



NGA TAWA
DIOCESAN SCHOOL
ngatawa.school.nz

TEACHER

Position description

TENURE:	Full time, permanent
RESPONSIBLE TO:	HOD Deputy Principal
FUNCTIONAL RELATIONSHIP WITH:	Principal Senior Management Team Property Management Other Heads of Departments Department Members Deans Support Staff Parents and guardians Students

PURPOSE OF ROLE

A teacher in a learning area is primarily responsible for professionally developing and delivering a programme of teaching and learning as directed by the Head of Department. This development and delivery will be curriculum specific to the department through the management of resources and the execution of quality teaching and learning. All staff are expected to support the special character of the school in all aspects of school life.

PERSON SPECIFICATION

The teacher will be a New Zealand Registered teacher and be expected to demonstrate a range of knowledge experience and attributes, such as:

EDUCATION QUALIFICATION

- New Zealand registered, qualified teacher
- Bachelor's degree or similar
- Post Graduate Teaching Diploma

KNOWLEDGE AND EXPERIENCE

- A sound theoretical and practical knowledge of the theory and practical application of learning, curriculum, and assessment.
- Secondary teaching experience, within an NCEA framework.
- Excellent achievement in classroom teaching at Secondary level.
- Effective practice in collaboration with other teachers, and personal inquiry to improve teaching practice.
- Involvement with subject association.
- A capacity to manage and resolve issues that may involve students and/or parents.
- An understanding of 21st century education.
- An understanding of girls' education and the relative advantages of girls' schools.
- A commitment to the Treaty of Waitangi and Tātaiako.
- An ability to work with International Students.
- Competence and confidence in using Information Technology to assist learning and administration.
- Effective written and oral communication skills appropriate for a range of audiences (students, colleagues, parents and whānau).
- Time management and administrative skills and an ability to uphold deadlines.

PERSONAL PROFESSIONAL QUALITIES

- Demonstrates practical commitment and support of our Anglican special character and models our values of courage, respect and integrity.
 - Loyalty and ability to provide collegial support to the HOD.
 - The ability to work as part of the team to support colleagues to provide a stimulating positive and rewarding school environment.
 - Demonstrate inspiration and innovation in working to resolve problems.
 - An open, warm and caring manner with empathy in dealing with a diverse range of students and adults.
 - Shows a commitment to on-going professional learning.
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KEY ACCOUNTABILITIES

1. Teaching and Learning
 - Students
 - Parents
 - Department
 - Other Staff
2. Health and Safety
3. Special Character
4. Corporate Responsibility
5. Personal/Professional Development

1. TEACHING AND LEARNING

Key Tasks - Students	Performance Indicators
Exhibit the professional qualities of a teacher which includes meeting the standards for the Teaching Profession as set by the Teachers Council	<i>Performance Growth Cycle, HOD feedback.</i>
Establish positive teacher-student relationships within set guidelines	<i>Student feedback/voice.</i>
Use data effectively to plan, develop and evaluate learning programmes within allocated classes which caters for student needs	<i>Unit plans and teaching practice demonstrate differentiation.</i>
Provide evidence of effective learning by the student, so the students achieve learning objectives and reach their potential	<i>Student portfolios.</i>
Effectively manage the classroom and teaching space	<i>Students, parents, and appraiser feedback.</i>
Effectively assess student achievement	<i>Appropriate assessment of student learning, external moderation</i>
Record results and compile profiles on student achievement	<i>Student portfolios, Department analysis documentation.</i>
Manage the effective use of available resources	<i>Resources managed, HOD feedback.</i>
Set objectives for each class in line with departmental schemes and courses of work	<i>Unit plans demonstrate objectives.</i>
Actively engage in the Blended eLearning programme including the use of Microsoft Teams	<i>Technology supports student learning.</i>
Implement literacy and numeracy tasks within units of work that support the attainment of the CAA's.	<i>Unit plans demonstrate literacy and numeracy skills</i>

Identify students within his/her class or learning areas with particular learning needs and requirements; and ensure that these needs/requirements are being reasonably met. These include students who:

- Have learning difficulties
- Score below curriculum level in literacy and/or numeracy
- Are exceptionally talented/gifted
- Are Māori and seeking to 'achieve as Māori' in line with Ka Hikitia (the government's Māori education strategy) and with consideration of the school context
- Require special assessment conditions for external qualifications
- First language is not English

Students identified and appropriate teaching and learning are implemented successfully.

Department analysis documentation.

These tasks will be undertaken in conjunction with staff with particular responsibility in these areas including the lead teachers for literacy/numeracy, Learning Support and Careers; the ESOL teacher and the Dean of International Students and the Principal's Nominee (in the case of special assessment conditions) and Deputy Principal (Curriculum)

Mentor a group of students to support and guide their Personal Development Programmes.

