



## Melville High School

### Classroom Teacher Job Description

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

objectives and expected outcomes of their learning

**2. PERSONNEL**

KEY TASKS	REGISTERED TEACHING CRITERIA	PERFORMANCE INDICATORS	OUTCOME
Cater for individual student needs	<ul style="list-style-type: none"> <li>enable ākongā to make connections between their prior experiences and learning and their current learning activities</li> <li>provide opportunities and support for ākongā to engage with, practise and apply new learning to different contexts</li> <li>encourage ākongā to take responsibility for their own learning and behaviour</li> <li>assist ākongā to think critically about information and ideas and to reflect on their learning</li> </ul> <p><b>RTC 8</b></p>	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

**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"> <li>foster trust, respect and cooperation with and among ākongā</li> </ul> <p><b>RTC 7</b></p>	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"> <li>communicate assessment and achievement information to relevant members of the learning community</li> </ul> <p><b>RTC 11</b></p>	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"> <li>take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe</li> </ul>	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

	<b>RTC 2</b>		
Plan lessons that develop skills, knowledge and understanding in the relevant learning area	<ul style="list-style-type: none"> <li>demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate ākongā</li> </ul>	Class lessons follow a coherent theme/topic according to the departmental scheme	Students understand the steps they need to take in order to develop their abilities in the subject
	<b>RTC 7</b> modify teaching approaches to address the needs of individuals and groups of ākongā		
	<b>RTC 9</b>		
<b>4 RESOURCE MANAGEMENT</b>			
<b>KEY TASKS</b>	<b>REGISTERED TEACHING CRITERIA</b>	<b>PERFORMANCE INDICATORS</b>	<b>OUTCOMES</b>
Follow departmental procedures for issuing and returning texts and resource material	<ul style="list-style-type: none"> <li>actively contribute to the professional learning community</li> </ul>	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"> <li>undertake areas of responsibility effectively</li> </ul>	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	<b>RTC 5</b>	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
<b>5. WIDER SCHOOL CONTRIBUTION</b>			
<b>KEY TASKS</b>	<b>REGISTERED TEACHING CRITERIA</b>	<b>PERFORMANCE INDICATORS</b>	<b>OUTCOMES</b>
Attend daily staff briefings, Dean/Tutor meetings where applicable, and doing duty	<ul style="list-style-type: none"> <li>actively contribute to the professional learning community</li> <li>undertake areas of responsibility effectively</li> <li>identify professional learning goals in consultation with colleagues</li> </ul>	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		Participation in department demonstrates a commitment to	Participation in professional development leads to improved

meetings	<ul style="list-style-type: none"> <li>initiate learning opportunities to advance personal professional knowledge and skills</li> <li>participate responsively in professional learning opportunities within the learning community</li> </ul>	a collegial environment	outcomes for students
Engage actively in Professional Learning programme		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 where possible	<b>RTC 4</b>	Involvement in school activities demonstrates a commitment to sharing skills and abilities outside the classroom	Reports are received and understood by parents/caregivers
Meet reporting requirements and attend parent teacher interviews	<ul style="list-style-type: none"> <li>engage in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> <li>ākonga</li> <li>teaching colleagues, support staff and other professionals</li> <li>whānau and other carers of ākonga</li> <li>agencies, groups and individuals in the community</li> </ul> </li> </ul>	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"> <li>practise and develop the relevant use of te reo Māori mengā tikanga-a-iwi in context</li> <li>specifically and effectively address the educational aspirations of ākonga Māori, displaying high expectations for their learning</li> </ul>	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"> <li>actively contribute to the professional learning community</li> <li>undertake areas of responsibility effectively</li> </ul>	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

	<b>RTC 5</b>		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"> <li>• engage in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> <li>▪ ākonga</li> <li>▪ teaching colleagues, support staff and other professionals</li> <li>▪ whānau and other carers of ākonga</li> <li>▪ agencies, groups and individuals in the community</li> </ul> </li> </ul>	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		<b>RTC 1</b>	Relevant information is disseminated to all members of the tutor group in a timely fashion

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

Signed: \_\_\_\_\_  
Appraisee

Signed: \_\_\_\_\_  
Appraiser



Melville High School

Unit Holder Job Description

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Position:** Leader of Curriculum/ Head of Curriculum/ Dean/ Other Specialist Unit Holder (delete one)

