

POSITION DESCRIPTION

Classroom Teacher

Reports to: Head of Learning Area (HoLA) or Team Leader if Junior School

Purpose

The Classroom Teacher plans and teaches learning programmes that help every learner at Whangaparāoa College to flourish. Through strong relationships, effective teaching and responsive assessment, the teacher knows each learner, supports their progress and contributes to a safe, inclusive learning environment across our Three School Model.

Strategic Alignment

The teacher works within the College Curriculum Philosophy, Curriculum Design Criteria, Effective Teacher Profile (ETP) and Assessment Kaupapa. Teaching reflects the relevant New Zealand curriculum and the agreed programme for each subject, strand and year level. Teachers collaborate with curriculum and school leaders to provide coherent learning from Years 7 to 13, while responding to the needs of the learners they teach.

Our values guide how we lead:

- **Ngātahi (Together)** – we work in partnership and collaboration.
- **Whakapono (Believe)** – we build confidence and trust.
- **Tutuki (Achieve)** – we aim high and strive for excellence.

Teachers model these values in their relationships with learners, whānau, colleagues and the wider community.

PART 1 - Core Teaching Responsibilities

Teaching and learning

- Plan, teach and review engaging programmes aligned with the agreed curriculum, appropriate scope and sequence, and the learning needs of each class.
- Use sound subject knowledge and effective pedagogy to make learning aims clear, build on prior learning and support learners to apply new knowledge in different contexts.
- Use the ETP and College curriculum criteria to create challenging, accessible learning that encourages curiosity, critical thinking, learner agency and achievement.
- Adapt teaching, resources and technologies in response to the strengths, identities, languages, cultures and needs of individuals and groups.

Assessment and reporting

- Use formative and summative assessment aligned with the curriculum and Assessment Kaupapa to identify progress and next learning steps.
- Give timely, constructive feedback and help learners understand and take responsibility for their progress.

- Maintain accurate assessment records, meet College and national assessment requirements, and participate in moderation where relevant.
- Communicate learning, progress and achievement with learners and whānau in accordance with College expectations and timelines.
- Meet all reporting accountabilities, deadlines and communication standards set by the HoLA and SLT.

Learner relationships and wellbeing

- Know and grow learners through respectful, positive relationships and high expectations for both learning and conduct.
- Establish a physically, socially, culturally and emotionally safe learning environment in which learners feel they belong and can participate.
- Use inclusive classroom practices to support engagement and behaviour; identify concerns early and work with the relevant pastoral team and whānau where additional support is needed.
- Follow safeguarding, health and safety, privacy and other applicable College policies and legal requirements.

Te Tiriti and culturally responsive practice

- Promote and model a commitment to Te Tiriti o Waitangi.
- Establish an inclusive, equitable, and culturally sustaining class environment.
- Demonstrate a commitment to enhancing mana ōrite mō te Mātauranga Māori .
- Acknowledge, respect, and accommodate the languages, heritages, and cultures of all ākonga.

Collaboration and professional practice

- Work with Curriculum Leads, Heads of Learning Area, Junior School Team Leaders and Teaching and Learning Leads, as relevant, on planning, assessment and consistent practice.
- Contribute to the professional learning community, shared planning, moderation, school activities and reasonable duties associated with teaching.
- Use learner evidence, professional inquiry and feedback to reflect on teaching and make improvements.
- Set and pursue professional learning goals and maintain the standards, registration and practising certificate requirements that apply to the role.
- Model Āhuetanga Whangaparāoa and contribute to a constructive, collaborative culture across the Three School Model.

PART 2 - What you bring to the role:

Experience

- Sound knowledge of the relevant subject areas, curriculum and assessment requirements for assigned classes.
- Ability to plan and teach inclusive programmes, assess learning and use evidence to improve progress.
- Effective classroom practice, communication, organisation and professional judgement.
- Commitment to culturally responsive practice, Te Tiriti o Waitangi and the success of all learners.
- Ability to build trusting relationships and work effectively with colleagues, learners and whānau.
- Experience using learner achievement data to inform planning and improve learner outcomes.

Personal attributes

- Reliable, collaborative and willing to contribute to the wider life of the College.
- Calm, respectful and consistent
- Embodies Āhuetanga Whangaparāoa in everyday actions
- Brings credibility and enthusiasm to the role.
- Builds trust through positive, respectful and supportive professional relationships.
- Holds high expectations for curriculum quality and learner outcomes.
- Open to feedback, reflective and committed to professional growth.
- Organised, reliable and able to follow through on agreed priorities.
- Proactive, solutions-focused and committed to continuous improvement.
- Models professionalism, integrity and the school's values.

Qualifications

- Current full NZ Teaching Council Registration and Practising Certificate.
- Relevant teaching qualification.

Working relationships

Works closely with learners and whānau, faculty colleagues and curriculum leaders, relevant school and pastoral leaders, learning support and other staff.

This position description describes the main expectations of the role. Specific teaching assignments and reasonable duties may change in line with school needs and applicable employment arrangements.

Skills and knowledge

- Excellent subject and curriculum knowledge within the relevant area(s).
- Strong knowledge of the New Zealand Curriculum, Te Mātaiaho and relevant NZQA requirements.
- Ability to develop clear curriculum maps, scope and sequences and programmes of learning across multiple year levels.
- Strong understanding of subject-specific assessment design, moderation and reporting requirements.
- Ability to analyse learner achievement data and use it to identify curriculum and teaching priorities.
- Strong organisation, planning and communication skills.
- Ability to lead through collaboration and build consistency of practice across a curriculum team.
- Commitment to culturally responsive, inclusive and bicultural curriculum design and delivery.
- Excellent collaboration and teamwork skills.

Personal attributes

- Embodies Āhuatanga Whangaparāoa in everyday actions
- Brings credibility and enthusiasm to the role.
- Builds trust through positive, respectful and supportive professional relationships.
- Holds high expectations for curriculum quality and learner outcomes.
- Works collaboratively while providing clear curriculum direction.
- Open to feedback, reflective and committed to professional growth.
- Organised, reliable and able to follow through on agreed priorities.
- Proactive, solutions-focused and committed to continuous improvement.
- Models professionalism, integrity and the school's values.

Working relationships

Works closely with:

- Head of Learning Area
- Other Curriculum Leads
- Teaching & Learning Leads
- Faculty staff
- Deputy Principal - Curriculum & Assessment