


POSITION DESCRIPTION

POSITION:	Junior School – Relief Teacher	
STATUS:	Casual	
TIME:	As needed	
LOCATION:	Kristin School, Auckland, New Zealand	
VISION / CONTEXT:	<p>Kristin School is an independent co-educational school for students from Early Learning to Year 13, which aims to provide students with a superior all round education, to prepare them to be responsible global citizens, to think creatively, reason critically, communicate effectively and learn enthusiastically throughout life.</p> <p>Key to the achievement of this vision is the School’s strategy of attracting and retaining the best people.</p>	
VALUES	<ul style="list-style-type: none"> • Progress with vision, integrity, and love 	
LINE MANAGEMENT:	<ul style="list-style-type: none"> • Reports directly to Junior School Principal 	
KEY RELATIONSHIPS:	<ul style="list-style-type: none"> • Junior School Principal’s PA • Junior School Relief Coordinator • Assistant Principals & Deans • Other Teachers • Students and their families 	
SALARY:	Teacher daily rate \$347 plus 8% holiday pay.	
JOB PURPOSE	<p>The Junior School Relief Teacher is responsible for delivering work planned by the teacher who is absent and managing the pastoral care of the students. Relief teachers are required to mark the roll as required.</p> <p>There may be occasions when the relieving teacher is required to plan lessons if the absent teacher is unable to provide planning. Appropriate support will be provided in this eventuality.</p>	

Accountabilities	Responsibilities & Expectations	Performance Indicators
1. Professional Conduct	<ul style="list-style-type: none"> • Demonstrate expected standards of excellence and encourage these standards alongside other colleagues. • Behave in ways that articulate, support and furthers the School's strategic vision. • Model positive behaviours, which support the School's Code of Ethics and Core Values. • Demonstrate and understanding of, and commitment to the national and international foci of the school. • Support the Principals, Assistant Principals and Deans with pastoral and disciplinary procedures as needed. 	<ul style="list-style-type: none"> • Upholds standards of excellence and can demonstrate support for encouraging this in other teachers. • Evidence of support for the School's vision and strategic plan. • Personal conduct reflects the Core Values of the School. • Evidence of awareness, acknowledgment, and promotion of the School's commitment to biculturalism and multiculturalism. • Positive feedback received from Principals, Assistant Principals or Deans with support of pastoral or disciplinary procedures undertaken.
2. Teaching	<ul style="list-style-type: none"> • Teach classes positively and professionally, as required to meet timetable needs. • Model exemplary teaching practice, by developing effective plans of work, setting, and achieving effective learning outcomes and utilising a variety of teaching strategies. • Ensure teaching or curriculum is infused with an appropriate level of information and communication technology. • Motivate and inspire students to achieve their potential in curricular and co-curricular activities. 	<ul style="list-style-type: none"> • Teaching is undertaken is professional and positive and meets timetable requirements. • Evidence of exemplary teaching practice; with students supported to achieve their best. Measured by student surveys and feedback, observations, and student outcomes. • Teaching has the appropriate level of information and communications technology content, that educates and prepares students for the future. • Evidence students are motivated to achieve their best in both curricular and co-curricular activities.
3. Health & safety	<ul style="list-style-type: none"> • Facilitate a safe and supportive work environment by ensuring compliance with the School's policies, procedures, and legislative requirements. • Ensure all practicable steps are taken to keep staff, students and parents' safe while on the 	<ul style="list-style-type: none"> • Evidence of compliance with School's policies, procedures, and workplace health & safety legislative requirements • Evidence all practicable steps are taken to ensure safe work practices, including hazard

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	School grounds or participating in school activities.	identification, accident, incident and near miss reporting for all events.
4. Other	<ul style="list-style-type: none"> • To positively support the character and values of Kristin School. • Other duties as requested by the School Principal or Executive Principal. 	

Key Selection Criteria
<p>Qualifications, Training & Experience</p> <ul style="list-style-type: none"> • Qualified Teacher, with current registration to teach in New Zealand (or the ability to obtain registration prior to the start date) • Recent National Police Vetting Check (with results considered satisfactory by the School) • Desirable: Current First Aid certificate and Drivers Licence
<p>Attributes and Skills</p> <ul style="list-style-type: none"> • Proven record as an outstanding educator • Proven ability to develop and maintain effective relationships with students, staff, and parents from diverse backgrounds. • Proven ability to enthuse, inspire and guide students. • The proven ability to work as an effective and constructive team member. • Excellent interpersonal skills, including the ability to listen and liaise effectively across all areas of a school community. • Superior organisational ability with demonstrated self-motivation and initiative in goal setting, prioritising work and managing multiple tasks. • Well-developed problem-solving skills and proven experience in creating solutions. • Ability to translate strategic plans and thinking into operational plans and priorities. • Thorough understanding of contemporary student welfare and wellbeing practices • A high degree of professional judgement and confidentiality • Flexible, approachable, and consistent in manner • A high level of energy and vitality