


POSITION DESCRIPTION

POSITION:	Enrichment Teacher – Junior School	
STATUS:	Fixed-term	
TIME:	Part-time 28/42 periods per cycle (0.7 FTE)	
LOCATION:	Kristin School, Auckland, New Zealand	
VISION / CONTEXT:	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. Key to the achievement of this vision is the School’s strategy of attracting and retaining the best people.	
LINE MANAGEMENT:	<ul style="list-style-type: none">• Reports directly to the Junior School Principal	
KEY RELATIONSHIPS:	<ul style="list-style-type: none">• Executive Principal, Senior Leadership Team (Middle and Senior School Principals)• Assistant Principals & Deans• Other Teachers• Students and their families• Human Resources• All other School employees	
SALARY:	Teacher as per designated level	
JOB PURPOSE	The Enrichment Teacher – Junior School is responsible for designing, coordinating, implementing and/or executing and reviewing class curriculum in line with the expected standards of the School. This includes programs for push-in-class support and pull-out programs as needed to support the classroom teachers. 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 alongside other colleagues. • Lead or actively support initiatives across the school, to take a proactive role in change management and innovation. • Behave in ways that articulate, support and further the School's strategic vision. • Model positive behaviours supporting 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. 	<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 supported 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.
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 knowledge of the current curricular, subjects, schemes of work and pedagogy for area/ areas of expertise– including International Baccalaureate Primary Years Programme (PYP), Middle Years 	<ul style="list-style-type: none"> • Evidence of attendance at all Professional Learning days and further professional development opportunities. • Evidence of curriculum being taught is relevant, up to date and in line with the School's curriculum, whether it is IB or NCEA. • Every student has received a course outline no later than two weeks after commencing the course.

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	<p>Programme (PYP), Diploma and National Curriculum Framework (NCEA).</p> <ul style="list-style-type: none"> • Liaise with the 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, materials and delivery. 	<ul style="list-style-type: none"> • Evidence of changes made to curriculum to reflect changes made or best practice updates. • Evidence all expenditure has been approved by the Principal, is in line and within budget. • Feedback that student and parental communications are done professionally and in a timely manner (e.g. all parental inquiries should be responded to within 24 hours).
3. 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 various teaching strategies. • Ensure teaching or curriculum is infused with appropriate information and communication technology. • Motivate and inspire students to achieve their potential in curricular and co-curricular activities. • Set and mark students' work accurately and in a timely manner. • Conduct formal parent interviews in accordance with the School's calendar and undertake other meetings as required or requested. 	<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. • Curriculum meets, if not exceeds, requirements by the set programme of study i.e. IB or NCEA • Student's 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.

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4. Planning & organising	<ul style="list-style-type: none"> • Knowledge of and assist with maintenance of the annual budget. • Work with the Curriculum Review Committee, 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 requests for information from Principals and Assistant Principals as required. • Coordinate, support, and contribute to events inside and outside of the school such as trips, competitions, or speakers, relevant to the curriculum. 	<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 Curriculum Review Committee, 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.
5. 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 that steps are taken so far as is reasonably practicable to keep staff and students safe while on the school grounds or participating in school activities. • Ensure compliance modules, e.g., Physical restraint and Child protection, are completed by a set date. 	<ul style="list-style-type: none"> • 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 so 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. • Compliance modules are completed by the due date, and a record of completion is sent to HR to be added to the staff file.
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. 	<ul style="list-style-type: none"> • Evidence of attendance at all Staff meetings. • Evidence of regular involvement in school activities, including community events, sporting activities and functions.

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	<ul style="list-style-type: none"> • 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. • Other duties as requested by the School Principal or Executive Principal. 	<ul style="list-style-type: none"> • 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) • Recent National Police Vetting Check (with results considered satisfactory by the School) • A record of success in relevant faculty along with teaching experience in chosen curricular • 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 • 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