

Position Description - Teacher

Position title:	Teacher
Directly responsible to:	Head of Faculty
Functional relationship with:	Senior Leadership Team Woodford House staff Woodford House students and whānau

Primary objectives:

- ☐ To demonstrate a high level of commitment to the development and practice of teaching programmes, and highly effective teaching techniques.
- ☐ to facilitate student learning
- ☐ to assess and report on student learning
- ☐ to work towards the implementation of the goals and objectives of the Charter
- ☐ to abide by school policy statements
- ☐ to make a contribution to school life

There are seven teaching dimensions:

1. Professional Knowledge
2. Teaching Techniques
3. Motivation of Students
4. Classroom Management
5. Communication
6. Support and Cooperation with Colleagues
7. Contribution to Wider School Activities

DIMENSION ONE: PROFESSIONAL KNOWLEDGE

Key Tasks	Expected Outcomes	Performance Indicators
1. CURRICULUM		
1.1 To have a sound knowledge of the New Zealand Curriculum	<input type="checkbox"/> Programmes reflect the NZ Curriculum Framework and supporting school documents	<input type="checkbox"/> Curriculum and lesson planning reflect the National Curriculum
1.2 To deliver the curriculum in accordance with school and national requirements	<input type="checkbox"/> Confidence in ability to teach classes	<input type="checkbox"/> Student appraisal of content and delivery
1.3 To have appropriate qualification, knowledge and experience	<input type="checkbox"/> Shows competency in relevant curricular	<input type="checkbox"/> Regular contributions to departmental planning and initiatives
		<input type="checkbox"/> Is aware of and uses available resources
2. Te Reo me ona Tikanga		
2.1 Demonstrate commitment to the promotion in education of: <ul style="list-style-type: none"> ▪ accurate and appropriate use of te reo Māori ▪ adoption of Māori protocols where appropriate ▪ understanding of cultural background of Māori in New Zealand 	<input type="checkbox"/> Tikanga Māori and te reo Māori are respected <input type="checkbox"/> Demonstrate an understanding of Māori protocol when appropriate	<input type="checkbox"/> Students have an understanding of the cultural background of Māori in New Zealand <input type="checkbox"/> Maori names are pronounced correctly <input type="checkbox"/> Appropriate protocols used where relevant

3. LEARNING & ASSESSMENT THEORY		
3.1 To have a sound knowledge of learning and assessment theory	<input type="checkbox"/> Planning and practice reflects an understanding of sound theory and the relationships among topics and concepts	<input type="checkbox"/> A variety of assessment methods are used <input type="checkbox"/> Able to utilise formative and summative assessment(s) <input type="checkbox"/> Able to self evaluate and change – assist others with this <input type="checkbox"/> Able to contribute to moderation procedures <input type="checkbox"/> Demonstrates awareness of the place of assessment in improving student learning <input type="checkbox"/> Assessment outcomes are recorded according to school policy <input type="checkbox"/> Able to write assessment tasks for own class that reflect department's objectives
4. KNOWLEDGE OF CHARACTERISTICS & PROGRESS OF STUDENTS		
4.1 To have understanding of developmental characteristics of age groups and of progress of students	<input type="checkbox"/> Teaching practice and interaction with students reflects an understanding of each student's developmental stage and progress	<input type="checkbox"/> Students of all abilities are catered for <input type="checkbox"/> Teaching styles and resources display awareness of students' cultural and individual learning needs <input type="checkbox"/> Subject knowledge, understanding and skills are imparted at a level students can cope with <input type="checkbox"/> Maintains a comprehensive record of each student's attendance and assessment results <input type="checkbox"/> Reports to parents contain constructive comments on student's progress and next steps <input type="checkbox"/> Development and maintenance of environments which enhance learning by recognising and catering for the learning needs of a diversity of students
5. PROFESSIONAL DEVELOPMENT		
5.1 To assist with the identification of professional development needs and to undertake relevant professional development 5.2 To actively participate in the school's performance appraisal process and be reflective regarding performance	<input type="checkbox"/> Practice continues to improve <input type="checkbox"/> Knowledge gained is reflected in further enhancement to teaching practice	<input type="checkbox"/> Staff express satisfaction in availability of PD <input type="checkbox"/> Innovations evident <input type="checkbox"/> Demonstrated improved performance <input type="checkbox"/> Undertakes annual performance review <input type="checkbox"/> Demonstrates a high level of commitment to further developing own knowledge and skills <input type="checkbox"/> Encourage and assist colleagues in professional development

