



Role Description: Classroom Kaiako / Teacher (all subject positions)

Position Title	Classroom Kaiako / Teacher
Responsible To	Head of Department, Deputy Principal (aligned with specific department), Principal
Responsible For	-
Functional Relationships with:	All school staff, parent community and external stakeholders.
Functional Delegations (Limits to Authority):	-
Terms and Conditions:	The conditions of employment (including remuneration) are as stated in the Secondary School Teachers' Collective Agreement (STCA)

Generic Role Description Classroom Teacher (all subject positions)

A Classroom Kaiako / Teacher works as part of a curriculum team to provide effective teaching and learning programmes focused on improving student engagement and achievement.

Teachers also work as part of a pastoral team, including as a Whānau/Rōpū Kaitiaki to contribute to the pastoral care of students and contribute to the wider life of the school through participation in School, House and co-curricular activities. Teachers actively promote and reinforce the Our Values, Our Tikanga, the Student Code of Conduct and Uniform Code, and follow the Responding to Behaviour Plan.

All teachers contribute to the positive reputation of the school through their professional relationships with students, parents, and the wider community and by adhering to the Te Kura Tuarua o Te Kauaeranga / Thames High School Staff Code of Conduct and Dress Code. Contribution to the co-curricular life of the school promotes positive relationships with students and the community.

Teachers will draw on the depth of expertise within their department(s) and/or pastoral teams and contribute their own unique skills and attributes to the curriculum and pastoral team(s) of which they are a member.



Professional responsibilities

Generic professional responsibilities for a classroom teacher

Reference is made to

- [Supplement 1 of the STCA for Secondary Teachers – Criteria for Quality Teaching](#) the standards expected of teachers under the STCA and expected to be assessed against for pay progression (4.2.3) and are also referred to under 3.5 (Teacher Competence) – 3.3.5
- the [Professional Standards for Teacher \(Our Code, Our Standards\)](#) – requirements to maintain certification.

These are effectively subsumed as part of the job description as expectations for all teaching staff.

Supplement 1 outlines three levels of professional standards – those for beginning teachers (typically until fully registered or less than three years if registration is delayed), classroom teachers (typically three to five years) and experienced teachers (after five years).

- Professional Knowledge
- Professional Development
- Teaching Techniques
- Student Management
- Motivation of Students
- Te Reo me ona Tikanga
- Effective Communication
- Support for and Cooperation with Colleagues
- Contribution to Wider School Activities

General expectations for all teaching staff

1. Plan and implement appropriate learning and assessment programmes and manage resources that support teaching and learning.
2. Motivate learners to participate to the best of their ability.
3. Implement effective student management procedures.
4. Establish and maintain professional relationships focused on the learning and well-being of learners.
5. Communicate clearly with all relevant stakeholders to improve learning.
6. Demonstrate commitment to ongoing personal and team professional learning and improvement of professional practice.
7. Carry out pastoral teacher responsibilities.
8. Carry out wider-school responsibilities, as required/negotiated.
9. Expectations of all staff.



