

Wairakei Primary School Job Description 2024

Name:

Responsible to:

The Principal
Deputy Principal
Assistant Principal
Senior Leadership team

Position: Classroom Teacher

Primary objectives:

- To be responsible for the education and welfare of the pupils in their own class, across the team and within the school
- To implement the goals and objectives set in the school Charter by following school policies and the National Curriculum as prescribed in the Wairakei Curriculum Plan and in a culturally responsive way upholding the principles of Te Tiriti o Waitangi
- To contribute to, and participate in, the corporate life of the school
- To recognise the culture of the school, contribute towards and enhance it
- To uphold high levels of positive professional conduct as outlined in the Code of Conduct from New Zealand Teachers Council
- To have evidence of learning within the classroom on our school blogs, planning and assessment documentation and that shows the Professional Standard of the Teaching Profession and presented in the Professional Growth cycle

Teaching these primary objectives will involve the teacher in the following dimensions:

- Upskilling professional performance in the classroom using a range of Teaching Techniques
- Motivation of students for learning
- Be actively involved in classroom management using 8 People and Power for Learning strategies.
- Support for and collaboration with colleagues.
- Contribution to wider school activities
- Ensure effective communication across all aspects of the school community

And the following Professional Activities:

- Participate in all professional development offered by the school
- Blog Posts to evidence all curriculum areas
- Participation in 8 People coaching model, Mana Whenua and Power for Learning school based professional development.
- Uphold the integrity of the teaching profession

Key Tasks, Roles and Responsibilities within the School: Refer handbook.

- Attendance at school events, Discos and Pet Days
- Be an active member of the corporate life of the school
- Using PaCT data to track learning and achievement of students
- Any other tasks that arise in a school throughout the year

Signed

Date:

Standards for the Teaching Profession for more information see [Quality Practice Evidence sheet for WPS](#)

Standards for the Teaching Profession (Our Standards)	Elaborations
Demonstrate commitment to tangata whenuatanga and Tiriti o Waitangi partnership in Aotearoa New Zealand.	Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand. Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. Practise and develop the use of te Reo and tikanga Māori.
Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.	Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources. Critically examine how own 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. Engage in professional learning and adaptively apply this learning in practice. 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. Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem-solving and learning-focused collegial discussions
Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.	Engage in reciprocal, collaborative learning-focused relationships with: <ul style="list-style-type: none"> • learners, family and whānau • teaching colleagues, support staff and other professionals • agencies, groups and individuals in the community. Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility. Communicate clear and accurate assessment for learning and achievement information.
Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.	Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks. Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety. Create an environment where learners can be confident in their identities, languages, cultures and abilities. Develop an environment where the diversity and uniqueness of all learners are accepted and valued. Meet relevant regulatory, statutory and professional requirements.
Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.	Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. 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. Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.

	<p>Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. Design learning informed by national policies and priorities.</p>
<p>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<p>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. Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. 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. Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning. Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning. Ensure learners receive ongoing feedback and assessment information, and support them to use this information to guide further learning. Use critical inquiry and problem solving effectively in their professional practice.</p>