

2020 JOB DESCRIPTION



The following job description is based on the relevant professional standards contained in the current Primary Teachers', Deputy Principals', Assistant Principals' and other Unit Holders' Collective Employment Contract. It will contribute to performance review and is an adjunct to any management unit duties and responsibilities that will be negotiated with the successful applicant.

- All Teachers are expected to keep a journal of evidence (personal Google Site) which clearly details their application of meeting the criteria outlined in 'Our Code our Standards: Code of Professional Responsibility and Standards for the Teaching Profession'.
- All Teachers are expected to keep up to date with both School Policies and Procedures, and Health and Safety Guidelines and follow and implement the requirements specified in the documents.

TEACHING – To take full responsibility for teaching (within Homeroom, Hub and Team).

Key objectives	Expected results/outcomes	Timeframe
1:1 Use school assessment practices and processes to identify and monitor students' learning needs, progress and achievement	Appropriate regular HERO entries, assessment evaluations, students' records and profiles, learning support and gifted and talented documentation and all other documentation is kept up-to-date. Ensure learning/achievement milestones and behavior/pastoral observations are recorded on HERO and shared with appropriate staff	As per Collaborative Hub Agreements
1:2 Design, plan and teach to the identified needs of students, in line with school and NZ curriculum	Big Picture and Coalface Planning, including learning objectives and learning intentions, are consistent with identified needs and curriculum statements Effectively implement collaborative teaching models to increase learning and student engagement Planning detailed, flexible and reviewed by Team Leader/Hub Leader as per requirements	As per Collaborative Hub Agreements
1:3 Evaluate planning and teaching, identifying next steps for teaching and learning	Unit/topic evaluations, modelling books, checklists, cumulative student records and term evaluations up-to-date	On-going
1:4 Create an inclusive learning environment that recognises, celebrates and supports, through differentiated learning programmes, the individual differences of the students in the class	A culturally responsive approach is evident (refer to <i>Mana ki te Mana</i>) Students learn and make progress at their own level and rate Flexible grouping, based on needs, is in place in the classroom Priority learners are identified, and catered for in planning and teaching Regular and specific feedback is provided	On-going
1:5 Use the Teaching as Inquiry cycle to focus and improve outcomes for students	A process of inquiry and reflective practice is evident in teaching programme and delivery Target learners are identified, interventions developed and monitored, reviewed and adapted Students work towards mastery of concepts/skills and apply prior learning to new contexts	On-going
1:6 Communicate in a timely manner with parents/caregivers regarding students' progress, achievement, behavioral, social and emotional needs, identifying next-step learning and ways in which whānau and school can work in partnership	Parents are fully informed and responded to regarding their questions and concerns Teacher is available for discussions and meetings with parents as required to support next steps Quality documentation of interaction is maintained Contact made with each family at least twice a term, including parents being contacted if child is receiving an award at a Learning Celebration Class newsletters are produced at least once each term in Week 3	On-going

CULTURE – To develop a Homeroom culture where students feel safe, and where they are encouraged, respected and challenged (aligned to Hub & Team)

Key objectives	Expected results/outcomes	Timeframe
2:1 Develop homeroom environment where students feel safe, relaxed and committed to learning which reflects “Learning with Heart (Values and C+O+O+L Factor)	Students enjoy learning, take risks with new concepts/skills, and increasingly accept ownership for learning Students have the flexibility through classroom furniture to us work in three different modes (standing/sitting/floor)	On-going
2:2 Ensure tasks are within the capabilities of students, providing differentiation and scaffolding as required to support different students’ needs	All students experience success, flexible grouping arrangements and differentiation for individual needs as appropriate	On-going
2:3 Maintain a homeroom where success, praise and positive encouragement predominate	Students are encouraged and motivated to do their best Students help and learn from each other	On-going
2:4 Ensure that the homeroom is an inviting, orderly place where equipment and resources are well managed and accessible	A stimulating, constantly-evolving /learning space is created Students initiate some of their own learning activities Students take care of furniture and equipment Students’ work is displayed and changed regularly	On-going
2:5 Ensure that <i>home room expectations/class code of conduct</i> help students resolve disputes and misunderstandings in a positive manner, including through the use of restorative chats and mediation	Students understand and can reference Restorative Practice resources and approach Distractions and disruptions are minimal Disputes are solved quickly and effectively using restorative practice	On-going

SCHOOL CULTURE – To share responsibility for maintaining a healthy school climate and promoting the school’s professional standing in the community.

Key objectives	Expected results/outcomes	Timeframe
3:1 Meet the professional expectations of the school and positively support and promote the school within and outside the school	A smooth running school; policies are implemented	On-going
3:2 Support and positively promote Christchurch East School within the local and wider community	Community perception of Christchurch East School is enhanced and consistently promoted in a positive way	On-going
3:3 Promote the aim of the school’s purpose statement at all times	Commitment to purpose statement and values evident in work with students, parents and staff Visitors feel welcome, parent input is acknowledged and valued, and staff participate in and support school events	On-going
3:4 Use restorative practice as the basis for developing, promoting, modeling and teaching about appropriate behaviour and relationship development	Listening and other courtesies will be modelled Staff will be available for individual help and advice, will support students to positively manage their own behaviour, will help students resolve playground conflicts using appropriate restorative strategies, and will act fairly and will show a sense of humour	On-going
3:5 Share responsibility for establishing and maintaining sound staff relationships	Staff relationships are positive, collegial and collaborative Conflict resolution is found using a win-win approach	On-going

PERSONAL PROFESSIONAL LEARNING – To demonstrate a commitment to on-going personal professional growth.

Key objectives	Expected results/outcomes	Timeframe
4:1 Participate and fully contribute to individual, team, school-based and external professional learning programmes	Teams and Hubs function collaboratively and in step with school-wide focuses and procedures Inquiry processes are embedded in teacher practice Individuals and teams are reflective and constantly seeking to ensure practice and programmes promote quality teaching and learning	On-going
4:2 Participate fully in the appraisal process and commit to working on own next step learning as a professional	Personal and professional goals are set and met New learning opportunities in areas of identified need and/or interest are actively sought and utilised Evidence of professional learning and reflection is kept	On-going
4:3 Keep up-to-date professionally, transferring new learning into classroom practice and contributing to team and school-wide developments	Robust and evidence-based practice is evident in the classroom and a range of best-practice strategies are available to be utilised in teaching repertoire	On-going