

JOB DESCRIPTION: TEACHER

Rotorua School for Young Parents

Job Title: Teacher

Directly Responsible to: Ally Gibbons (Principal- Rotorua Girls' High School)

Directly Supervising: Aramoana Mohi (Deputy Principal- Rotorua Girls High School)

Functional Relationship with: Wendy Mack (Teacher in Charge - Rotorua School for Young Parents)

Primary Objectives:

- 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 six Key Performance Areas:

1. TEACHING STRATEGIES

Key Tasks	Expected Outcomes	Performance Indicators
1. Planning of the classroom environment	<ul style="list-style-type: none"> • An effective learning environment 	<ul style="list-style-type: none"> • Effective grouping • Visual displays • Team teaching activities where appropriate
2. Focusing on individuals and using a range of teaching styles	<ul style="list-style-type: none"> • Appropriate assessment and evaluation systems operating and documented • Has current knowledge of effective learning and teaching strategies • Positive class atmosphere • Students accept learning opportunities 	<ul style="list-style-type: none"> • Selecting and using appropriate resources • A range of teaching strategies evident • Takes part in teacher development programmes • Students make progress in their work
3. Follow school systems and policies	<ul style="list-style-type: none"> • Effective reporting to parents (where appropriate) 	<ul style="list-style-type: none"> • Written documentation
4. Recognition of barriers to learning	<ul style="list-style-type: none"> • Students' barriers recognised acknowledged and catered for where appropriate 	<ul style="list-style-type: none"> • Reading materials at appropriate level • Students able to use appropriate resources • Consultation with appropriate support staff • Students on task and not interfering with the learning of others
5. Using a variety of teaching styles in units	<ul style="list-style-type: none"> • Students maintain a level of interest throughout unit • Knowledge of student learning styles / abilities of the class 	<ul style="list-style-type: none"> • Lessons shows a number of different strategies • Records of learning are kept

Key Tasks	Expected Outcomes	Performance Indicators
6. Competent lesson planning	<ul style="list-style-type: none"> Well organised lessons (structured, managed well) Resources appropriate to the learning levels Students learn (skills, knowledge, understanding) 	<ul style="list-style-type: none"> Students on task / involved Assessment records kept Teachers planning record
7. To use strategies appropriate to age, ability and attainment of students	<ul style="list-style-type: none"> Independent learning is encouraged Students needs are identified, acknowledged and met Students work co-operatively and communicate with each other when appropriate Group work encouraged where appropriate 	<ul style="list-style-type: none"> Students on task Remedial / extension work provided

2. CURRICULUM DELIVERY

Key Tasks	Expected Outcomes	Performance Indicators
1. To gain an awareness and familiarity with National Curriculum Statements.	<ul style="list-style-type: none"> Appropriate planning of lessons / units 	<ul style="list-style-type: none"> Teachers planning record
2. To deliver the curriculum in accordance with school and national requirements.	<ul style="list-style-type: none"> student learning and achievement occurs Students take responsibility for learning outcomes 	<ul style="list-style-type: none"> Assessment records (unit standards, examinations, reporting) Student / peer self assessment Student appraisal of content and delivery

3. MOTIVATION OF STUDENTS

Key Tasks	Expected Outcomes	Performance Indicators
1. To create a stimulating and attractive classroom environment	<ul style="list-style-type: none"> Room is consistently well presented and maintained Activities and an environment which promote self-esteem and self-confidence 	<ul style="list-style-type: none"> Infrequent unexplained absences Students work on display Absence of vandalism Mutual courtesy observed
2. Teacher displays enthusiasm for teaching.	<ul style="list-style-type: none"> Desire to learn stimulated in students An appreciation and understanding of the subject 	<ul style="list-style-type: none"> Students enjoy subject more Students opt to study this subject Students achievement improves