DIMENSION TWO: TEACHING TECHNIQUES

Key Tasks	Expected Outcomes	Performance Indicators
6. PLANNING & PREPARATION		
6.1 To plan a balanced programme which meets national curriculum requirements and school requirements	<ul style="list-style-type: none">□ Programme meets all requirements□ Objectives reflect the needs of students and are consistent with school policies and national curriculum statements□ Learning activities reflect the needs and progress of students	<ul style="list-style-type: none">□ A written plan is completed□ A record of objectives and a note re achievement of them or not□ Teaching styles and resources display awareness of students' cultural and individual learning needs□ Critiques existing schemes and actively contributes to the evaluation and development of schemes of work□ Clearly demonstrates awareness of links between different curriculum areas□ Able to write summative assessments□ Able to self evaluate and change – and assists others with this□ Able to contribute to moderation procedures
6.2 To develop appropriate teaching objectives		
6.3 To plan appropriate learning activities		
7. TEACHING & LEARNING STRATEGIES		
7.1 To utilise a range of effective teaching techniques	<ul style="list-style-type: none">□ Students are self-directed learners.□ Knowledge gained is reflected in further enhancement to teaching practice.□ Students will achieve their full potential□ School wide practices and recognised pedagogies are explored and implemented	<ul style="list-style-type: none">□ Students are engaged□ Digital technologies are effectively integrated into the curriculum□ A record of different techniques is kept□ Satisfied students□ Demonstrates awareness of the place of assessment in improving student learning□ Reads in the professional area
7.2 To reflect on own teaching and to improve teaching practice as needed		
7.3 To insist on high standards of work, attendance and behaviour from all students		
8. ASSESSMENT & REPORTING		
8.1 To utilise appropriate student assessment and evaluation procedures, in accordance with school policies	<ul style="list-style-type: none">□ Student needs are known and planning occurs to meet these needs□ Valid fair and reliable assessment of student achievement and progress occurs□ Programmes are modified according to evaluation information□ Records are effective in ongoing planning and practice□ Students are aware of own progress and are engaged in their own forward planning□ Parents/caregivers are satisfied that they have accurate information on their child's progress□ Senior management find information provided useful in school development planning	<ul style="list-style-type: none">□ Reports on progress relate directly to assessments□ Positive evaluations are received□ Records are kept up to date□ Students are well informed□ Regular reporting is completed□ An input into school planning is made
8.2 To ensure effective evaluation of programmes		
8.3 To maintain accurate records		
8.4 To provide feedback to students on progress		
8.5 To report to parents/caregivers on student progress		
8.6 To report to senior management on issues related to school and programme effectiveness		

9. USE OF RESOURCES & TECHNOLOGY		
9.1 To utilise technology effectively	<input type="checkbox"/> Use of technology reflects relevant and sound application	<input type="checkbox"/> Students are aware of the uses of technology
9.2 To utilise resources effectively	<input type="checkbox"/> LMS and BYOD practices are developed and implemented <input type="checkbox"/> There is an awareness of available resources and these are being used to enhance learning <input type="checkbox"/> There is a stimulating learning environment	<input type="checkbox"/> Digital technologies are effectively integrated into the curriculum <input type="checkbox"/> A wide range of resources is used <input type="checkbox"/> A variety of learning styles is being catered for

10. STUDENT ENGAGEMENT IN LEARNING		
10.1 To utilise effective techniques for motivating students	<input type="checkbox"/> Expectation of student achievement is set	<input type="checkbox"/> Student achievement improves
10.2 To engage students in learning	<input type="checkbox"/> An effective rapport and a trusting relationship with students is established	<input type="checkbox"/> There is good rapport between staff and students.
10.3 Teacher displays enthusiasm for the subject	<input type="checkbox"/> Students are actively engaged in learning and display high levels of on-task behaviour	<input type="checkbox"/> Course/dept requirements regarding homework, assignments are met by students
10.4 Discerning use of praise and positive reinforcement	<input type="checkbox"/> Increased self-esteem and self confidence	<input type="checkbox"/> A range of learning materials is being used
10.5 To motivate students to perform to the best of their ability	<input type="checkbox"/> A positive learning environment	<input type="checkbox"/> Pre-testing occurs (if appropriate)
	<input type="checkbox"/> Individual learning needs of students are met	<input type="checkbox"/> Accurate assessments of learning level
	<input type="checkbox"/> Students are motivated to learn	<input type="checkbox"/> Gives praise and acknowledges achievement
	<input type="checkbox"/> Consistency in student behaviour and work habits	<input type="checkbox"/> Students take responsibility for their behaviour, learning
	<input type="checkbox"/> Students encouraged to take responsibility for own learning	<input type="checkbox"/> Extension activities evident
	<input type="checkbox"/> Teacher's enthusiasm shared with students	
	<input type="checkbox"/> Satisfied students (co-operative)	
	<input type="checkbox"/> Student achievement enhanced	
	<input type="checkbox"/> Lesson objectives met	
	<input type="checkbox"/> Positive student feedback	
	<input type="checkbox"/> Book work/homework standards met	

