


POSITION DESCRIPTION

POSITION:	Outdoor & Physical Education Teacher Middle / Senior School	
STATUS:	Permanent	
TIME:	Full-time (1.0FTE) = 34ppc contact/ 42 periods per cycle (ppc) or Part-time, prorated accordingly	
LOCATION:	Kristin School, Auckland, New Zealand	
VISION / CONTEXT:	Kristin School is an independent co-educational school for students from Early childhood 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. Key to the achievement of this vision is the School’s strategy of attracting and retaining the Best People.	
VALUES	<ul style="list-style-type: none">• Progress with vision, integrity, and love	
LINE MANAGEMENT:	<ul style="list-style-type: none">• Reports directly to Head of Faculty	
KEY RELATIONSHIPS:	<ul style="list-style-type: none">• Principals, Middle & Senior School• Executive Principal, Executive Leadership Team• Assistant Principals & Deans• Outdoor Education Technician and Instructor• Other Teachers• Curriculum Leaders and teachers• Students and their families• Outdoor Education providers e.g NZOIA, Bigfoot	
SALARY:	Teacher as per designated level	
JOB PURPOSE	The Outdoor & Physical Education Teacher is responsible for designing, coordinating, educating, and reviewing class curricular in line with expected standards of the School. This includes experientially learning through guided direction and participation in nature’s resources. The Teacher also supports the personal and pastoral care of the students and actively maintains positive and open communication lines with parents.	

Accountabilities	Responsibilities & Expectations	Performance Indicators
1. Professional Conduct	<ul style="list-style-type: none"> • Demonstrate expected standards of excellence and encourage these standards from other teachers. • Lead or actively support initiatives across the school to take a proactive role in change management. • Behave in a way that articulates, supports, and furthers the School's strategic vision. • Model positive behaviours, which support the School's Code of Ethics and Core Values. • Demonstrate an understanding of and commitment to the national and international foci of the school. • Represent the School and participate as a member of internal and external committees as required. • Support the Principals, Assistant Principals and Deans with pastoral and disciplinary procedures as needed. • Adhere to Kristin's professional dress Code policy. 	<ul style="list-style-type: none"> • Upholds standards of excellence and can demonstrate support for encouraging this in other teachers. • Evidence change projects are positively led or assisted across the School. • 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. • Evidence of active and positive participation in internal or external committees. • Positive feedback received from Principals, Assistant Principals or Deans with support of pastoral or disciplinary procedures undertaken. • Always maintains a professional standard of dress.
2. Professional Knowledge	<ul style="list-style-type: none"> • Attend and positively contribute to personal professional learning by attending all Professional Learning days and actively seeking out other development opportunities. • Develop and maintain units and schemes of work (including resources) and pedagogy for area/ areas of expertise- including International Baccalaureate Primary Years 	<ul style="list-style-type: none"> • Evidence of attendance at all Professional Learning days and further professional development opportunities • Evidence of curricular being taught is relevant, up to date and in line with the School's curricular, whether it is IB or NCEA

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	<p>Programme (PYP), Middle Years Programme (PYP), Diploma (DP) and National Qualifications frameworks (NCEA)</p> <ul style="list-style-type: none"> • Ensure scheme and units of work are in line with best practice pedagogies and shared with faculty. • Liaise with the Head of Faculty or Principal to ensure appropriate resources are selected and purchased, in line with the curriculum needs and budget. • Liaise with students and parents with regards to queries or concerns about course content and materials. 	<ul style="list-style-type: none"> • Every student has received a course outline no later than two weeks after commencing the course. • Evidence of changes made to curricular to reflect changes made or best practice updates. • Evidence all expenditure has been approved by the Head of Faculty or Principal, is in line within budget. • Feedback that student and parental communications are done professionally and in a timely manner.
3. Teaching and student assessment	<ul style="list-style-type: none"> • Ensure students receive relevant course outlines at the start of each course. • 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. • All student resources are available on Canvas. • Ensure teaching of curricular is infused with the appropriate level of information and communications technology. • Motivate and inspire students to achieve their potential in curricular and co-curricular activities. • Liaise and work with Curriculum Leader and/ or HOF to ensure the curriculum is effectively 	<ul style="list-style-type: none"> • Every student has received a course outline no later than two weeks after commencing the course. • Teaching 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. • Canvas courses are kept up to date and in line with faculty expectations, and students can navigate class resources with ease. • Teaching has the appropriate level of information and communications technology content, that educates and prepares students for the future.

