



Melville High School

Classroom Teacher Job Description [Generic]

Name:

Date:

Position:

Classroom Teacher of (insert learning area)

Teaching:

Responsible To:

Board of Trustees

Principal

Leader of Curriculum/Head of Curriculum

Dean (Tutor teachers only)

1. CURRICULUM DELIVERY			
KEY TASKS	REGISTERED TEACHING CRITERIA	PERFORMANCE INDICATORS	OUTCOME
The curriculum is delivered in terms of the New Zealand Curriculum document	<ul style="list-style-type: none"> articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents <p>RTC6 demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi</p> <p>RTC 3</p>	Teacher demonstrates an understanding of the curriculum area being delivered	Lessons are delivered at the appropriate level for students according to their ability
The curriculum is delivered according to the school charter, policies and learning area scheme	<ul style="list-style-type: none"> analyse assessment information to identify progress and ongoing learning needs of ākonga use assessment information to give regular and ongoing feedback to guide and support further learning 	Teacher incorporates the values, key competencies and principles of the New Zealand Curriculum into the learning programme	Student achievement in the learning area shows progress towards the desired curriculum and/or qualification level
Evaluation, assessment and monitoring requirements are met		Student progress is evaluated regularly and marks stored on SMS system	Maori student achievement is evaluated and areas for development are identified.
Report on student achievement against the achievement objectives for the curriculum area as required by School policy		<ul style="list-style-type: none"> analyse assessment information to reflect on and evaluate the effectiveness of the teaching communicate assessment and achievement information to relevant members of the learning community <p>RTC11</p>	Students are involved in self-evaluation and reflection on their progress in the subject area and in relation to the Key Competencies.

2. PERSONNEL			
KEY TASKS	REGISTERED TEACHING CRITERIA	PERFORMANCE INDICATORS	OUTCOME
Cater for individual student needs	<ul style="list-style-type: none"> enable ākonga to make connections between their prior experiences and learning and their current learning activities provide opportunities and support for ākonga to engage with, practise and apply new learning to different contexts encourage ākonga to take responsibility for their own learning and behaviour assist ākonga to think critically about information and ideas and to reflect on their learning 	Data on student achievement (AsTTLe) and formative assessment is used in the development of the teaching programme	Students show development in their knowledge, skills and understanding of the subject area
Teaching strategies are varied and appropriate to learning outcomes		Lesson planning shows evidence of the use of a variety of strategies in the delivery of the subject area	Students have the opportunity to experience working in groups or as individuals during class work using a range of activities
Evaluate and reflect on teaching techniques		Strengths and weaknesses of various teaching techniques are identified	Lessons are delivered using a range of technologies as appropriate Formative assessment is used to inform teaching practice
RTC 8			
3. STUDENT MANAGEMENT and PASTORAL CARE			
KEY TASKS	REGISTERED TEACHING CRITERIA	PERFORMANCE INDICATORS	OUTCOMES
Engage in the Restorative Practices philosophy of student management	<ul style="list-style-type: none"> foster trust, respect and cooperation with and among ākonga 	The restorative practice process is followed in a consistent and timely manner	Restorative conversations allow both teacher and student to focus on the problem with a view to improvement of the relationship
Communicate effectively with tutor teachers, year level deans and/or parents when managing student behaviour	<ul style="list-style-type: none"> communicate assessment and achievement information to relevant members of the learning community 	Teacher notifies tutor teacher when student has been absent from class for three consecutive periods	Attendance data shows consistent attendance of students and/or explanations for absences
Provide effective feedback and feed forward to students with regard to behaviour and academic progress	<ul style="list-style-type: none"> take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe 	Assessment feedback and school reports contain information for students and parents on next learning steps	Class lessons are carried out in a mutually respectful environment
Plan lessons that develop skills,	<ul style="list-style-type: none"> demonstrate effective management of 	Class lessons follow a	Students understand the steps

knowledge and understanding in the relevant learning area	the learning setting which incorporates successful strategies to engage and motivate ākonga RTC 7 modify teaching approaches to address the needs of individuals and groups of ākonga RTC 9	coherent theme/topic according to the departmental scheme	they need to take in order to develop their abilities in the subject
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4 RESOURCE MANAGEMENT