DIMENSION THREE: MOTIVATION OF STUDENTS

Key Tasks	Expected Outcomes	Performance Indicators
11. EXPECTATIONS THAT VALUE AND PROMOTE LEARNING		
11.1 To model and promote high expectations of performance	<input type="checkbox"/> Students have high expectations of their own performance and strive to meet these	<input type="checkbox"/> Students achieve to their potential

DIMENSION FOUR: CLASSROOM MANAGEMENT

Key Tasks	Expected Outcomes	Performance Indicators
12. TEACHING AND LEARNING ENVIRONMENT		
12.1 To utilise positive strategies in the management of student behaviour	<input type="checkbox"/> There are clear expectations of student behaviour	<input type="checkbox"/> Provision of a variety of relevant activities to suit different learning styles and levels
12.2 To create and maintain a safe and secure learning environment	<input type="checkbox"/> Students are positive and respectful in their interactions	<input type="checkbox"/> Reading materials at appropriate level
	<input type="checkbox"/> Students are confident in their interactions with others	<input type="checkbox"/> Students able to use appropriate resources
12.3 To manage student behaviour in such a way that	<input type="checkbox"/> High level of on-task behaviour	<input type="checkbox"/> Students on task and not interfering with the learning of others
	<input type="checkbox"/> High levels of student achievement	
	<input type="checkbox"/> Students' learning needs are	

the learning opportunities for all students are maximised	recognised, acknowledged and catered for, where appropriate	
12.4 Recognition of barriers to learning and appropriate steps taken	<input type="checkbox"/> Students can focus on their learning	
12.5 To provide a safe learning environment		
13. PHYSICAL ENVIRONMENT		
13.1 To create and maintain a safe physical environment for students	<input type="checkbox"/> Students feel safe and secure at school <input type="checkbox"/> Students are motivated and interested in their learning	<input type="checkbox"/> Hazards are eliminated <input type="checkbox"/> Student work on display <input type="checkbox"/> Students engaged in learning and motivated to progress <input type="checkbox"/> Students are informed about procedures related to physical injury <input type="checkbox"/> Procedures in place to regularly review physical classroom safety
13.2 To create and maintain a stimulating learning environment for students		
14. RESPECT & UNDERSTANDING		
14.1 To model interactions with other staff and students which display respect and understanding	<input type="checkbox"/> Interactions with others are responded to positively <input type="checkbox"/> Students display respect and understanding in their interaction with others	<input type="checkbox"/> Teachers are publicly supportive of each other <input type="checkbox"/> Mutual courtesy observed <input type="checkbox"/> Teachers respect confidentiality unless student safety is at risk
14.2 To create an environment of respect and understanding with students	<input type="checkbox"/> Students feel they can trust the teacher to have their welfare paramount and to be interested in their learning	<input type="checkbox"/> Effective teacher/student rapport <input type="checkbox"/> Students consistently working <input type="checkbox"/> Positive atmosphere in the classroom
14.3 To demonstrate a commitment to student welfare and learning	<input type="checkbox"/> High level of on-task behaviour <input type="checkbox"/> All students and staff feel valued	<input type="checkbox"/> Students understand procedures for reporting harassment and abuse
14.4 To maintain a purposeful working atmosphere		
14.5 To recognise and support diversity within the school		
DIMENSION FIVE: COMMUNICATION		
Key Tasks	Expected Outcomes	Performance Indicators
15. STUDENTS		
15.1 To communicate effectively with students	<input type="checkbox"/> Students feel their concerns are heard, understood and where appropriate, acted on <input type="checkbox"/> Students interact positively with the teacher	<input type="checkbox"/> Teacher gives time to students for follow-up work or discussion on progress and demonstrates effective listening skills <input type="checkbox"/> Spoken and written language is clear, correct and appropriate and indicates good dialogue is evident between teacher/students
16. COLLEAGUES		
16.1 To communicate effectively with colleagues	<input type="checkbox"/> Colleagues respond positively to each other	<input type="checkbox"/> Teachers show respect and tolerance of each other through open, honest and timely communication
17. FAMILIES		
17.1 To communicate effectively with parents and caregivers	<input type="checkbox"/> Parents and caregivers feel their concerns are heard, understood	<input type="checkbox"/> Opportunities are made for parents to discuss matters with the

	and where appropriate, acted on	teacher <input type="checkbox"/> Reports are written on student's achievement for families, whanau or caregivers
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DIMENSION SIX: SUPPORT & CO-OPERATION WITH COLLEAGUES

