a commitment to providing high quality and effective teaching.</i>		
	<i>engaging in professional, respectful and collaborative relationships with colleagues.</i>		
	<i>demonstrating a high standard of professional behaviour and integrity.</i>		
	<i>demonstrating a commitment to tangata whenuatanga and te Tiriti o Waitangi partnership in the learning environment.</i>		
	<i>contributing to a professional culture that supports and upholds this Code.</i>		
2. COMMITMENT TO LEARNERS <i>I will work in the best interests of learners by...</i>	<i>promoting the wellbeing of learners and protecting them from harm.</i>		
	<i>engaging in ethical and professional relationships with learners that respect professional boundaries.</i>		
	<i>respecting the diversity of the heritage, language, identity and culture of all learners.</i>		
	<i>affirming Maori learners as tangata whenua and supporting their educational aspirations.</i>		
	<i>promoting inclusive practices to support the needs and abilities of all learners.</i>		
	<i>being fair and effectively managing my assumptions and personal beliefs.</i>		

Subject: Classroom Teacher's Job Description

Issued: 2020 for 2021

3. COMMITMENT TO FAMILIES AND WHANAU <i>I will respect the vital role my learners' families and whanau play in supporting their children's learning by...</i>	<i>engaging in relationships with families and whanau that are professional and respectful.</i>		
	<i>engaging families and whanau in their children's learning.</i>		
	<i>respecting the diversity of the heritage, language, identity and culture of families and whanau.</i>		
4. COMMITMENT TO SOCIETY <i>I will respect my trusted role in society and the influence I have in shaping futures by...</i>	<i>promoting and protecting the principles of human rights, sustainability and social justice.</i>		
	<i>demonstrating a commitment to a Tiriti o Waitangi based Aotearoa New Zealand.</i>		
	<i>fostering learners to be active participants in community life and engaged in issues important to the wellbeing of society.</i>		

C. THE STANDARDS FOR THE TEACHING PROFESSION SECTION

"For the purposes of appraisal, it is not expected that teachers would need to identify evidence of individual elaborations; however, the evidence of the quality of their practice would need to be sufficient to reflect the standard."

Professional Standard	Elaboration of the standard	For teacher [Self-Review] Brief comment on evidence provided for meeting each professional standard	For Principal: Performance comment on evidence and agreed PLD required, where appropriate
1. TE TIRITI O WAITANGI PARTNERSHIP <i>Demonstrate commitment to tangata whenuatanga and te Tiriti o Waitangi partnership in Aotearoa New Zealand</i>	<i>Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.</i>		
	<i>Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.</i>		
	<i>Practise and develop the use of te reo and tikanga Maori.</i>		

Reviewed: August 2020

Subject: Classroom Teacher's Job Description

Issued: 2020 for 2021

<p>2. PROFESSIONAL LEARNING</p> <p><i>Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</i></p>	<p><i>Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.</i></p> <p><i>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, languages and cultures.</i></p> <p><i>Engage in professional learning and adaptively apply this learning in practice.</i></p> <p><i>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.</i></p> <p><i>Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning-focussed collegial discussions.</i></p>		
<p>3. PROFESSIONAL RELATIONSHIPS</p> <p><i>Establish and maintain professional relationships and behaviours focussed on the learning and wellbeing of each learner</i></p>	<p><i>Engage in reciprocal, collaborative, learning-focussed relationships with:</i></p> <ul style="list-style-type: none"> - <i>learners, families and whanau;</i> - <i>teaching colleagues, support staff and other professionals;</i> - <i>agencies, groups and individuals in the community.</i> <p><i>Communicate effectively with others.</i></p> <p><i>Actively contribute and work collegially in the pursuit of improving my own organisational practice, showing leadership, particularly in areas of responsibility.</i></p> <p><i>Communicate clear and accurate assessment for learning and achievement information.</i></p>		

Reviewed: August 2020

Subject: Classroom Teacher's Job Description

Issued: 2020 for 2021

<p>4. LEARNING-FOCUSSED CULTURE</p> <p><i>Develop a culture that is focussed on learning and is characterised by respect, inclusion, empathy, collaboration and safety.</i></p>	<p><i>Develop learning-focussed relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.</i></p> <p><i>Foster trust, respect and co-operation with and among learners so that they experience an environment in which it is safe to take risks.</i></p> <p><i>Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.</i></p> <p><i>Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety.</i></p> <p><i>Create an environment where learners can be confident in their identities, languages, cultures and abilities.</i></p> <p><i>Develop an environment where the diversity and uniqueness of all learners are accepted and valued.</i></p> <p><i>Meet relevant regulatory, statutory and professional requirements.</i></p>	
<p>5. DESIGN FOR LEARNING</p> <p><i>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.</i></p>	<p><i>Select teaching approaches, resources and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.</i></p> <p><i>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.</i></p> <p><i>Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.</i></p> <p><i>Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.</i></p> <p><i>Design learning that is informed by national policies and priorities.</i></p>	

Reviewed: August 2020

