



## Classroom Teacher

### Job Description

**Position:** Classroom Teacher

**Responsible to:** Principal, appropriate Heads of Faculties of your teaching subjects

**Key relationships:** Head of Faculty, Faculty Members, Deputy Principal - Faculty

**Job Purpose:** To support the associated faculty leadership team, staff and the wider college in the delivery of exceptional learning for all and promoting an extraordinary culture of care. Role model college values with a commitment to the achievement of personal excellence.

**Name:** \_\_\_\_\_

**Faculty of:** \_\_\_\_\_

### Specific Responsibilities of the Classroom Teacher

A Classroom Teacher at Long Bay College has a number of specific responsibilities, including those listed below.

Professional Standards (Standards for the teaching profession)	Performance Indicators
<b>Te Tiriti o Waitangi partnership</b> Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.	<ul style="list-style-type: none"><li>• Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.</li><li>• Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.</li><li>• Practice and develop the use of te reo and tikanga Māori.</li></ul>
<b>Professional Learning</b> Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.	<ul style="list-style-type: none"><li>• Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.</li><li>• Critically examine how 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.</li><li>• Engage in professional learning and adaptively apply this learning in practice.</li><li>• 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.</li></ul>

	<ul style="list-style-type: none"> <li>• Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem-solving and learning-focused collegial discussions.</li> </ul>
<p><b>Professional Relationships</b> Establish and maintain professional relationships and behaviours focused on the learning and well-being of each learner.</p>	<ul style="list-style-type: none"> <li>• Engage in reciprocal, collaborative learning-focused relationships with: <ul style="list-style-type: none"> <li>- learners', family and whānau.</li> <li>- teaching colleagues, support staff and other professionals.</li> <li>- agencies, groups and individuals in the community.</li> </ul> </li> <li>• Communicate effectively with others.</li> <li>• Actively contribute, and work collegially, in the pursuit of improving own and organisational practice, showing leadership, particularly in areas of responsibility.</li> <li>• Communicate clear and accurate assessment for learning and achievement information.</li> </ul>
<p><b>Learning Focused Culture</b> Develop a culture which is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p>	<ul style="list-style-type: none"> <li>• Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.</li> <li>• Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.</li> <li>• Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.</li> <li>• Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety.</li> <li>• Create an environment where learners can be confident in their identities, languages, cultures and abilities.</li> <li>• Develop an environment where the diversity and uniqueness of all learners is accepted and valued.</li> <li>• Meet relevant regulatory, statutory and professional requirements.</li> </ul>

<p><b>Design for Learning</b> Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.</p>	<ul style="list-style-type: none"> <li>• Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.</li> <li>• 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.</li> <li>• Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.</li> <li>• Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.</li> <li>• Are informed by national policies and priorities.</li> </ul>
<p><b>Teaching</b> Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<ul style="list-style-type: none"> <li>• Teach in ways that ensure all learners are making sufficient progress. Monitor the extent and pace of learning, focusing on equity and excellence for all.</li> <li>• Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.</li> <li>• Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners.</li> <li>• Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.</li> <li>• Teach in ways which enable learners to learn from one another to collaborate, to self-regulate, and to develop agency over their learning.</li> <li>• Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.</li> </ul>

<b>Key Responsibilities:</b>	
To teach [subject] related subjects and other appropriate subjects as may be required, by following Long Bay College Faculty schemes of work, homework and assessment policies prescribed by the Head of Faculty.	<ul style="list-style-type: none"> <li>• Curriculum and assessment requirements are met.</li> <li>• Lessons are planned and subject content imparted effectively.</li> <li>• A purposeful working atmosphere is maintained.</li> <li>• Active participation and student interest evident.</li> <li>• Expectations for each student are clearly expressed, realistic and challenging.</li> <li>• Emphasis is given to assisting students to learn for themselves.</li> <li>• Teaching strategies are reviewed regularly to improve effectiveness.</li> </ul>
To plan programme delivery, taking into account available data/information on group and individual prior achievement and learning needs.	<ul style="list-style-type: none"> <li>• Teaching strategies and learning objectives are appropriate to the level and ability of the group as well as individual needs of students.</li> <li>• Strategies include teaching methods, learning activities, instructional materials and other resources.</li> <li>• Programmes reflect individual and group learning needs.</li> </ul>
To assess your students' work regularly and provide constructive feedback to promote better learning.	<ul style="list-style-type: none"> <li>• Assessment requirements effectively implemented.</li> <li>• Assessments properly recorded and filed.</li> <li>• Constructive feedback given to each student after marking assessments.</li> </ul>
To identify students who are not achieving and take positive action to help them achieve.	<ul style="list-style-type: none"> <li>• Use a variety of teaching techniques and encouragement to meet individual learning needs.</li> <li>• Regular consultation about students with Faculty Co-ordinators and Deans.</li> <li>• Expectations for each student clearly expressed, realistic and challenging.</li> <li>• Parents contacted.</li> <li>• Information of interventions are recorded promptly and regularly in Kamar</li> </ul>
To report meaningfully to parents on the progress of each student via formal school reports, report evenings, or if circumstances warrant.	<ul style="list-style-type: none"> <li>• Reports written in accordance with college policies.</li> <li>• Effective communication with parents, including parent report evenings.</li> </ul>

