

**Mana College**  
**Job Description**  
**TEACHER**

<b>Responsible to</b>	Curriculum leader Learning Area Head
<b>Responsible for</b>	
<b>Mana College Vision</b>	<b>Mana with Mana.</b> <b><i>Standing strong with respect to place, others and ourselves in the world</i></b>
<b>Purpose of this Position</b>	To support the schools charter and work to support the school values and policies that arise from this charter. Meet the classroom responsibilities to all students. To plan and carry out curriculum and organisational responsibilities. To undertake professional development To make a general contribution to school life To carry out community responsibilities To undertake specific responsibilities
<b>Overview</b>	This teaching position relates and communicates with alongside whanau, Senior Leadership, guidance networks to build the professional capacity and collective capability of our learning community, which encompasses the principles of the New Zealand Curriculum and the Mana College Strategic Plan.

<b>Key Performance Area</b>	<b>Key Outcomes</b>	<b>Key Result Areas</b>
<b>To meet classroom responsibilities to students</b>	<ol style="list-style-type: none"> <li>1. Providing learning opportunities for every child relative to his or her needs, abilities and stage of development.</li> <li>2. Deliver lessons in accordance with subject schemes of work, National Education</li> </ol>	<ol style="list-style-type: none"> <li>1. Effective relationships with students based on mutual respect are established.</li> <li>2. Lessons reflect expectations of subject schemes of work, National Education Guidelines, school policies and the school charter.</li> <li>3. All school policies on behaviour management are upheld in the everyday interaction between teachers and students -PB4L system is used</li> </ol>

	<p>Guidelines, school policies and the school charter.</p> <ol style="list-style-type: none"> <li>3. Establishing effective relationships with students based on mutual respect.</li> <li>4. Using a range of learning activities.</li> <li>5. Providing and maintaining a purposeful working environment.</li> <li>6. Meeting the requirements of the Code of Professional Responsibility and Standards for the Teaching Profession and the appropriate Professional Standards</li> <li>7. Teaching methods are suited to the age and ability level of the student.</li> </ol>	<p>effectively.</p> <ol style="list-style-type: none"> <li>4. A range of learning activities is used.</li> <li>5. A purposeful working environment is created.</li> <li>6. The requirements of the Code of Professional Responsibility and Standards for the Teaching Profession and the appropriate Professional Standards are met.</li> <li>7. Enthusiasm and high standards of achievement are evident in all subjects with due regard to the personality and ability of the student.</li> </ol>
<p><b>To plan and carry out curriculum and organisational responsibilities</b></p>	<ol style="list-style-type: none"> <li>1. Preparing lesson plans in accordance with subject schemes and the school charter.</li> <li>2. Developing and managing classroom resources in accordance with school and faculty guidelines.</li> <li>3. Teaching subjects according to curriculum goals and objectives set by faculty and school charter.</li> <li>4. Marking and evaluating student work.</li> <li>5. Assessing student progress and recording results and completing reports and profiles on students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Lesson plans are prepared in accordance with subject schemes and the school charter.</li> <li>2. Resources are developed and managed in accordance with school and faculty guidelines.</li> <li>3. Lesson critiques confirm teaching to curriculum goals and objectives set by faculty and school charter.</li> <li>4. Student work is regularly and helpfully assessed with formative feedback to students.</li> <li>5. Students' needs are assessed before and after teaching/learning and programmes are planned according to student need.</li> <li>6. Adequate records of student progress are maintained as directed by school policy for both professional and parent use.</li> <li>7. Contributes to faculty organisation by efficiently developing and</li> </ol>

