

Wellington College

Teacher

Job Description

PAY AND CONDITIONS:	The pay and conditions of work for all members of the Wellington College teaching staff are determined through the Secondary Teachers' Collective Agreement 2019-2022
QUALIFICATIONS:	Bachelor's or Master's degree in relevant subjects. Graduate Diploma or Master's Degree in Teaching or Education
REGISTRATION:	Either full or provisional teacher registration through the Teaching Council of Aotearoa New Zealand.
RESPONSIBLE TO:	Headmaster, Strategic Leadership Team, Head of Department
RELATING TO:	Headmaster, Strategic Leadership Team, HODs, Deans, teaching colleagues, Support staff, students, parents and whānau.
PRIMARY OBJECTIVES:	<ul style="list-style-type: none">• To ensure that all students are encouraged to learn and develop to their full potential• To assist with developing programmes of learning in line with the 'COLL Curriculum Framework'• To assist in facilitating the effective teaching, learning and assessment of the courses taught.• To be involved in professional learning and on-going development as a teacher.• To provide collegial support for other teachers.• To contribute to the supportive networks of the school that furthers its general aims and philosophy.• To support and assist the strategic leadership team and HODs as required.• To support the school's charter and work to implement the policies arising from the charter.

KEY TASKS	EXPECTED OUTCOMES	KEY PERFORMANCE INDICATORS
1. Exhibit the personal and professional qualities of a teacher.	<ul style="list-style-type: none"> • Be a strong communicator. • Have appropriate content and curriculum knowledge of learning area and keep informed and up-to-date with current initiatives and developments in teaching practice, curriculum and assessment in the subject. • Show enthusiasm for and commitment to promoting the subjects across the school. • Show leadership, respect and support for colleagues. • Develop collegial atmosphere within the department, with appropriate tasks delegated to departmental members. • Have a clear understanding of the wider issues of education • An understanding of Tikanga Māori and Te Reo Māori is demonstrated. • Meet all information requests and deadlines for reporting to parents in a timely manner. • Demonstrate temperamental suitability for teaching. 	<ul style="list-style-type: none"> • Lesson observations show: <ul style="list-style-type: none"> • Strong communication skills • The curriculum expectations of subject schemes of work, NCEA standards and NZ Curriculum are met • A range of learning activities is used. • Enthusiasm • Expectations of high standards of achievement and behaviour are evident. • A purposeful working environment is created. • Learner evaluations reflect the qualities of an effective teacher • Registered Teacher Criteria and Professional Standards are met. • All requests for information and deadlines for reporting to parents are met. • Duties performed diligently without prompting.
2. Plan and implement appropriate learning and assessment programmes.	<ul style="list-style-type: none"> • Plan sufficiently and prepare lessons that reflect <i>The New Zealand Curriculum</i>, Wellington College Schemes of Work and appropriate pedagogy. • Assess students at each level on a regular basis and evaluate the effectiveness of the classroom programmes. • Prepare and carry out assessments according to <i>Wellington College Guidelines for Assessment</i> • Record results, and compile reports and profiles on student achievement. • Analyse and appropriately use assessment information (which has been gathered formally and informally) to improve learner outcomes. • Apply principles and practices of the 'COLL Curriculum Framework' to classroom teaching and learning. 	<ul style="list-style-type: none"> • Lesson plans are prepared in accordance with subject schemes, the school charter and the 'COLL Curriculum Framework' • Student work is regularly assessed and quality feedback is given. • Programmes are planned according to student need. • Assessment and reporting deadlines are met. • Adequate records of student progress are maintained and entered into KAMAR mark books in appropriate timeframes • NZQA entries are timely and accurate. • There is evidence of a contribution to department organisation by efficiently developing and managing subject resources. • Students and parents are well-informed of the demands of the subject. • Regarded as a team member by peers in the department, through attendance at meetings, contribution to the formulation of goals and their implementation. • Registered Teacher Criteria and Professional Standards are met.

