

Teacher - Job Description

Responsible to: Principal, Deputy Principal, Curriculum Leader and/or Leader of Learning Community

Functional Relationships: Learning area/Learning community teachers, Curriculum Leader, Leader of Learning Community, and other relevant teaching staff

Teaching Component Teacher within a Learning Community and/or
Teacher within a Curriculum Learning Area and/or
Specialist Teacher

Overall Objectives

- To promote the ideals of the school vision through direct responsibility for the learning, achievement and pastoral needs of learners
- Have direct responsibility for the delivery of effective learning programmes and activities for learners
- To record, monitor and report on learner progress and achievement
- Actively support and participate in the running of the school and involvement in co-curricular activities

Key Areas	Expected Outcomes
Curriculum Delivery	
Teaching professionals will apply a sound understanding of the NZ Curriculum Operate as an effective teacher to learners Produce and delivery effective learning programmes and activities	<ul style="list-style-type: none"> ● Learning programmes and activities will allow learners to gain access to the NZ Curriculum, be effectively evaluated, and gain relevant qualifications ● Learning programmes are well planned, meet individual needs and are based on school learning schemes and programmes ● Learning programmes will promote learner agency, self reflection and personal learner responsibility ● Learning programmes and activities will be provided in an environment that is positive, safe, and conducive to growth ● Teach within an assigned learning area and /or learning community ● Be directly responsible for the learning needs and achievement of assigned learners ● Record and monitor student progress and steps for further development ● Relevant documents and records are maintained to track learner progress and achievement

Effective Teaching Practice	
<p>Teaching professionals demonstrate best practice pedagogy</p> <p>Learner progress and achievement is tracked and responded to accordingly</p>	<ul style="list-style-type: none"> ● Teaching practice is based on best practice pedagogy ● A wide range of effective teaching and learning approaches/techniques are used for learning and in response to individual learning needs ● High expectations are set for student learning and achievement ● Priority learners will receive the necessary focus and additional support ● The school approach to learning is applied which includes: <ul style="list-style-type: none"> <i>Learning through a process of inquiry</i> <i>Collaborative learning</i> <i>Authentic learning contexts</i> <i>Learning in community</i> ● Teachers will understand their learners and their needs well ● Records for learner progress and achievement is maintained using recognised school systems ● Conduct effective analysis and use of of assessment information to improve learner outcomes ● All professional practice recognises and applies the principles of the Tiriti o Waitangi ● Educational resources are used effectively for learning and improving achievement outcomes ● The school values and learner dispositions are modelled and promoted through teaching and learning ● The school student management processes and procedures are followed ● Accurate records of student attendance are maintained ● Due care is taken with resources, equipment and the use of campus facilities
Professional Relationships and communication	
<p>Professional, positive and respectful relationships are maintained</p>	<ul style="list-style-type: none"> ● Develop positive and productive relationships with learners for the purpose of maximising learning and achievement outcomes ● Develop positive and productive partnership relationships with parents/caregivers and whanau ● Develop professional, positive and effective relationships with colleagues ● Work effectively with relevant leaders ● Participate and contribute to the operation of the relevant learning area and/or learning community through effective collaboration ● Behave in a manner that is professional, respectful and supportive of colleagues ● Abide by the Teachers' Code that sets out the high standards for ethical behaviour and the Standards that describe the expectations of effective teaching practice ● Take responsibility for individual safety and conduct ● Follow the employee expectations stated in PC@Work ● Communicate in a clear and meaningful way to learners, colleagues, parents/caregivers and whanau ● Effectively report to parents/caregivers and whanau on the development and progress of learners

Commitment to continual improvement	
Commitment to continual improvement of professional practice	<ul style="list-style-type: none"> ● Aspire to high levels of performance in all areas of teaching practice ● Remain up to date with best practice pedagogy and current research ● Be committed to ongoing professional learning ● Active involvement in the school's performance growth process ● Completion of the necessary requirements for the annual attestation process ● Maintain a current practicing teaching certificate ● Be familiar with the school's operational policies and procedures
Pastoral Care	
Focus on the wellbeing of learners	<ul style="list-style-type: none"> ● Effectively perform the duties of an Admin teacher and Academic Mentor (if relevant) ● Provide pastoral care support to relevant students ● Apply the school pastoral care processes and services for supporting students ● Take an active part in the Citizenship and Whanau programmes
School wide involvement	
Involvement in the life of the school	<ul style="list-style-type: none"> ● Model the ideals and behaviours that exemplify the vision and principles of the school ● Active involvement in the co-curricular programme of the school <i>e.g cultural, arts, service, sports</i> ● Support the daily operations of the school ● Contribute to ensuring the campus is a safe and positive environment to learn and work ● Complete additional delegations as required by leadership

Person Specification

Personal Attributes

- Lives life with integrity, strength of character and a strong set of personal values
- Holds high expectations and practices fairness
- Has an enthusiastic attitude and encouraging manner
- Accepts challenges and acts with flexibility
- Has a positive outlook and solutions focused
- Is self aware, reflective and an intuitive understanding of others
- Has a sense of humour and perspective
- Willingness to persevere and work hard
- Has the ability to be calm under pressure and is resilient
- Is passionate to learn and grow
- Values strong connections and interactions with people

Teacher Experience and Dispositions

- A qualified and excellent teacher (or showing potential)
- Sound understanding of the NZ Curriculum and approaches to evaluation
- A good understanding of best practice pedagogy and current research
- Commitment to work collaboratively and as part of a learning community
- Proven ability to connect and work with a wide range of people
- Passionate about working with young people
- Champions student-centred learning and ongoing improvement
- Provides a safe and supportive learning environment for all learners
- Holds high expectations for achievements and behaviour
- Excellent communication skills
- Competent in the use of digital tools for learning
- Adaptable, flexible and willing to take risks
- A reflective practitioner
- Conducts themselves as a professional

Papamoa College Profile

Current student roll: 1540

Coeducational Secondary School

State School Y7-13

Middle School Years 7&8 Lower Middle School
Years 9&10 Upper Middle School

Senior School Years 11-13 Senior School

Predicted growth to 2000 students by the year 2025

Currently in early stages of Campus Development Plan

The Papamoa College vision is to develop successful people, who value relationships and community, and are lifelong learners.

- Being successful means achieving at the best possible level in any pursuit and includes academic success, sporting success, arts and cultural success.
- Relationships with people matter and being connected to others is important. Participating and contributing in a community of other people is important for the Papamoa community and is therefore reflected in what we do at Papamoa College.
- Life is a continuous process of growth and development. Learning at school is therefore a continuation of learning at home and in the community. Effective learning is relevant to a student's life and does not stop once a student leaves school.

Student learning includes programmes that integrate curriculum learning areas to provide rich and contextual experiences where possible. Learning through a process of inquiry also provides an environment to develop active, engaged, confident and competent learners. An important part of the student learning experience is being part of a learning community whose members work together for the common purpose of learning and achieving. The physical innovative learning environments throughout the school, provide flexible spaces for students and teachers to use as they journey through their learning and teaching.

A key aspect of student life is the school wide Citizenship Programme and Whanau Programme which promote and reinforce the focus values:

Whai Kaha Participation

Whanaungatanga Relationships

Whai Whakaaro Respect

Whai Mana Excellence

Developing as a participating and contributing member of society for a growing young person is an important aspect of Papamoa College