	<ol style="list-style-type: none"> <li>6. Evaluating teaching programmes.</li> <li>7. Assisting the Curriculum Leader and LAH to develop and manage subject resources.</li> <li>8. Meeting deadlines which may be established from time to time.</li> <li>9. Providing students and parents with information regarding course objectives and assessment programmes in consultation with the Curriculum Leader and LAH</li> <li>10. Attending learning area and subject meetings, contributing to the formulation of goals and their implementation.</li> <li>11. Meeting the requirements of the Code of Professional Responsibility and Standards for the Teaching Profession and the appropriate Professional Standards.</li> </ol>	<p>managing subject resources</p> <ol style="list-style-type: none"> <li>8. Assessment and reporting deadlines met</li> <li>9. Students and parents will be well-informed of the demands of each subject for their personal planning needs.</li> <li>10. Regarded as a team player by peers in faculty through attendance at meetings, contribution to the formulation of goals and their implementation.</li> <li>11. The requirements of the Code of Professional Responsibility and Standards for the Teaching Profession and the appropriate Professional Standards are met.</li> </ol>
<b>To undertake Professional Development</b>	<ol style="list-style-type: none"> <li>1 Keeping abreast of subject and educational developments.</li> <li>2 Undertaking teacher development inquiry process.</li> <li>3 Participating in in-service courses.</li> <li>4 Participating in the professional development cycle undertaking a personal annual appraisal, following the requirements of the Code of Professional Responsibility and Standards for the Teaching Profession and the appropriate Professional Standards.</li> <li>5 Following-up on the outcomes of the performance review which is part of that cycle.</li> </ol>	<ol style="list-style-type: none"> <li>1 Professional reading helps keep abreast of subject and educational developments.</li> <li>2 Each year undertakes at least one inquiry process of professional development activity for improving practice.</li> <li>3 Attends and participates in professional meetings scheduled by the Principal.</li> <li>4 Participation in professional development and performance appraisals. The requirements of the Code of Professional Responsibility and Standards for the Teaching Profession and the appropriate Professional Standards are met.</li> <li>5 Actively follows up on the outcomes of performance appraisal.</li> </ol>

<b>To make a general contribution to school life</b>	<ol style="list-style-type: none"> <li>1 Carrying out pastoral duties, including acting as a Learning Advisory Teacher or in other negotiated pastoral care roles.</li> <li>2 Carrying out general supervision duties as required in expectation of the PB4L framework</li> <li>3 Participating in negotiated extra-curricular activities.</li> <li>4 Meeting the requirements of the Code of Professional Responsibility and Standards for the Teaching Profession and the appropriate Professional Standards.</li> </ol>	<ol style="list-style-type: none"> <li>1 Regards the Learning Advisory Teacher role as an important part of being a teacher at Mana College.</li> <li>2 Duties performed diligently without prompting. Leads by example in supporting standards expected of students within PB4L framework.</li> <li>3 Participates in negotiated extra-curricular activities.</li> <li>4 Supports the wider educational, collegial and cultural life of the school. Participates in whole school events and support community and school programmes.</li> </ol>
<b>To carry out community responsibilities</b>	<ol style="list-style-type: none"> <li>1 Reporting to parents/caregivers and other relevant community groups on student progress, following the format established by the school.</li> <li>2 Being available on occasions to meet whanau/caregivers and to make other such formal and informal contact as may be necessary, in consultation with school leadership staff.</li> <li>3 Meeting the requirements of the Code of Professional Responsibility and Standards for the Teaching Profession and the appropriate Professional Standards.</li> </ol>	<ol style="list-style-type: none"> <li>1 Reports to parents/caregivers and other relevant community groups on student progress, following the format established by the school.</li> <li>2 As a Learning Advisory Teacher, connects with all students whanau/caregivers at the start of the year and is available to meet whanau/caregivers on specific school occasions and at other times in-between to provide a relationship of care for them directly and indirectly through the administration, pastoral and/or counselling staff.</li> <li>3 The requirements of the Code of Professional Responsibility and Standards for the Teaching Profession and the appropriate Professional Standards are met.</li> </ol>
<b>Teaching</b>	<ol style="list-style-type: none"> <li>1. Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all.</li> <li>2. Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.</li> </ol>

<b>To undertake specific responsibilities</b>	<ol style="list-style-type: none"> <li>1 Teach subjects or undertake specific duties as assigned by the Curriculum Leader and Learning Area Head.</li> <li>2 Teach classes in other subject areas as determined by qualifications and experience and as may from time to time be agreed upon between the appointee and the school leadership staff.</li> </ol>	<ol style="list-style-type: none"> <li>1 Subjects are taught and specific duties as assigned by the Curriculum Leader and Learning Area Head are undertaken.</li> <li>2 Classes in other subject areas may be taught.</li> </ol>
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