18. SUPPORT FOR COLLEAGUES

18.1 To offer professional support or assistance for colleagues	<input type="checkbox"/> Colleagues feel professionally well supported	<input type="checkbox"/> All staff feel a valued member of the teaching team
18.2 To offer personal support for colleagues, as appropriate	<input type="checkbox"/> Colleagues feel personally and appropriately supported	<input type="checkbox"/> Contributes to department by assisting with subject resource development and maintenance
18.3 To operate within accepted codes of conduct and the ethics of the teaching profession	<input type="checkbox"/> The school climate reflects the accepted codes of conduct and ethics	<input type="checkbox"/> Shares in test and examination preparation <input type="checkbox"/> Maintains effective relationships with colleagues <input type="checkbox"/> Teachers uphold the school philosophy and operate within accepted codes of conduct in dress, speech and actions

19. CO-OPERATION WITH COLLEAGUES

19.1 To co-operate with colleagues and establish and maintain effective working relationships with them	<input type="checkbox"/> Colleagues feel valued, supported and assisted in their work	<input type="checkbox"/> Teachers support colleagues by encouraging, assisting and fostering harmonious working relationships
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DIMENSION SEVEN: CONTRIBUTION TO WIDER SCHOOL ACTIVITIES

20. CONTRIBUTION TO TEAM

20.1 To contribute to the work of the teaching team	<input type="checkbox"/> Contribution to the team is valued by colleagues	<input type="checkbox"/> Staff attend various school functions to support staff and students involved
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21. CONTRIBUTION TO WIDER SCHOOL

21.1 To contribute to the work and activities of the school as a whole	<input type="checkbox"/> School operates effectively due to contributions made by staff	<input type="checkbox"/> Students and parents see the involvement of staff in school activities
21.2 To contribute to the development of a positive school climate	<input type="checkbox"/> Interactions between all groups (students, staff, parents, wider community) reflect a positive school climate	<input type="checkbox"/> Attends parent evenings <input type="checkbox"/> Contributes to modifications and development of school policies and programmes
21.3 To display leadership in some aspects of the teacher's role in the school	<input type="checkbox"/> Significant contributions have been made in specific areas in the school and these contributions are valued	<input type="checkbox"/> Shares in supervisory activities <input type="checkbox"/> Each teacher is actively involved in at least one extra curricular activity
21.4 To carry out delegated responsibilities to a high level	<input type="checkbox"/> Delegations have been sought <input type="checkbox"/> There is confidence from senior staff that delegations will be carried out to a high level <input type="checkbox"/> Delegated responsibilities operate effectively and contribute positively to the running of the School	

22. SUPPORT THE SPECIAL CHARACTER OF THE SCHOOL

22.1	To respect and support the special character of the School	<input type="checkbox"/> The Christian ethic is demonstrated by example in dealings with students, parents and colleagues <input type="checkbox"/> Staff attend Chapel services <input type="checkbox"/> Support is given to the cultural, music and sporting cocurricular areas of the School	<input type="checkbox"/> Staff show caring concern for others <input type="checkbox"/> Attendance occurs <input type="checkbox"/> Activities are supported or attended as appropriate <input type="checkbox"/> Cocurricular commitments are met
22. HEALTH, SAFETY AND WELLBEING			
22.2	Work in accordance with the Woodford House Health and Safety Policy.	<input type="checkbox"/> All accidents and incidents are reported according to Woodford House policies. <input type="checkbox"/> All hazards are reported and mitigated.	<input type="checkbox"/> Staff and Students are safe, and their wellbeing needs are met.
22.3	Ensures hazards are identified, eliminated, isolated or minimized where possible.		
23. GENERAL			
23.1	Complete additional duties as requested by the Principal	<input type="checkbox"/> The Principal is well supported in her role	<input type="checkbox"/> School goals are met