



Rangiora High School

Te Kura Tuarua o Rangiora

Each and every learner will thrive in a centre of learning excellence.

Teacher Position Description

Purpose of the role

The purpose of this role is to support the effective delivery of *Rangiora High School's Connected Curriculum* and the *New Zealand Curriculum* by taking a collaborative approach to working with the Strategic Leadership Team, middle leaders, staff and parents/whānau to ensure that each student is supported and empowered in a safe, equitable and inclusive environment.

Role description

Reporting to: The Leader of Learning (Faculty)

Responsible to: The Principal

Role requirements

To be considered for the position, applicants will be registered teachers and have:

1. demonstrated successful experience in working with young people, and
2. an understanding of the *New Zealand Curriculum*, and
3. an understanding of Te Ao Māori and culturally responsive pedagogy, and
4. an understanding of PB4L practices, restorative practice and
5. a current teaching practising certificate.

We create inclusive, equitable and relevant learning opportunities with clear pathways.

We empower deeply engaged and connected lifelong learners.

We contribute positively to our community.

Role functions

The appointee will be a registered teacher who is able to undertake the following functions:

Focus Areas / Tasks	Outcomes
1. Curriculum, Pedagogical and Assessment Innovation	

Supports the ongoing development of the *Rangiora High School Connected Curriculum*.

- Demonstrates awareness of learning and assessment theory, developments and initiative, particularly

- Pedagogy
- Teaching diverse learners including Māori

learners, learning support needs...

- Learning areas / subject discipline
- Works collaboratively to support the ongoing innovation and implementation of *Rangiora High School's Connected Curriculum*.
- Builds and enhances relationships through communication with whānau, parents, Mana Whenua, and the North Canterbury community.

2. Development and Implementation of Learning and Assessment Programmes

Ensures that programmes and decision making are consistent with national guidelines and with Rangiora High School's policies and practice.

Learning Programmes

Develops and implements learning programmes which:

- meet the requirements of the *Rangiora High School Connected Curriculum* and the *New Zealand Curriculum learning objective*;

- recognise the unique status of tangata whenua and Te Tiriti o Waitangi partnership in Aotearoa New Zealand,
- use Universal Design for Learning principles to meet the diverse and varied needs of learners;
- opportunities for ākonga to learn in and with their community and to contribute to it in ways that build on, and strengthen ākonga capabilities;
- ensures that changing social and cultural factors affecting the school's community are reflected in learning programmes; and

- meet the learning needs of each and every learner.

Assessment Programme

- Ensures assessment to national assessment plans and practices.
- Ensures assessment of students, and parents / whānau. Adheres to Rangiora High School's policy in Years 9-10.
- Ensures moderate requirements in Years 11 and 12 are followed.
- Assesses and celebrates progress and opportunities, adjust support

2

	Reporting <ul style="list-style-type: none"> • Reports to the Leader of Learning, as required. • Meets all reporting requirements and deadlines.
3. Teaching and Learning	

<p>Works with colleagues to develop a culture of respect, inclusion, empathy, collaboration and safety.</p>	<p>Design for Learning</p> <ul style="list-style-type: none"> ● Actively seeks to improve pedagogical practice, in particular: <ul style="list-style-type: none"> ○ Cultural Relations for Responsive Pedagogy ○ Positive Behaviour for Learning ○ Universal Design for Learning ● Uses a variety of learning, teaching and assessment approaches, activities, technologies and resources to develop each learner's strengths, interests, needs, identities, languages and cultures. ● Implements and monitors learning programmes to ensure each and every learner is engaged and progressing. ● Ensures programmes are designed to provide an orderly learning environment which is supportive of the needs of all students. <p>Learning Focussed Culture</p> <ul style="list-style-type: none"> ● Works collaboratively with the school leaders and other staff to build a culture consistent with <ul style="list-style-type: none"> ○ Rangiora High School's vision, mission, values and strategic goals ○ the values and principles of the <i>Rangiora High School Connected Curriculum</i> ● Demonstrates commitment to <ul style="list-style-type: none"> ○ Appropriate and accurate use of Te Reo Māori <p>The adoption of Māori protocols where appropriate ● Manages student behaviour effectively.</p>
<p>4. Professional Relationships</p>	
<p>Establishes and maintains professional relationships and behaviours focused on the learning and wellbeing of each and every learner.</p>	<p>Professional Relationships</p> <ul style="list-style-type: none"> ● Shows support for Rangiora High School and the decisions of the Board of Trustees, the Principal and Leaders. ● Engages in reciprocal, collaborative, learning focused relationships with <ul style="list-style-type: none"> ○ Learners, families and whānau ○ Teaching colleagues ● Communicates effectively and professionally in a timely manner.
<p>5. Professional Development</p>	
<p>Uses inquiry, collaborative problem solving and professional learning to</p>	<p>Professional Learning and Development</p> <ul style="list-style-type: none"> ● Demonstrates a high level of commitment to further developing own professional development.

improve professional capability.	<ul style="list-style-type: none"> • Undertakes appropriate professional learning and development to enhance individual expertise in pedagogical, curriculum and assessment practice. • Undertakes appropriate professional development to further develop understandings of Te Tiriti o Waitangi. Professional Growth Cycle <ul style="list-style-type: none"> • Ensures the annual Professional Growth Cycle process is completed. • Supports colleagues and provides advice and guidance as required. • Informs the Principal / Leader of Learning of any matters of concern.
6. Compliance Complies with relevant legislation, Ministry of Education guidelines and school systems, processes, practices and expectations.	
7. Other Tasks Undertakes specific tasks over a specified period of time, as negotiated.	
	Administration <ul style="list-style-type: none"> • Complies with school systems, processes, practice and expectations. Health and Safety (including Education Outside the Classroom) <ul style="list-style-type: none"> • Facilitates a safe and supportive work and learning environment by ensuring compliance with the school's policies and procedures, and all legislative requirements.
	<ul style="list-style-type: none"> • Negotiated tasks or projects are completed in a timely and efficient manner.

Professional knowledge, relationships, values and engagement

Registered teachers adhere to the Code of Professional Responsibility and Standards for the Teaching Profession.

Professional knowledge in practice
Standards
Te Tiriti o Waitangi Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.
Professional learning Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the wellbeing of all learners.

Professional relationships

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

4

Learning-focused culture

Develop a culture that is focused on growing student wellbeing, and is characterised by respect, inclusion, empathy, collaboration and safety.

Design for learning


Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.

Teaching

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

Declaration

I have reviewed this role description and acknowledge the requirements of the role.

Name:	Laurence Wiseman
Signature:	
Date:	8-9-25

—

5