Hornby High School
Te Huruhuru ao o Horomaka

Classroom Teacher General Job Description

Context
The position's fundamental focus is to cause learning, promoting student achievement at Hornby High School. Personal experience and evidence-led research state that certain pedagogical techniques are more successful in causing learning at Hornby High School than others. Some of the key researchers important to leadership at Hornby High School are:

1. Bill Rogers
2. Kevin Knight
3. Angus Macfarlane
4. John Hattie
5. Kay Hawk and Jan Hill
6. Russell Bishop
7. Adrienne Alton-Lee
8. Graham Nuttall
9. Viviane Robinson

Primary Objective
Causing individual and collective student success through teaching of the curriculum that is best practice for Hornby High School students.

Primary Focus
Working with the HOD (using a TAI framework) to:

1. analyse diagnostic and formative data to set learning goals for each class and student
2. select and implement best-practice teaching to achieve these goals
3. review and alter as necessary to achieve the goals

Responsible to:	HOD and Principal
Responsible for:	Classroom students Support staff in the classroom
Functional relationships with:	HOD, Department and other teaching and support staff Guidance and pastoral staff Special Education and other support personnel: RTLBs and Group Special Education (GSE) Executive Officer, Bursar, Office and other support staff

	STCA Professional Standards	Indicative Performance Indicators	Indicative Performance Outcomes
1	Professional Knowledge	Knows the NZC and the NZQF and how to apply them at Hornby High School. Knows and understands the Hornby High School Charter. Knows the pedagogy to fulfil the Hornby High School Charter. Know Hornby High School -relevant learning, assessment and behaviour theory and how to apply this theory to create a culture of student engagement at Hornby High School. Knows the techniques to form relationships with the range of Hornby High School students. Knows the relevant curriculum content. Knows how to plan and structure a teaching programme which is relevant to the range of individual students. Knows diagnostic and formative assessment techniques. Knows how to manage student behaviour. Knows how to involve other relevant staff to problem-solve. Knows how to involve families promptly to problem-solve.	Positive teacher-student relationships. Students have self-efficacy. Students experience personalised learning. Differentiated teaching. Literacy techniques. Employs least to most discipline techniques. Is culturally aware and proficient at Hornby High School, including Maori education. Records and analyses behaviour data. Adapts existing unit and lesson plans. Understands students' past data. Consults family. Consults HOD and other staff. Consults Deans. Consults SCT.
2	Professional Development	Self-appraisal and other self-reflective strategies are meaningful and set professional learning needs. Seeks and creates opportunities to meet these professional learning needs. Engages in "teaching as enquiry" conversations and practices. Professional learning actions reflect individual, department and school priorities. Improves expertise in the Hornby High School best-practice teaching techniques. Promotes an open-classroom culture.	Successfully teaches the range of Hornby High School students. Students experience teaching which is best practice teaching for Hornby High School students. Uses appraisal in an annual cycle and liaises with HOD, prof learning co-ord, and other staff to identify personal professional learning needs based on: • present and past student data • future career aims Consults HOD and other staff. Consults staff who teach the same class. Visits other classrooms. Reads relevant research into pedagogy which is best-practice for the desired outcomes.

			Sets and reviews teaching goals through the analysis of: • pre- Hornby High School academic and social data • Hornby High School -generated academic data • NZQA and other external academic data • behaviourial and other social data • student voice Uses quantative and qualitive data.
3	Teaching Techniques	} See separate document: *Hornby High School Effective Teaching Profile*	
4	Student Management		
5	Motivatation of Students		
6	Te Reo me ona Tikanga	Understands, respects and implements Hornby High School's legal obligations to bi-culturalism. Understands and is skillful in teaching in ways that realise Maori potential. Uses Te Reo Maori appropriately in the classroom. Participates appropriately in Hornby High School tikanga.	Knows who the Maori students are. Understands and values whanau role. Knows and monitors Maori academic and behaviour data. Teaches using a Maori strength-based approach. Learning environment affirms Maori success. Curriculum appropriately reflects legal obligation to bi-culturalism. Pronounces Maori students' names correctly. Pronounces relevant Maori words correctly.
7	Effective Communication	Professionally and collegially communicates with staff. Professionally and collegially communicates in a timely manner with HOD, pastoral staff, support personnel and agencies. Professionally communicates with parents. Family communication is culturally appropriate. Is appropriately prompt with all communication. Communication is respectful.	Listens to others' perspectives and ideas. Expresses own ideas openly and clearly encourages others to do the same. Shares information collegially. Understands the need for confidentiality and discretion and acts accordingly. School reports are professionally and punctually completed, and follow Hornby High School's guidelines. Administrative documentation is professionally and punctually completed. When necessary, relevant staff are informed about student concerns early enough to prevent continual repetition or escalation. The importance of the student-school-home triangle is recognised when communicating with students.

			Communication about students is never demeaning or belittling of the students. Communication with students: • promotes student self-efficacy • minimises escalation • uses least to most principles • is never demeaning or belittling. Communication with families recognises the importance of the home-school partnership. Parents are informed about student concerns early enough to prevent continual repetition or escalation, and for the parents to play their part, as appropriate, in the solution.
8	Support for and Co-operation with Colleagues	Recognises and promotes the importance of the team nature of the Hornby High School staff. Understands responsibilities as team-member and participates in making & supporting team decision. Appropriately acknowledges and addresses own or other staff members' issues in an open, non-judgemental way.	Gives assistance to others and asks for assistance when necessary. Performs duty in schoolgrounds promptly and professionally. Ensures that a colleague in need of support is receiving it.
9	Contribution to Wider School Activities	Recognises that Hornby High School is more than classroom teaching and learning and as such participates in wider school activities appropriately. Recognises the role of co-curricular activities in promoting teacher-student relationship.	Attends school functions appropriately. Is involved in co-curricular activities. Is involved in committees.

The Hornby High School Pedagogical Triangle

