

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: Principal, Senior Leadership Team, Head of Department

RELATING TO: Principal, Senior Leadership Team, HODs, Deans, teaching colleagues, Support staff, students, parents and whānau.

PRIMARY OBJECTIVES:

- 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 senior 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
<p>1. Exhibit the personal and professional qualities of a teacher.</p>	<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.
<p>2. Plan and implement appropriate learning and assessment programmes.</p>	<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
<p>3. Implement effective student management strategies.</p>	<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.
<p>4. Assist in the provision, development and management of resources that support teaching and learning.</p>	<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.
<p>5. Establish and maintain professional relationships focussed on the learning and well-being of learners.</p>	<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.
<p>6. Communicate clearly with all members of the community to improve learning.</p>	<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

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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 Principal 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