



Waihi School

Preparatory School for Boys

Position Description

POSITION: Classroom Teacher

This position description is for a full time class teacher. Part time teachers will have a negotiated list of responsibilities from this description and will not be expected to fulfil all requirements.

RESPONSIBLE TO: The Headmaster

Functional relationship with - Waihi teaching staff, domestic staff, parents, boys (particularly boarders), the wider Waihi family and professionals involved in education is required.

KEY TASK AREAS:

1. Classroom responsibilities to boys

Providing learning opportunities for every boy relative to his needs, abilities and stage of development.

2. Planning, curriculum and organisational responsibilities

Prepare teaching plans, developing and managing resources, teaching subjects according to school programmes of work, meeting student needs and requirements, marking, assessing and evaluating own and boys work.

3. Professional development

Keeping abreast of teaching and educational developments, attending teacher development programmes, participating in performance appraisals and following up outcomes.

4. General contribution to school life

Participating in the wider educational, collegial and cultural life of the school, in negotiated extra- curricular activities, school and community programmes.

5. Specific responsibilities

Negotiated individual responsibilities.

6. Pastoral care (boarding)

Accept responsibilities as defined by the duty roster. At all times acting in the most professional manner.

7. Community responsibilities

Reporting to parents, caregivers and other relevant community members on progress and development of boys in the teachers care.

8. Professional responsibilities

Code of dress, professional conduct, loyalty and discretion.

KEY TASKS	DESIRED OUTCOMES
<p>1. Classroom responsibilities to boys</p> <ul style="list-style-type: none"> ➤ Display personal professional qualities of a teacher ➤ Establish effective relationships with boys based on mutual respect. ➤ Recognise the individuality every boy. ➤ Ensure an attractive and challenging learning environment that encourages and enables boys to learn. 	<p>Appreciates and accepts the professional role of a classroom teacher. Sets high professional standards in working with boys. Efforts made to give quality service to boys both inside and outside the classroom. Displays integrity, reliability, organisational ability, efficiency, sound judgement and concern for the welfare of boys</p> <p>Respective and positive relationships established with all boys.</p> <p>Every boy is recognised and catered for as an individual with regard to his learning needs with personalised learning plans developed where necessary. Individual self-esteem with efforts and success being recognised. Respect for human dignity is evident in classroom relationships with the ongoing development of tolerance and sensitivity being encouraged. Pastoral care and welfare of boys is considered paramount.</p> <p>Boys taught according to interests, abilities, needs and social factors. Movement between individual and group learning settings to facilitate effective instruction, follow up and reinforcement. The classroom is physically attractive as well as functional, with evidence of current student work being displayed. Clear guidelines are established relating to the operation of the classroom, including required courtesies and routines. Enthusiasm for learning is developed in boys within a positive student-centred classroom. Environment is favourable to boys being active learners, exercising initiative and responsibility in the learning process. The development of self-motivation is encouraged. The classroom is managed effectively to achieve learning objectives.</p>
<p>2. Planning , curriculum and organisational responsibilities</p> <ul style="list-style-type: none"> ➤ Prepare plans and learning programmes to meet boys' needs. ➤ Gather information relating to individual boys attainment, needs and interests. ➤ Implement Curriculum 	<p>Written teaching plans for all areas of curriculum development Demonstrate preparation and familiarity for subject areas and individual and group learning needs. All teaching plans are available for viewing by approved persons.</p> <p>Evidence of data identifying student attainment, needs and interests.</p> <p>Curriculum implementation reflects the policies, programmes of work and priorities of the school. Student centred teaching methods, rich and well-balanced classroom programme meeting individual needs. Appropriate learning activities are used to achieve learning objectives.</p>

KEY TASKS	DESIRED OUTCOMES
<ul style="list-style-type: none"> ➤ Provide and manage classroom resources. ➤ Monitor, assess and evaluate all learning. ➤ Attend to all facets of the learning cycle ➤ Maintain records, files and reports. 	<p>Manages equitably and appropriately the use of available resources. Provides resources to meet the learning and special needs of all boys</p> <p>Evidence of student monitoring and assessment. Standards of student work are appropriate and cognisant of individual differences. Evaluation is demonstrated through evolving and modified teaching programmes</p> <p>Incorporates the learning cycle of objective, learning experiences, resources, assessment / evaluation and re-teaching in the teaching/learning process.</p> <p>Records consistent with school requirements. – available to approved personnel on request.</p>
3. Professional development <ul style="list-style-type: none"> ➤ Undertake performance appraisals ➤ Undertake professional development 	<p>Resulting from performance appraisal teachers have identified areas of professional development and have shown a willingness to pursue training. Demonstrate implementation into classroom programme.</p> <p>Contribute to and participate in staff development programme. As a result of reading and other means for keeping up to date with developments in specialist fields of teaching, teachers demonstrate through their day to day performance their awareness and familiarity with new trends, developments and content in their curriculum areas</p>
4. General contribution to school life <ul style="list-style-type: none"> ➤ Participate in school duties ➤ Participate in agreed education outside the classroom which contributes to the corporate life of the school. 	<p>Responsibilities are fulfilled as required in areas contributing to the operation of the school; Duty, Assemblies, Chapel Services, sports and events etc.</p> <p>Teachers contribute to the wider life of the school through voluntary support of education outside the classroom. Each teacher is aware of the contribution by other teachers and staff to the school and to the non-academic interests and skills of the boys whom they assist in such non classroom teaching activities such as; sports teams, cultural development, choir, and social life.</p>
5. Specific responsibilities <ul style="list-style-type: none"> ➤ Negotiate and list specific responsibilities. 	<p>A list of specific responsibilities (schedule of duties) is available and associated tasks are carried out accordingly.</p>
6. Pastoral care (boarding) <ul style="list-style-type: none"> ➤ Acknowledge responsibilities of boarder care and duty rosters. 	<p>Teacher assumes boarding duty as the sole decision maker and responsible on-site adult. Give support and direction to tutors. Follow routines as prescribed. Organise activity and be visible for duty. In weekend duty carry out all role checks and ensure vigilance of the whereabouts of all boys at all times.</p>

KEY TASKS	DESIRED OUTCOMES
7. Community responsibility ➤ Report to parents and guardians.	Effective means of communicating with and reporting to parents and caregivers of boys are in evidence
8. Professional responsibilities ➤ Code of dress, professional conduct, loyalty and discretion	Teachers will dress appropriately for all teaching contact time. Conduct with boys will always remain respectful. With fellow staff conduct will be supportive, collegial and respectful of privacy. In regard to governance and management individual conduct will always be loyal to the school and to the decision processes. Conduct with parents will always be related only to that parents' child and discretion in all other matters must be applied.