Professional responsibilities	Key performance indicators
1. Plan and implement appropriate learning and assessment programmes.	<ul style="list-style-type: none"> • Plan and prepare sufficiently for lessons based on Teaching Schemes/ Units of Work that reflect <i>The New Zealand Curriculum</i> and policies and pedagogical models / expectations, including culturally responsive and relational pedagogies. • Prepare and carry out assessments according to Thames High School (NZQA Quality Assurance Department assessment procedures and policies (consistent with NZQA <i>Managing National Assessment requirements</i>) • Effectively manage resources that support learning and assessment programmes • Analyse and appropriately use assessment information, which has been gathered formally and informally, to improve learner outcomes.
2. Motivate learners to participate to the best of their ability.	<ul style="list-style-type: none"> • Promote and develop a collaborative, inclusive and supportive learning environment. • Build professional, culturally responsive relationships with taiohi / students. • Set high expectations and promote self-reflection for improving the achievement of all taiohi/students.
3. Implement effective student management procedures.	<ul style="list-style-type: none"> • Maintain an accurate record of taiohi/student attendance, in a timely manner. • Establish and maintain a safe and positive environment conducive to learning, by setting high behavioural expectations, encouraging taiohi/students to take responsibility for their own behaviour and consistently applying appropriate corrective responses / consequences. • Take all reasonable care with all resources – rooms, equipment, print material, resource sets, etc. and promote respect of same by all taiohi/students. • Ensure that all learning activities are conducted in a safe manner, according to Thames High School and relevant Department Safety Procedures.
4. Establish and maintain professional relationships focused on the learning and well-being of learners.	<ul style="list-style-type: none"> • Maintain effective working relationships with colleagues that promote effective teaching and learning programmes. • Follow all reasonable instructions given by members of the Senior Leadership Team and Head(s) of Department. • Attend all staff, professional learning, and department meetings. • Support and assist colleagues to improve teaching and learning at Thames High School.
5. Communicate clearly with all relevant stakeholders to improve learning.	<ul style="list-style-type: none"> • Communicate with clear spoken and written language to learners, colleagues, parents, and the wider community (including pronunciation of names/words correctly). • Report to parents on development, progress, and achievement of learners with reference to school reporting guidelines. • Attend all Report Evenings, Prizegivings and any other meeting held outside normal school hours when requested to do so by the Principal and/or Senior Leadership Team.
6. Demonstrate commitment to ongoing personal and team professional learning and improvement of professional practice.	<ul style="list-style-type: none"> • An individual commitment to improving teaching practice and improving learner outcomes is an integral part of professionalism. • Contribute, as appropriate, to others' professional development – this is a vital part of organisational improvement. • Maintain the relevant professional standards as outlined in the Secondary Teachers' Collective Agreement (STCA). • Adhere to the relevant Standards of the Teaching Profession (The Standards/Ngā Paerewa) and the Code of Professional Practice (The Code/Ngā Tikanga Matatika)
7. Carry out Whānau/Rōpū Kaitiaki pastoral responsibilities.	<ul style="list-style-type: none"> • Participate and contribute to the effective pastoral care and management of students as part of the Whānau/Rōpū team. • Contribute to the development and maintenance of positive School / House culture by involvement in House groups and activities. • Maintain oversight of Whānau or Rōpū attendance and monitor and support improving attendance. • Disseminate all necessary information to Whānau/Rōpū. • Follow school procedures when following up issues of uniform, lateness, and attendance.



	<ul style="list-style-type: none"> • Ensure Whānau or Rōpū members are receiving the appropriate pastoral care, referring them to other staff when necessary. • Provide academic advice and guidance (mentoring) for taiohi/students, and facilitate delivery of goal setting, career and course advice, and other such supports. • Communicate effectively with caregivers / parents / whānau of any concerns regarding the pastoral care, attendance, learning progress or achievement of taiohi / students.
8. Carry out wider-school responsibilities.	<ul style="list-style-type: none"> • Become familiar with and follow policies and procedures at Thames High School (Staff Handbook and Department Manuals, as applicable). • Participate and contribute to the co-curricular programme at Thames High School (i.e. cultural, arts, service or sports activities). • Carry out active supervision or other duties that help maintain a safe and orderly environment. • Represent Te Kura Tuarua o Te Kauaeranga / Thames High School in the best possible light through respectful and professional actions and presentation/
9. Expectations of all staff	<ul style="list-style-type: none"> • Support the Vision, Mission, and Values of Thames High School / Te Kura Tuarua o Te Kauaeranga and adhere to its Procedures and Policies. • Behave in a professional manner, and in accordance with the Staff Code of Conduct at all times, maintaining positive relationships and sharing responsibility for the health and safety of all members of the community. • Maintain a focus of professional development for self and others as appropriate, including the completion of appraisal. • High standards of professional behaviour are always displayed when representing the school. • Confidentiality is always respected and maintained. • Maintain a high level of effective communication with all stakeholders.