KEY TASKS	REGISTERED TEACHING CRITERIA	PERFORMANCE INDICATORS	OUTCOMES
Follow departmental procedures for issuing and returning texts and resource material	<ul style="list-style-type: none"> actively contribute to the professional learning community 	Quality resources are used to support lesson development	A record is kept of texts issued and all texts are returned to the central resource area when no longer required for lessons
Maintain texts and equipment in good condition	<ul style="list-style-type: none"> undertake areas of responsibility effectively 	Resources for student use are free of graffiti	Textbooks are well-cared for and in a good state of repair
Contribute to the identification and review of potential resources	RTC 5	Resources which engage students are used effectively	Resources for lessons are appropriate to the learning needs of the students
			Texts and resources are relevant and engaging

5. WIDER SCHOOL CONTRIBUTION

KEY TASKS	REGISTERED TEACHING CRITERIA	PERFORMANCE INDICATORS	OUTCOMES
Attend daily staff briefings, Dean/Tutor meetings where applicable, and doing duty	<ul style="list-style-type: none"> actively contribute to the professional learning community undertake areas of responsibility effectively 	Key information is received and understood	Essential information is communicated to students parents and the wider community in a timely manner
Participate in Staff and Curriculum and department meetings	<ul style="list-style-type: none"> identify professional learning goals in consultation with colleagues 	Participation in department demonstrates a commitment to a collegial environment	Participation in professional development leads to improved outcomes for students
Engage actively in Professional Learning programme	<ul style="list-style-type: none"> initiate learning opportunities to advance personal professional knowledge and skills 	Contributions to professional learning demonstrate a commitment to the improvement of outcomes for students	Teaching knowledge and delivery reflects a sound understanding of the professional learning programme
Assist in school-wide activities	<ul style="list-style-type: none"> participate responsively in professional 	Involvement in school activities	Reports are received and

where possible	learning opportunities within the learning community RTC 4	demonstrates a commitment to sharing skills and abilities outside the classroom	understood by parents/caregivers
Meet reporting requirements and attend parent teacher interviews	<ul style="list-style-type: none"> engage in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> ākonga teaching colleagues, support staff and other professionals whānau and other carers of ākonga agencies, groups and individuals in the community RTC 1	Reports for all levels are completed in a professional manner	Students and parents are aware of the progress made by students in the reporting period
Pronunciation of Te Reo Maori is accurate	<ul style="list-style-type: none"> practise and develop the relevant use of te reo Māori mengā tikanga-a-iwi in context specifically and effectively address the educational aspirations of ākonga Māori, displaying high expectations for their learning RTC 10	continue to develop understandings of the Treaty of Waitangi	Confidence in the use of Te Reo Maori and understanding of Maori protocols
ADDITIONAL RESPONSIBILITIES (if applicable)			
KEY TASKS - TUTOR TEACHER	REGISTERED TEACHING CRITERIA	PERFORMANCE INDICATORS	OUTCOMES
Manage tutor meetings daily	<ul style="list-style-type: none"> actively contribute to the professional learning community undertake areas of responsibility effectively RTC 5	Tutor teacher communicates essential school information to members of tutor group	Tutor meetings are well-managed
Accurately record attendance		Absences are followed- up and accounted for	Communication with parents/caregivers regarding attendance is effective

communicate with parents/caregivers, Dean and SLT on all pastoral issues concerning members of the tutor group	<ul style="list-style-type: none"> • engage in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> ▪ ākonga ▪ teaching colleagues, support staff and other professionals ▪ whānau and other carers of ākonga ▪ agencies, groups and individuals in the community <p>RTC 1</p>	Communication is established with all caregivers	A complete profile of pastoral care issues is recorded on SMS system
Report on student development in the tutor group		Tutor reports provide evidence of the student's development in the tutor group Regular attendance at Year level meetings	Relationships with students in tutor group are effective
Provide essential information to students regarding qualifications and matters pertaining to NZQA for senior students		Relevant information is disseminated to all members of the tutor group in a timely fashion	Members of tutor group receive notices that they require

This Job Description has been developed through negotiated process and the signatories attached agree to its contents.

Signed:
Appraiser

Signed:
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