

**ST CUTHBERT'S COLLEGE
BEGINNING TEACHER – POSITION DESCRIPTION**

Job Title: <ul style="list-style-type: none"> • BEGINNING TEACHER 	Reports To: <ul style="list-style-type: none"> • Head of Department
Functional Relationships: <ul style="list-style-type: none"> • Senior Management Team • Head of Department • Academic Staff • Support and administration staff • College Community 	Responsible for:
Resource Allocation: <i>only insert if applicable</i>	Person Specification/Skill Sets: <ul style="list-style-type: none"> • New Zealand registered teacher • Ability to support the College's laptop programme • Familiar with the New Zealand curriculum and new assessment methods • Shows commitment to ongoing professional development • Participates in the wider activities of the College • Committed to the ethos and values of the College • Strong interpersonal skills • ICT Skills including MS Word and MS Excel.

N.B. The statements on this page and the following pages are intended to describe the general nature and level of work. They are not intended to be construed as a list of all responsibilities, duties and skills required by the position and the incumbent.

DIMENSION	KEY OBJECTIVES/OUTCOMES	COMMENTS
Professional Knowledge	<ul style="list-style-type: none"> • Identifies own professional development opportunities and communicates to appraiser when establishing performance expectations. • Attends teacher development programmes. • Participates in whole College and other professional development activities including those held outside of the school day. • Possesses a copy of, and complies with the contents of, the College's administration handbook. • Is familiar with and follows the policies and procedures of the College. 	
Curriculum	<ul style="list-style-type: none"> • Understands the College's rationale for some of its curriculum practice. • Contributes to the translation of national curriculum statements into curriculum guidelines for the College. • Reflects current curriculum theory in contributions to curriculum developments. 	
Treaty of Waitangi	<ul style="list-style-type: none"> • Incorporates elements of te reo and tikanga Maori into lessons and classroom with some guidance. • Develops resources which incorporate elements of te reo and Maori with some guidance. • Acknowledges the particular knowledge and experience of Maori students and incorporates into lessons. 	
Learning and assessment theory	<ul style="list-style-type: none"> • Contributes to the development and review of assessment systems and methods. • Understands the cycle of teaching, learning and assessment. 	
Teaching techniques	<p>Planning and preparation</p> <ul style="list-style-type: none"> • Prepares lesson plans in advance of classes and in accordance with College's standards. • Demonstrates ability to provide a balanced coverage of the 7 essential learning areas in lesson plans. • Understands the relationships among topics and concepts and demonstrates this when planning lessons. • Involves students in aspects of planning and goal setting for the lessons. • Organises required resources and technology ahead of classes. <p>Teaching and learning strategies</p> <ul style="list-style-type: none"> • Demonstrates ability to identify each student's abilities and learning needs and seeks advice on structuring lessons that target those abilities and needs. • Develops own teaching approaches and techniques to maximize students' learning opportunities and achievements. • Demonstrates ability to incorporate all 8 essential skills into the delivery of lessons. 	

	<ul style="list-style-type: none"> • Demonstrates ability to cater to different learning styles by presenting lessons that stimulate a variety of senses. • Acknowledges the particular knowledge and experiences of students from different cultures and often incorporates into lessons. • Reflects on own teaching approaches and techniques and seeks advice to improve. • Constantly seeks out new ways to facilitate learning outcomes. <p>Assessment/ reporting</p> <ul style="list-style-type: none"> • Gives full, constructive and timely feedback to students about their work. • Uses several assessment methods to form an overall picture of students' achievements. • Gathers assessment information that is a valid indicator of students' abilities, with some guidance. • Collects information for assessment purposes which is often consistent with regular classroom activities. • Bases assessment of students on evidence of their achievements. • Keeps up to date and accurate records of student assessments, both formative and summative. • Marks students' work according to assessment criteria. • Participates in moderation exercises. • Compiles summative reports on time and in accordance with the College's assessment approach, eg portfolio reports. • Feedback to family/whanau is full, frank and constructive, and includes information on strategies that will help improve student learning. • Uses assessment results to seek advice on improving the teaching, learning and assessment cycle. <p>Use of resources and technology</p> <ul style="list-style-type: none"> • Uses a variety of resources and technologies in teaching. • Uses resources and technologies that are appropriate to the learning objectives for the lesson. 	
<p>Motivation of students</p>	<p>Students engagement in learning</p> <ul style="list-style-type: none"> • Students are active participants in the learning process. • Students demonstrate enthusiasm and enjoyment in classes. • Lessons are frequently varied and challenging. • Praises students' achievements. <p>Expectations that value and promote learning</p> <ul style="list-style-type: none"> • Students are frequently aware of what they can achieve. • Encourages students to take responsibility for their own learning. • Encourages students to involve families/whanau in their learning. 	

Classroom Management	Student behaviour <ul style="list-style-type: none"> • Understands and clearly communicates College’s behaviour management model to students (expected behaviours and consequences for unacceptable behaviour). • Involves students in establishing the rules for the classroom. • Establishes clear classroom routines. • Applies a variety of processes in organizing and motivating students. Physical environment <ul style="list-style-type: none"> • Assesses risks to students’ physical safety and takes appropriate action where possible. • Promotes student engagement in learning through classroom layout. • Sometimes alters the classroom layout to enhance learning opportunities while maintaining effective classroom routines. • Reinforces students’ achievements through classroom displays. Respect and understanding <ul style="list-style-type: none"> • Respects the right of students, colleagues and family/whanau to have their own beliefs and values. • Expresses a positive attitude towards people. • Encourages students to value and appreciate each other. • Reflects students’ concerns and is easy to talk to. • Listens when approached by others and asks questions. 	
Communication	<ul style="list-style-type: none"> • Modifies approach (language and effect) to gain rapport with students, colleagues and family/whanau. • Maintains confidentiality and trust. • Listens attentively and asks questions. 	
Students	<ul style="list-style-type: none"> • Uses positive reinforcement to encourage desired behaviours. 	
Colleagues	<ul style="list-style-type: none"> • Seeks assistance from colleagues when unsure or misunderstands situation. 	
Families/whanau	<ul style="list-style-type: none"> • Recognises and values the input of families/whanau to the College. • Helps ensure families/whanau have opportunities to be involved in student’s learning. • Effectively handles difficult inquiries from family/whanau in conjunction with senior colleague or principal. 	
Support for and co-operation with colleagues	<ul style="list-style-type: none"> • Is aware of the contribution of other staff to the College. • Co-operates with colleagues on tasks that require working in collaboration. • Actively supports decisions taken by syndicate or College. 	

	<ul style="list-style-type: none"> • Willingly meets with other teachers on a regular basis to exchange information and ideas. • Shares knowledge of curriculum and teaching techniques to improve performance or help others. • Participates in the development of teaching resources, strategies and techniques. • Is considerate towards colleagues in sharing resources and technology. 	
Contribution to wider College Activities	<ul style="list-style-type: none"> • Willingly participates in students' extra curriculum activities. • Willingly participates in activities which benefit colleagues or the College as a whole. • Comments on proposed modifications to and development of the College's policies and programmes. 	

Beginning Teacher

Name: _____

Signature: _____

Date: _____

Head of Department

Name: _____

Signature: _____

Date: _____