Key Tasks	Expected Outcomes	Performance Indicators
3. Design tasks and learning activities appropriate to a range of needs.	<ul style="list-style-type: none"> • Increased awareness of student's different learning styles • Understanding of the range of student abilities • Tasks appropriate to learning objectives and student needs 	<ul style="list-style-type: none"> • Observation of a range of activities • Students enjoy the subject more
4. Use of praise and positive reinforcement discerningly.	<ul style="list-style-type: none"> • Increased self-esteem and self-confidence 	<ul style="list-style-type: none"> • Observations of the use of praise and positive reinforcement
<p>5. To motivate students to perform to the best of their ability.</p> <p>Setting / expectation of student achievement.</p> <p>Establish rapport and a trusting relationship with students.</p>	<ul style="list-style-type: none"> • A positive learning environment • Individual learning needs of students are met • Students are motivated to learn • Consistency in student behaviour and work habits • Students encouraged to take responsibility for own learning • Teacher's enthusiasm shared with students • Satisfied students (co-operative) • Student achievement enhanced • Lesson objectives met • Positive student feedback • Book work/Homework standards met 	<ul style="list-style-type: none"> • There is a good rapport between staff and students • Course / dept requirements regarding homework / assignments are met by students • A range of learning materials is being used • Different learning styles catered for • Pre-testing occurs (if appropriate) • Appropriate positive reinforcement is given to students achieving at all levels • Accurate assessments of learning level • Gives praise and positive reinforcement, acknowledges achievement • Students can set own learning objectives and goals • Students happy to be in class, good class attendance • Students take responsibility for their behaviour, learning • Homework completed • Classroom tasks completed • Extension activities evident • Students on task • Co-operation evident • Positive classroom responses

6. <u>Knowledge of students</u> - individual needs - individual learning styles - tasks appropriate to students' needs	<ul style="list-style-type: none"> • Interactive, positive, purposeful learning environment • Barriers to learning reduced 	<ul style="list-style-type: none"> • Students attend • Students stay on-task • Punctual • Vandalism down • Teacher stress at minimum
7. Teacher is a good role model	<ul style="list-style-type: none"> • Teacher held in high regard 	<ul style="list-style-type: none"> • Efficient, punctual, prepared, consistent, fair, polite

4. CLASSROOM MANAGEMENT

Key Tasks	Expected Outcomes	Performance Indicators
1. Clear and consistent boundaries are established and promulgated.	<ul style="list-style-type: none"> • An orderly classroom • Students are aware of expectations 	<ul style="list-style-type: none"> • "Rules" are displayed in the classroom • Students are aware of classroom routines and expectations • Supportive, working atmosphere • Students are prepared for learning
2. Teacher models desired behaviours	<ul style="list-style-type: none"> • Teacher behaviour is of a high standard • Teacher displays positive attitudes 	<ul style="list-style-type: none"> • Teachers are polite to each other • Teachers respect others' opinions • Teachers are tolerant and considerate of others
3. Classroom is well managed	<ul style="list-style-type: none"> • A positive and safe learning environment • Teaching and learning is valued • Expectations are made clear and understood • Physical environment is conducive to learning • Set work is attempted by all • Facilities are respected and cared for 	<ul style="list-style-type: none"> • Teacher attempts to involve students • Positive student interaction • Timely and appropriate recognition of work and effort
4. Create optimum conditions for learning through efficient organisation of the classroom	<ul style="list-style-type: none"> • All students achieve their potential for learning 	<ul style="list-style-type: none"> • Regular assessment • Variety of teaching to cater for different learning styles
5. To maintain order and discipline in the teaching/ learning environment	<ul style="list-style-type: none"> • Ground rules for students set 	<ul style="list-style-type: none"> • Ground rules are followed
6. To provide a safe learning environment	<ul style="list-style-type: none"> • Students can focus on their learning 	<ul style="list-style-type: none"> • Confidential information is not disclosed by teacher • Students are informed about procedures related to physical injury • Students understand procedures for reporting harassment and abuse • Procedures in place to regularly review physical classroom safety

