



Sacred Heart College

65 Laings Road, Lower Hutt

Teacher Job Description

Name:	
Responsible to:	HOD / Senior Leadership Team / Principal
Functional Relationships with:	Principal, DRS, SLT, Deans, HODs, Support Staff, Whānau
Primary Objectives	1. Catholic Character To uphold the Catholic character of Sacred Heart College. 2. Curriculum Delivery Ensure that all learning programmes are appropriately planned taking into account individual needs, te reo me ona tikanga, using assessment as a means of identifying needs, maintain current levels of professional knowledge and ensure an appropriate learning environment. 3. Curriculum Content Programmes must provide full coverage of learning areas in line with National Curriculum Statements, National Educational priorities and College schemes. Programmes will take account of the learning needs of Māori and impart essential skills, attitudes and values. 4. Assessment of Achievement Through accurate monitoring and recording of ākonga progress and achievement teachers will be able to appropriately report as required and to inform their planning to meet ākonga needs. 5. Commitment to ongoing Professional Learning To fully participate in professional learning and ensure that professional knowledge is current. 6. General Contribution to the College Teachers are expected to actively contribute to the wider life of the College, including participation in extracurricular activities and school events that support the College's values and community spirit, eg liturgies, camps, EOTC. 7. Additional Delegations: Decided by negotiation.
Key Tasks	Key Performance Indicators/Desired Outcomes
Catholic Special Character 1. Develop, together with the School Board and principal, the Catholic character of the College. 2. Help ensure the unique Catholic character of the College is enhanced in and across the department.	• The Catholic character values and College charisms are reflected at all times. • All staff have the opportunity to reflect and engage with the Catholic character of the College. • All staff understand that they have a role to play in upholding the Catholic character. • As part of their induction into the College, new staff have some in-service training on the Catholic character of the College. • Ensure our Catholic character reflects and is respectful to the wider mission of the Church. • Ensure our Catholic character is culturally inclusive to all peoples but with particular emphasis on tangata whenua and iwi under the tenets of Te Tiriti o Waitangi. • All new staff take part in "Staff New to Catholic Schools" professional learning.

Key Tasks	Key Performance Indicators/Desired Outcomes
Curriculum Delivery 1. Provides appropriate learning programmes 2. Includes elements of Treaty of Waitangi 3. Culturally responsive pedagogy 4. Monitors and records ākonga progress 5. Participates in the College's Professional Growth Cycle programme 6. Uses a wide range of educational resources 7. Uses appropriately a range of teaching techniques 8. Ensures a conducive classroom environment through sound management techniques	• Programmes are carefully planned to meet individual needs, based upon guidelines set out in the College scheme or curriculum plan and appropriate to the general level of ākonga. • Through planned programmes and delivery, attention is paid to Treaty obligations and incorporates where appropriate aspects of te reo Māori and tikanga Māori. • Uses a range of assessment methods as an overall strategy. Regular monitoring and recording of ākonga progress against the national achievement objectives. • Use is made of ākonga assessment to identify levels of achievement for analysis of possible barriers to learning. • Strategies are to be developed and implemented which address identified learning needs to overcome these barriers. • Appropriate in-class support is to be provided to those having special needs to ensure success in learning. • All teaching staff will participate fully in the College's performance management programme in line with mandatory requirements. • High levels of teacher performance will be maintained through participation in the professional growth cycle programme. • Effective use of educational resources, available from within the College, will be expected to help enhance meaningful learning. • Where appropriate specialist resource personnel will be available to support and develop special programmes. • It is expected that there will be a range of techniques and approaches utilised to address appropriately ākonga needs. • Teachers will be expected to use appropriate role models to lead ākonga towards achievable success. • Classrooms should be conducive to learning by being attractive, positive and supportive of ākonga's learning. • Routines and expectations should be appropriate, well established and understood by all ākonga. They should reflect our school's RP values. • Role models appropriate interactions associated with developing core College values. • Maintenance of maximum use of learning time. • Use culturally responsive pedagogy as a school-wide approach to foster positive relationships with ākonga, reflecting our Catholic character, diverse cultural backgrounds, and respect for individual needs. • Ensure that the classroom is physically safe. • Provision is to be made of a purposeful working atmosphere. • All discipline procedures are to be in line with College policies and with sound practise which is mindful of the rights of all ākonga.
Curriculum Content 1. Follows the requirements of the National Curriculum Framework. 2. Addresses the learning needs of Māori. 3. Takes account of cultural diversity. 4. Ensures programmes encourage development of essential skills and reflects attitudes and values of NZ society. 5. Takes part fully in appropriate and College based PLD.	• Programmes must be in line with the National Curriculum Statements and take account of all strands within each learning area. • Teachers will demonstrate a sound knowledge of curriculum content and assessment at the appropriate levels to which they are teaching. • It is expected that teachers will maintain a high level of commitment to their own learning which takes into account curriculum development and learning theory. • Opportunities should be provided, where appropriate to integrate programmes that advance Māori Education Initiatives including, where possible, education using te reo Māori. • Programmes should reflect the multi-cultural nature of New Zealand society. They should demonstrate an understanding of diverse cultural backgrounds and which also show a valuing of those backgrounds. • Teaching programmes must reflect values that include honesty, reliability, respect for others, respect for the law, respect for diversity, tolerance, caring, non-sexism and non-racism.