*Feedback from cohort Dean.
Student feedback.*

Key Tasks - Parents

Distribute information, through the DP Curriculum to parents about:

- Subject Choice
- NCEA qualification pathways in their learning area
- School wide achievement (NCEA results).

Information provided as requested.

Provide useful timely and appropriate information to parents/caregivers about their daughter's individual achievement through written reports and parent interviews.

*Accurate and timely reports.
Parent feedback.*

Respond to reasonable parental requests concerning their daughter's learning as appropriate (usually through the Mentor, Dean, Deputy Principal (Curriculum)).

Parent and Dean feedback.

Key Tasks - Department

In conjunction with the Head of Department, contribute to and support the development and implementation of the Nga Tawa Curriculum and the Department Goal.

HOD feedback and Performance Growth Cycle.

Meet regularly with colleagues regarding issues pertaining to:

- Delivery of teaching and learning programmes
- Pedagogical development within the department/learning area including inquiry into teaching and learning
- Professional development and learning in this department/learning area
- Assessment and its use in informing practice
- Management of resources including, but not limited to, management of learning environments as safe, clean and tidy, engaging and vibrant spaces.
- NCEA requirements in all aspects of assessment development, preparation, implementation, grading, administration and evaluation
- Literacy and/or Numeracy attainment
- EOTC requirements within school
- Cross curricular applications
- Use of resources with the school such as IT, Library, ESOL support, Lead Teacher Learning Support, Dean and Mentor.

Attend Department meetings.

Carry out actions as requested by HOD.

Collaborate with colleagues to meet Department expectations.

Key Tasks – Other Staff

Liaise with the Head of Department and/or NZQA Principal's

NCEA requirements met.

Nominee as required on all matters regarding NCEA requirements

Support colleagues across the wider school

Collegial input in wider school.

2. HEALTH AND SAFETY

Key Tasks

Performance Indicators

Support the school and department systems that are consistent with the Health and Safety at Work Act 2016.

Health and Safety procedures pertaining to student wellbeing and crisis management system in place.

3. SPECIAL CHARACTER

Key Tasks

Performance Indicators

Support the Anglican special character of the school.

Active participation in reflecting the Anglican tradition.

Model the school values of respect, integrity, and courage.

Behaviour and attitude consistent with school values

Mentor a small group of students.	<i>Monitor and support student attainment in all aspects of school life. Deliver the prescribed mentoring programme.</i>
	<i>Be point of contact for parents of mentor group.</i>
Be an active member of an assigned House.	<i>Support House Dean with House events as required.</i>
Attend weekend and evening events.	<i>Attend and participate in weekend and evening calendared events.</i>

4. CORPORATE RESPONSIBILITY

Key Tasks	Performance Indicators
Participate in the Performance Growth Cycle and the school's Effective Teacher Profile.	<i>Completed Performance Growth Cycle.</i>
Participate, support, and contribute to the staff professional development and learning programmes.	<i>Participation and contribution to staff professional development.</i>
Assist the HOD in the preparation of reports, papers and research for the Board of Trustees, Diocesan Trust Board, Ministry, Principal – including forms and returns and other routine matters as well as policy documents.	<i>Reports, returns and research carried out in an accurate and timely manner.</i>
Represent the school at public functions as negotiated with the Principal.	<i>Representation at functions.</i>
Take part in the corporate life of the school which includes handling concerns of parents/guardians on the progress and development of students, participating in school activities and attending functions where our school is represented.	<i>Available to discuss matters with parents/caregivers.</i> <i>Participate in school activities and functions.</i>
Support the school policies in a positive manner, both inside and outside the classroom.	<i>Feedback from Deputy Principal (Curriculum).</i>
Undertake duties which are part of the overall running of the school.	<i>Specific responsibilities undertaken.</i>
Speak to prospective students and promote the school effectively.	<i>Participate and contribute to the schools marketing as required.</i>
Participate in activities related to the co-curricular programme provided for students.	<i>Participation in activities.</i>
Provide a thorough professional image and example to School personnel and members of the school community.	<i>Feedback from staff.</i>
Use available opportunities to present Nga Tawa to members of the community in the best possible light.	<i>Feedback from the community.</i>
Contribute to the Nga Tawa News and the Nga Tawa Script.	<i>Appropriate contribution.</i>

5. PROFESSIONAL/PERSONAL DEVELOPMENT

Key Tasks

Performance Indicators

Attend professional conferences and courses to maintain personal awareness of developments related to general education and developments in departmental and own subject areas.

Attendance at courses and conferences as required.

Report on conferences and courses attended.

Recommendations to HOD.

SIGNATORIES

Signed:

Date:

TEACHER

Signed:

Date:

PRINCIPAL