



## **Pukekohe North School Part Time -Scale A Job Description Teacher 2023**

**Name:** \_\_\_\_\_ **Level:** Year 6-7 **Room:** 3

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| <b>Position Title</b>    | Part Time Scale A Teacher Senior Position   |
| <b>Reports to</b>        | Jim Stafford-Bush   |
| <b>Key Relationships</b> | Team Leaders<br>Team Colleagues<br>Whaanau of Aakonga<br>RTLb, SENCo, LSC, PHN<br>Principal |

### **Purpose of the Position:**

1. To teach a Senior class as per the Aotearoa/ New Zealand Curriculum and with special focus upon the Pukekohe North Schools' Strategic Plan 2023 -2025, policies, procedures and the National Education Learning Priorities (NELPs)
2. To have a relentless focus upon setting explicit learning goals, term by term with the aakonga and their whanau in Panagarau/ Mathematics, Panui/ Reading and Tuhituhi/ Writing to raise and accelerate individual progress and achievement
3. To employ Teaching as Inquiry processes to research and trial strategies to address the needs of diverse learners.
4. To work closely with whaanau and outside agencies to provide respectful, empathetic, collaborative, safe and inclusive practices for all aakonga.

### **Key Tasks:**

- \*To implement effective teaching and learning programming that advance each aakonga 's knowledge, skills, experiences, attitudes, achievement and progress by at least 18 months across the NZ Curriculum in 2023
- \*To honor Te Tiriti o Waitangi through the language, heritage and culture of all aakonga within your classroom and across the school
- \*To act within the bounds and expectations of the NZ Professional Standards and Teachers' Code of Conduct.
- \*To ensure the safety and wellbeing of all aakonga, staff and visitors at all times
- \*To adhere to all Pukekohe North School policies, procedures and legislative requirements
- \*To share your wider abilities, knowledge, and skills with colleagues to advance their performances and job satisfaction
- \*To play your part as a staff member at Pukekohe North School volunteering for various roles to assist the development and smooth operation of the school.

| Key Responsibilities  | Appraisal Indicators  |
|---|---|
| <p><b>As a Teacher</b></p> <p><b>In conjunction with the Class Kaiako/ Teacher –Rebecca Bent organize to provide this year 6-7 class with a balanced curriculum with specific expectations for your curriculum planning and coverage.</b></p> | <ul style="list-style-type: none"> <li>*Have high expectations for every aakonga</li> <li>*Expectation is that you will raise at least x 4 aakonga from Below to At in Mathematics / Pangarau, Tuhituhi/ Writing and Panui Reading by November as target students</li> <li>*You will report their progress twice per term to this aim</li> <li>*Develop learning focused relationships with aakonga and whaanau to deliver an education that responds to the needs of each learner</li> <li>*Establish a classroom culture that sustains the identities, language and culture of each aakonga</li> <li>*Develop a culture that is characterized by respect, inclusion, empathy, collaboration and safety.</li> <li>*Gather and respond to student voice</li> <li>*Be professional following school policies and procedures, attaining our Code of Conduct statements and meeting all set deadlines.</li> <li>*Engage in all Professional Development opportunities and use the knowledge gained within your teaching programmes.</li> </ul> |
| <p><b>Aakonga Progress and Achievement:</b></p>   | <ul style="list-style-type: none"> <li>*Collect and scrutinize the class's Literacy and Mathematics data during each term to inform teaching next steps processes</li> <li>*Engage in team / school moderation of the data searching for strengths, trends and next steps in learning</li> <li>*Each term, place your data on to our Student Management System HERO to inform our Community / Board of Trustees that our programmes and teaching methods are effective</li> <li>*Progress each aakonga's learning by 12-18 months (+) within the 2023 calendar year</li> <li>*Align your teaching to track progress against the signposting in our Student Management System-HERO.</li> </ul>   |
| <p><b>Programme Delivery:</b></p>   | <ul style="list-style-type: none"> <li>*Ensure your Literacy and Mathematics programme is differentiated to meet specific aakonga needs</li> <li>* Use Teaching as Inquiry approaches to research and trial alternative techniques and strategies to meet the needs of diverse</li> </ul>   |

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|                                   | <p>aakonga.and improve your personal performance and curriculum delivery practices</p> <ul style="list-style-type: none"> <li>*Be reflective on your programming and evaluate the effectiveness of your teaching and learning practices regularly</li> <li>*Align your programming to the NZ Curriculum, Literacy Progressions and Progress and Consistency Tools indicators</li> <li>*Kaiako aim to facilitate learning where ako (tuakana / teina /reciprocity) prevails..-- includes mixed ability groupings, problem solving approaches and teaching to lift achievement levels.</li> <li>* Ensure your class receives at least x 2 planned Physical Education sessions per week (Whaea Surinder will coach you into taking your own sessions by the end of Term 2 2023.)</li> </ul>  |
| <p><b>Student Management:</b></p> | <ul style="list-style-type: none"> <li>*Teach our school expectations weekly and as opportunities arise</li> <li>*Choose x 4 aakonga as case studies to improve their attendance and engagement at school.(Takaro Hauora Programme)</li> <li>*Record aakonga on HERO when their behavior detracts you from your teaching and learning programming</li> <li>*Share aakonga behavioural or progress concerns within your team meetings and work collaboratively to provide solutions and further appraoches</li> <li>* Maintain student mana and wellbeing during all interactions especially when discussing behavior that does not meet our school expectations.</li> <li>*Restorative practices are a feature of all behavior management actions</li> <li>*School expectations are to sit strongly within our PB4L / Whare Tapu Wha frameworks</li> <li>*Use positive approaches to manage problematic behaviours</li> </ul> |

**2023 Appraisal Goals:**

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|----------------------------------|--|
| <b>2023 Appraisal Date:</b>      |  |
| <b>2022 Goals (Carried over)</b> |  |
| *<br>*                           |  |
| <b>2023 Goals</b>                |  |

- Raising Achievement of x 4 Students from Below to At in Tuhihi/ Writing, Panui/Reading and Pangarau / Mathematics through regular reviews of aakonga achievement and performance
- Using Teaching as Inquiry to promote acceleration of the students identified above
- Takaro Hauora Case Studies –Improving the engagement and attendance of x 4 aakonga in your class
- Provide evidence of your programming to ensure aakonga are included and will not face racism, discrimination or bullying.
- Giving rise to Te Tiriti o Waitangi and the Language , Culture and heritage of all aakonga under your care.

### **School Roles and Responsibilities:**

| <b><u>Role / Responsibilities</u></b> | <b><u>Appraisal Indicators</u></b> |
|---------------------------------------|------------------------------------|
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### **Declaration:**

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| Approved by:    | <i>Signature of the person with the authority to approve the job description</i> |
| Date approved:  | <i>Date upon which the job description was approved</i>                          |
| Reviewed:       | <i>Date when the job description was last reviewed</i>                           |
| Appointee:      | <i>Signature of the appointee</i>  |
| Date appointed: | <i>Date upon which the appointee has been offered the position</i>               |