**Curriculum/ Specialist Area:** .....

**Responsible To:** Board of Trustees  
Principal  
Leader of Curriculum ..... (where applicable)

1. CURRICULUM DELIVERY and ASSESSMENT			
KEY TASKS	PROFESSIONAL STANDARDS	PERFORMANCE INDICATORS	OUTCOME
Assist teachers in the department to deliver the curriculum	<b>Professional Leadership:</b> understand the aims of and display competence in the area of responsibility	Departmental schemes incorporate the values, key competencies and principles of the New Zealand Curriculum into the learning programme	Programmes delivered by staff of the department are consistent with the National Education Guidelines and curriculum requirements
Ensure that staff meet evaluation, assessment and monitoring requirements	Provide professional leadership to staff within the area of designated responsibility	Student progress is evaluated regularly and marks stored on SMS in accordance with departmental guidelines	Students are provided with academic feedback and feed forward that results in improved rates of student achievement
Ensure that teaching staff report on student achievement against the achievement objectives for	Demonstrate a high level of awareness of educational developments particularly in the areas of responsibility	NZQA policies are followed by staff in assessing and reporting of student	Student entries and results are accurately recorded on the school SMS

the curriculum area(s)		achievement in Years 11-13	Internal Moderation system is in place and monitored regularly
Encourage staff to attend relevant professional development	Identify and act on opportunities for improving teaching and learning	Relevant professional development opportunities are shared with staff on a regular basis	Targeted professional development improves the quality of teaching and learning
<b>2. PERSONNEL</b>			
<b>KEY TASKS</b>	<b>PROFESSIONAL STANDARDS</b>	<b>PERFORMANCE INDICATORS</b>	<b>OUTCOME</b>
Identify the professional and personal requirements of staff through appraisal meetings and informal conversations	Participate in and where appropriate contribute to the school's performance management system	The performance management system is carried out in accordance with school policy	Professional development needs of staff are addressed effectively
Delegate responsibility to staff so that their strengths are utilized and encourage professional growth and development	Provide effective advice and guidance to other members of staff	Staff will participate in professional learning activities that enhance effective delivery of the curriculum	Staff expertise is developed in line with the goals and objectives of the learning area
Support staff in their communication with parents/caregivers	Monitor teacher/student relationships and provide advice and guidance where required	Follow-up and support by Head of Department enables parents/caregivers to establish a positive relationship with the school	Effective communication between staff, parents/caregivers is established
Provide an advice and Guidance programme for Year 1 and 2 teachers		Regular meetings are scheduled with Year 1 and 2 teachers	Year 1 and 2 teachers are supported in their development as teachers
<b>3. STUDENT MANAGEMENT and PASTORAL CARE</b>			
<b>KEY TASKS</b>	<b>PROFESSIONAL STANDARDS</b>	<b>PERFORMANCE INDICATORS</b>	<b>OUTCOMES</b>
Model appropriate engagement in the Restorative practices philosophy for staff within the learning area/area of responsibility	Make constructive contributions, where applicable to the management of the school	The restorative practices procedures are consistent within the department	Referrals are made using the correct procedures
Support staff in the learning	Represent and communicate effectively to a	Consistent application of	Class lessons are carried out in a



area to manage student behaviour	range of audiences, the goals and tasks of the learning area	student behaviour expectations across the learning area	mutually respectful learning environment
Provide effective feedback and feed forward with regard to behaviour and academic progress	Communicate effectively with students and staff	Assessment feedback and school reports contain information for students and parents on next learning steps	Students understand the steps they need to take in order to develop their abilities in the learning area
Communicate effectively with Deans and SLT when dealing with student behaviour of concern		Communication with Year level Dean(s) results in effective behaviour interventions	

<b>4. FINANCES AND RESOURCES (where applicable)</b>			
<b>KEY TASKS</b>	<b>PROFESSIONAL STANDARDS</b>	<b>PERFORMANCE INDICATORS</b>	<b>OUTCOMES</b>
Develop an annual budget and monitor expenditure against this budget	Effectively and efficiently use available resources including financial resources and assets within delegated authorities	Annual budget is expended prudently and effectively	Text-books and equipment are well-cared for and in a good state of repair
Develop a clear policy and plan for the review and purchase of new resources		Quality resources are used to support lesson development	Resources and lessons are appropriate for the learning needs of students
<b>5 LEARNING AREA MANAGEMENT and REVIEW</b>			
<b>KEY TASKS</b>	<b>PROFESSIONAL STANDARDS</b>	<b>PERFORMANCE INDICATORS</b>	<b>OUTCOMES</b>
Maintain records of learning area meetings	Undertake appropriate professional development to enhance individual expertise in areas of management, administration and education	Minutes of departmental meetings are recorded and filed so that they are available to all department members	All members of the department have a clear understanding of the goals and direction of the department
Perform a regular evaluation of learning area procedures	Ensure all procedures for making decisions in the area of responsibility are consistent with the national guidelines and school policy	Departmental planning meetings occur annually and Department Handbook is evaluated	Programmes of work are reviewed annually and are appropriate to student needs
Represent the learning area's interests in school-wide procedures such as budgeting, staffing, timetabling and course evaluation	Foster positive relationships between the school and all sectors of the community	Head of Department attends all Head of Department meetings with other middle management unit holders and with senior leadership team	The goals of the learning area are communicated effectively to other members of the school community

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Signed: .....  
Appraisee

Signed: .....  
Appraise