To contribute to the smooth running of the college by supporting normal college policies, procedures, non-teaching duties and co-curricular activities and by taking the initiative when circumstances warrant.	<ul style="list-style-type: none"> <li>• Agreed delegated tasks are carried out.</li> <li>• Participate in faculty and other meetings as required.</li> <li>• Non-teaching duties normally associated with the operation of a modern secondary school are satisfactorily carried out.</li> </ul>
To be available and willing to assist with co-curricular activities appropriate to your skills and the needs of the school.	<ul style="list-style-type: none"> <li>• Participation in an agreed cocurricular activity.</li> </ul>
To help prepare and revise schemes of work which should include statements about teaching strategies and assessment techniques.	<ul style="list-style-type: none"> <li>• To participate in scheme revision and preparation and to cooperate as required.</li> </ul>
To help prepare an annual review of the aims and objectives for the teaching of nominated subjects. Objectives should include statements about expected learning outcomes, quality of work expected and skills gained.	<ul style="list-style-type: none"> <li>• Cooperate with Head of Faculty and assist as required.</li> </ul>
To offer professional opinion and contribute to staff discussions on school matters.	<ul style="list-style-type: none"> <li>• To share ideas and information.</li> <li>• To work cooperatively and supportively with other staff.</li> </ul>
To keep up to date with course changes and changing methods in the teaching and assessment of your teaching subjects.	<ul style="list-style-type: none"> <li>• To attend in service courses and other professional development opportunities regularly.</li> <li>• Personal goals are established and reviewed annually.</li> <li>• A commitment to annual staff appraisal.</li> </ul>
To attend staff meetings as required by the Principal and Heads of Faculty.	<ul style="list-style-type: none"> <li>• Participation in Faculty and other meetings as required.</li> </ul>

### **Atawhai Leader:**

The most important member of the pastoral Network is the Atawhai Leader. The successful impact of the culture of care in the school depends on recognition by the Atawhai Leader of their role. At the heart of creating a culture of care through a pastoral system is the set of values and expectations that the school community adheres to. To impart, model and demonstrate those values and expectations, the role of the Atawhai Leader is paramount.

The Atawhai Leader will lead a group of students at a year level and will stay together as a Year Level with Dean, Senior Leader and students and move through the school as a 'family'.	<ul style="list-style-type: none"> <li>• To take an active role in the personal welfare of each student in their group.</li> <li>• To model, demonstrate and promote the "Long Bay College Values of Respect, Care, Community and Creativity"</li> </ul>
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<p>The Atawhai Leader is the first point of contact for the student’s pastoral needs, with the aim of establishing a strong relationship with student and whanau/parent/caregiver as the student’s ‘significant’ adult in school.</p>	<ul style="list-style-type: none"> <li>• To deliver, modify and feedback on the Atawhai Programme in terms of identified focuses and goals related to their year level. With a focus on developing a positive relationship with the students and families in their group.</li> <li>• To support the Year Level Dean and Pastoral Curriculum Team in developing and reviewing the Pastoral Programme</li> <li>• To provide students with accurate information regarding subject selection being cognisant of the student’s overall course direction, though support from Pathways Dean and Pastoral Curriculum Team</li> </ul>
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<p><b>Long Bay College Values</b></p>
<p>Promote and Display the school values: Respect, Care, Creativity, Community.</p>

### Other Responsibilities of the Classroom Teacher

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### Co-curricular Responsibilities of the Classroom Teacher

To undertake an active interest and support a major co-curricular activity within the College. Details to be negotiated with the Principal.

### Person Specifications

1. An effective and competent teacher with the ability to deal with students in non-confrontational ways.
2. Have the ability to work in a team with a common goal.
3. Have a high level of self-motivation coupled with flexibility.
4. Enjoy working with young people.
5. To be able to gain the confidence and respect of students in order to influence their behaviour and attitude.
6. To be a positive role model for students by:
  - a) Maintaining personal standards of dress and presentation appropriate for a member of the Long Bay College teaching profession.
  - b) Observing professional standards of behaviour at all times while at school or on school-related activities.
  - c) Valuing excellence and personal achievement.
  - d) Demonstrating a commitment to the welfare of others.

### Accountability and Legal Requirements

To participate in an annual performance management process, which will be designed to highlight personal strengths and achievements, identify any professional development needs and help focus on the key tasks and responsibilities required by this position.

A school authority (i.e. a state school or private school) may only permanently appoint a teacher who has either a current practising certificate, or a limited authority to teach issued by the Teachers' Council (s.120A, s.315).

### Job Description Approved By:

Signed: \_\_\_\_\_ [name] Date: \_\_\_\_\_

Signed: \_\_\_\_\_ CJ Healey, Principal Date: \_\_\_\_\_

**NOTE:** This job description is intended to focus on the important tasks and responsibilities of a class teacher. This job description is not intended to be restrictive nor limit the tasks and responsibilities to only those described above. Other specific duties and responsibilities will be contained in a separate responsibilities job description.