KEY TASKS	EXPECTED OUTCOMES	KEY PERFORMANCE INDICATORS
3. Implement effective student management strategies.	<ul style="list-style-type: none"> Establish and maintain a safe, positive and purposeful working atmosphere conducive to learning, by: <ul style="list-style-type: none"> setting high expectations of student behaviour, encouraging students to take responsibility for their own behaviour, consistently applying appropriate consequences, resolving conflicts as they arise. Maintain an accurate record of student attendance, in a timely manner. Ensure that all learning activities are conducted in a safe manner. Value relational practice and the school's COLL values. 	<ul style="list-style-type: none"> All school guidelines on behaviour management are upheld in everyday interactions between teachers and students. Conflicts are resolved in appropriate ways. Referrals to HOD, Deans and SLT occur in a timely manner. Accurate records of student attendance are completed in a timely manner, as per school attendance recording guidelines. Work in a relational & restorative way with students.
4. Assist in the provision, development and management of resources that support teaching and learning.	<ul style="list-style-type: none"> Appropriate, well maintained teaching resources are provided to students. Take all reasonable care with all resources – rooms, equipment, print material, resource sets, etc. and promote respect of resources by students. 	<ul style="list-style-type: none"> Resources are developed and managed in accordance with school and department guidelines. Resources are managed effectively and accurate records of resources issued to students are kept.
5. Establish and maintain professional relationships focussed on the learning and well-being of learners.	<ul style="list-style-type: none"> All relationships with students and colleagues are based on mutual respect Maintain effective working relationships with colleagues that promote effective teaching and learning programmes. Support and assist colleagues to improve teaching and learning. 	<ul style="list-style-type: none"> Leads by example supporting standards expected of students. Regarded as an effective colleague by peers in school through attendance and involvement at staff briefings and meetings, contributing to the formulation of school-wide goals and their implementation. Works restoratively with staff.
6. Communicate clearly with all members of the community to improve learning.	<ul style="list-style-type: none"> Report to parents on development, progress and achievement of learners with reference to Wellington College reporting guidelines. Communicate with clear spoken and written language to learners, colleagues, parents and the wider community (including endeavouring to pronounce names/words correctly). 	<ul style="list-style-type: none"> Reports to parents/caregivers on student progress four times per year, following the format established by the school. Attends Parent/Teacher Interviews and gives feedback to parents/caregivers on student progress

KEY TASKS	EXPECTED OUTCOMES	KEY PERFORMANCE INDICATORS
7. Carry out Tutor Teacher responsibilities effectively.	<ul style="list-style-type: none"> Participate and contribute to the effective pastoral care and management of students. 	<ul style="list-style-type: none"> Regards the tutor teacher role as an important part of being a teacher at Wellington College: <ul style="list-style-type: none"> Contacts parents of all new students at the start of the year Accurately records student attendance at form period Checks attendance of tutor class, as per school attendance guidelines Provides advice and guidance to form class
8. Demonstrate a commitment to on-going personal professional learning and development and the improvement of teaching practice.	<ul style="list-style-type: none"> Participate in annual appraisal cycle designed to highlight personal strengths and achievements, identify any professional development needs and focus on the key tasks and responsibilities required by this position. Undertake appropriate professional development to enhance individual evaluation of own teaching. Participate in, and contribute to, the Wellington College Professional Learning programme. Actively and critically engage with evidence of many kinds to reflect on and refine teaching practice through the "Teaching as Inquiry" cycle. Participate in curriculum structures outside the school, e.g. subject association(s). 	<ul style="list-style-type: none"> Full participation in the annual appraisal cycle. Actively follows up on the outcomes of appraisal. Is involved in the Wellington College Professional Learning programme: <ul style="list-style-type: none"> Attends and participates in scheduled professional learning meetings Undertakes professional reading which helps keep abreast of subject and educational developments Actively involved in the "Teaching as Inquiry" Process, and uses evidence to inform professional learning Is involved in Professional Development provided by external providers where appropriate Registered Teacher Criteria and Professional Standards are met.
9. Demonstrate a willingness to participate in the wider life of the school.	<ul style="list-style-type: none"> Assist students to identify positively with the college and its activities. Participate and contribute to co-curricular activities (i.e. arts, cultural, service or sports activities). 	<ul style="list-style-type: none"> Supports the wider educational, collegial and cultural life of the school, by participating in whole school events and supporting school programmes. Participates in co-curricular activities
10. Carry out specific and reasonable tasks delegated by the Headmaster or others with delegated authority.	<ul style="list-style-type: none"> Carry out delegated tasks effectively and in a timely manner. 	<ul style="list-style-type: none"> All tasks completed by due deadlines