6. Uses modern learning approaches to support the College's BYOD program.	- Programmes should also encourage and develop the essential skills of communication, information, problem solving, self-management social and cooperative, physical and work and study. - Participates in PLD as part of College philosophy to build capability of staff and keep up to date with modern pedagogy. - Uses BYOD to enhance teaching and learning.
Key Tasks	Key Performance Indicators/Desired Outcomes
Assessment of Achievement - Works towards motivation and engagement of ākonga in learning. - Uses a range of assessment tools to measure student progress. - Keeps accurate records of progress and reports on this as required.	- Teachers should use a range of both formal and informal methods of assessing ākonga achievement. - Assessment methods should be appropriate to enable the measurement of ākonga progress against the defined achievement objectives. - For each ākonga, records should enable the profiling of their progress and should provide the basis for assessing the effectiveness of the teaching programme. - Accurate and detailed records are to be kept for each ākonga which demonstrates the levels of achievement across all curriculum areas. - Record keeping is to be in line with College-wide requirements and should be available on request from appropriately delegated staff. - Teachers will be required to provide ākonga progress records in line with College policy. - When required, teachers will report on each ākonga's progress to whānau. Reports should provide clear, accurate and constructive information on ākonga progress and achievement. - Reporting will involve both written form, online and interview form, and may, by arrangement be conducted at any time during the year.
Commitment to ongoing Professional Learning	- Take part in professional learning as provided by the College, directed by external providers. - Practice and develop the use of Re Reo and Tikanga Māori. - Participate fully in the College's professional growth cycle system.
General Contribution to the College - Establishes sound collegial relationships that are professionally supportive. - Participates and supports College activities.	- Behave in a manner that is professional and supportive of other members of the College staff in their teaching and learning duties. - Share, as appropriate, pedagogical information with colleagues. - Cooperate with and seek support as necessary from colleagues establishing and maintain effective collegial working relationships. - Follow professional code of ethics. - Participate in and/or support, as directed, all College activities relating to the enhancement of the general life of the College. These will include cultural, sporting, social and community activities. - Where appropriate either cooperate in or lead the organisation of College activities.

Refer also to the expectations of the NZ Catholic Education Office "Standards for the Teaching Profession" and the NZ Teachers Council "Our code, Our Standards".

Signed _____

PRINCIPAL

Signed _____

TEACHER

Date: _____

**SACRED HEART COLLEGE IS A SMOKE-FREE AND VAPE-FREE AREA
AND HAS A NO SMOKING AND NO VAPING POLICY FOR STAFF AND STUDENTS**