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	<p>meeting the needs of the programme of work being taught.</p> <ul style="list-style-type: none"> • Set and mark students' work accurately and promptly, record it in the database, and archive it as required. • Undertake regular student verification of assessment records and look for continuous improvements. • Conduct formal parent interviews per the School's calendar and undertake other meetings as required or requested. • Support Curriculum Leaders by ensuring students have their course outlines, relevant assessments, and proofing of examination papers. • All assessment dates are entered into the canvas calendar for all classes in a timely manner. 	<ul style="list-style-type: none"> • Evidence students are motivated to achieve their best in both curricular and co-curricular activities. • Curriculum meets, if not exceeds, requirements by the set programme of study i.e. IB or NCEA • Students' work is set and marked accurately and in time to meet the required standards and expectations of the School. • Parents report satisfaction regarding formal parent interviews and other parent meetings. • HOF/ Curriculum Leader provides positive feedback that course outlines, assessments and examinations have been undertaken as required. • Assessment dates are easily located on students 'Canvas calendars in a faculty-approved format from the beginning of each new term.
4. Planning & organising	<ul style="list-style-type: none"> • Knowledge of and assist with maintenance of the annual budget. • Work with the ERO, IBO and other assessors as required. • Submit an annual statement of goals and objectives for each course and planned reviews, at the start of each year. • Respond to request for information from Principals, AP's and Head/s of Faculty as required. 	<ul style="list-style-type: none"> • Budget recommendations are in the interests of students and fiscally responsible (within budget and invoices submitted on time) • Positive feedback received from ERO, IBO and other assessors as required. • Evidence information requested was delivered accurately and in a timely manner. • Events coordinated, whether within the school or external, were relevant to the curriculum, and organised efficiently and as per School's policies and protocols.

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	<ul style="list-style-type: none"> • Coordinate events inside and outside the school, such as trips, competitions, or speakers, that are relevant to the curriculum. • Take a roll for each period taught each day. 	<ul style="list-style-type: none"> • Roll is taken at the start of every period taught and is accurate and submitted within that period.
5. Health & safety	<ul style="list-style-type: none"> • Ensure all equipment and resources, including kayaks and climbing wall, are safe, fit for purpose and regularly checked and maintained. • Facilitate a safe and supportive work environment by ensuring compliance with the School's policies, procedures, and legislative requirements. • Ensure as far as is reasonably practicable that steps are taken to keep staff and students safe while on the School grounds or participating in school activities. 	<ul style="list-style-type: none"> • Evidence that all equipment and resources have been certified as safe and secure and regular maintenance has been undertaken. • Evidence of compliance with School's policies, procedures, and workplace health & safety legislative requirements. • Evidence that risks to staff or students' health and safety have been eliminated or minimised as far as is reasonably practicable, ensure safe work practices, including hazard identification, accident, incident and near miss reporting for all events and EOTC RAMS forms.
6. Other	<ul style="list-style-type: none"> • Attend and participate in all relevant meetings as required. • To positively support the character and values of Kristin school. • Be actively involved in the life of the School, including community events, sporting activities and functions as required. • Proactively encourage the production of quality promotions and records of the classroom and student achievements. 	<ul style="list-style-type: none"> • Evidence of attending and participating in relevant meetings as required. • Evidence of regular involvement in activities of the School including community events, sporting activities and functions • Evidence of quality promotions or recordings from classroom and / or student achievements, as approved by Marketing. • Undertaking relevant professional development required for teaching in New Zealand.

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 before the start date) • Proven track record of successful outdoor education experience with students • A record of success in relevant faculty along with teaching experience in chosen curricular • Required: Current First Aid certificate and Full Drivers Licence
<p>Attributes and Skills</p> <ul style="list-style-type: none"> • Proven record as an outstanding educator. • Ability to proactively develop, promote and implement new and creative initiatives. • Proven ability to develop and maintain effective relationships with students, staff, and parents from diverse backgrounds. • Proven ability to enthuse, inspire and guide students and staff. • The proven ability to work as an effective and constructive team member, with a willingness to participate fully in School activities. • Excellent interpersonal skills, including the ability to listen and liaise effectively across all areas of a school community to achieve successful outcomes. • 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 • Outstanding verbal and written communication skills. • Demonstrated personal resilience, including the ability to work in a demanding role, often outside of normal hours. • A high degree of professional judgement and confidentiality. • A genuine interest and willingness to engage in professional development and learning opportunities and to identify suitable opportunities for others. • Flexible, approachable, and consistent in manner. • A high level of energy and vitality. • The ability to contribute to the School's outdoor education/co-curricular programme.