



Summary

Responsible to: Faculty Leader

Remuneration: as per STCA

Hours: as per STCA

Personal Characteristics

Strong Organisational Skills

Effectively manages individual tasks and workflow, and contributes to faculty organisation.

- Well organised in order to deliver effective teaching and learning
- Proactive in identifying and resolving issues
- Able to establish and maintain effective systems, and communicate these clearly to others

Maintain good relationships

High quality communications with students, staff and parents is maintained at all times

- Establish and maintain good working relationships with students and staff.
- Maintain professional communications with all parties
- Keep calm under pressure and focussed on seeking a solution

Teamwork

Be willing to assist others in the work environment to provide high quality service and meet deadlines

- Contribute by sharing talents, interests and expertise
- Assist others when required in meeting deadlines for the faculty / college
- Be flexible and adaptable to changes in procedures, system and regulations

Personal Skills

Contribute to the faculty and school team in meeting all organisation deadlines

- Show initiative
- Proven ability to meet deadlines
- Ability to work independently
- Strong eLearning skills
- Ability to understand the big picture

Educational Knowledge

Bring strong, modern pedagogical expertise to the job and faculty

- Comprehensive subject knowledge and experience
- Uses all curricular and co-curricular opportunities to develop confident, articulate and resilient young men and women
- Understands and demonstrates knowledge of what best promotes student learning – in and beyond the classroom
- Reflects on and commits to developing own pedagogical practice through professional learning and the ITL cycle at the college

Tasks

The work of a teacher at Nelson College is varied. The following list is based on the Standards for Teaching Profession, that were established by the Teaching Council. Further details about what this may look like at Nelson College is provided in the “Nelson College Standards for the Profession Checklist”.

Teachers are expected to participate in the full life of the college, including pastoral and co-curricular programme, as we recognise these contribute to the development of confident, articulate, and resilient young men and women.

Te Tiriti o Waitangi Partnership

Demonstrate commitment to tangata whenuatanga and Te Tiriti of Waitangi partnership in Aotearoa New Zealand.

- Recognises and supports Māori students learning and success as Māori
- Promotes and supports tikanga Māori and Te Tiriti o Waitangi
- practises and uses Te Reo Māori accurately
- recognises Māori students in our classes and supports their achievement
- promotes tikanga Māori and understanding of Te Tiriti o Waitangi among all students
- supports the wider school acknowledgement of Te Tiriti of Waitangi and tikanga Māori

Professional Learning

Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.

- Expands professional knowledge
- Reflects on teaching practice
- teacher is expanding knowledge of curriculum, learning and assessment theory by participating in professional learning appropriate to individual needs and school priorities
- stays up to date with current issues and initiatives in education
- actively participates in the Improving Teaching and Learning cycle to reflect on and develop teaching practice

Professional Relationships

Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.

- Builds and maintains positive relationships with students and whānau / caregivers
- communicates effectively with students, families, whānau, and caregivers
- reports on student progress
- supports student hauora through involvement in wider school activities (e.g. arts, sports, leadership)
- Builds professional relationships with (internal and external) colleagues
- shares information with colleagues
- builds professional relationships
- contributes where appropriate to professional learning activities and school-wide initiatives

Learning-focused Culture

Develop a culture which is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.

- Develops learning-focused relationships
- sets expectations which promote learning
- builds positive relationships with and between students
- motivates students to positively engage in learning
- Manages students' behaviour and the learning setting
- manages student behaviour
- recognises individual learning needs and diversity
- develops positive and safe physical and emotional environments

Design for Learning

Design learning based on professional knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identity, language and cultures.

- Plans and prepares programmes and assessment
- plans and designs units of work and individual lessons with clear learning outcomes
- plans and designs appropriate and accurate assessments to monitor student learning
- Monitors and adapts teaching and learning in response to student data
- knows individual learners and designs teaching and learning to meet their needs
- monitors the progress of students, formally and informally, and adapts teaching and learning accordingly

Teaching

Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.

- Teaches students effectively
- sequences learning within and between lessons, and makes links to prior learning/other learning areas/students' prior knowledge as appropriate
- applies a range of effective teaching techniques
- develops and uses a range of formal and informal teaching resources, including digital technologies
- uses and explains appropriate and correct content and skills
- demonstrates culturally responsive pedagogy
- encourages student agency

Teacher: _____

Faculty Leader: _____

Date: _____