5. CONTRIBUTION TO TEACHING ACTIVITIES

Key Tasks	Expected Outcomes	Performance Indicators
1. To carry out required school administrative procedures and tasks assigned.	<ul style="list-style-type: none"> Administrative tasks and procedures assigned by the TIC are carried out as required 	<ul style="list-style-type: none"> Minutes of school meetings Evidence of tasks completed
2. To contribute to curriculum planning and resource development.	<ul style="list-style-type: none"> Meets requirements of Ministry of Education and NZQA deadlines 	<ul style="list-style-type: none"> Attendance at meetings Taking share of workload Feeling of involvement
3. To contribute to the team's teaching activities by sharing ideas and resources and attending team meetings	<ul style="list-style-type: none"> Preparation and sharing of teaching resources and ideas for agreed units of work Regular contributions made to meetings Ownership of Corporate decisions 	<ul style="list-style-type: none"> Completed units are available for staff use Staff are trained in use of new units Efficiently working programmes Minutes of school meetings Good communication and awareness of what is happening in the school Good resource management evident
4. To accept responsibility for some aspects of organisation and provide collegial support	<ul style="list-style-type: none"> The team functions cohesively, harmoniously, professionally Mutual trust and confidence between team members 	<ul style="list-style-type: none"> Minimal intervention required by senior management
5. To attend professional development courses in subject area	<ul style="list-style-type: none"> New ideas are brought into the school and shared 	<ul style="list-style-type: none"> Appraisal records Staff satisfaction Innovations

6. CONTRIBUTION TO THE CORPORATE LIFE OF THE SCHOOL

Key Tasks	Expected Outcomes	Performance Indicators
1. To take responsibility for the pastoral care of students	<ul style="list-style-type: none"> Awareness of the needs of individuals and their families Sharing awareness with TIC and senior management as appropriate 	<ul style="list-style-type: none"> Observed knowledge of student needs
2. Attendance at appropriate meetings.	<ul style="list-style-type: none"> Effective communication and information channels 	<ul style="list-style-type: none"> Minutes of formal meetings

Key Tasks	Expected Outcomes	Performance Indicators
3. To be available to communicate with caregivers when appropriate and support the “open school” policy.	<ul style="list-style-type: none"> • Caregivers will know that they are able to discuss the progress of students as necessary by arrangement 	<ul style="list-style-type: none"> • Student records • Student / teacher interviewing • Open days • Phoning / home visits
4. To promote the school positively.	<ul style="list-style-type: none"> • To represent the school in a positive light 	<ul style="list-style-type: none"> • Trust feedback • Community feedback • Student feedback
5. To be involved in extra-curricular activities (if consistent with school philosophy).	<ul style="list-style-type: none"> • Increased opportunities for students • Increased rapport with students 	<ul style="list-style-type: none"> • Involvement in student-based activities
6. To be part of the “school team”.	<ul style="list-style-type: none"> • Teacher doing the wider task load e.g. pastoral care • Collegial support • Daily professional responsibilities performed effectively 	<ul style="list-style-type: none"> • Following the agreed staff professional code of ethics • Punctuality • Assist with daily relief when asked • Support school rules, regulations and procedures • Carrying out of rostered duties.
7. To maintain contact with the community.	<ul style="list-style-type: none"> • Promotion of school / community relationships 	<ul style="list-style-type: none"> • Sponsorship/donations • Community involvement in school activities e.g. guest speakers, class visits
8. Participate in the co-curricular life of the school	<ul style="list-style-type: none"> • Each staff member has an involvement in an out-of-class activity of consequence • Each activity has at least one staff member involved 	<ul style="list-style-type: none"> • Attend scheduled meetings • Willingness to participate in P.D. • Contributes to discussion and decision making

7. **AN OBJECTIVE FOCUSING ON AN IMPROVEMENT IN TEACHING PERFORMANCE** i.e. in one or more of the key performance areas relating to teaching performance. This will be different for each individual, so will be added at the beginning of each year.