



**BOTANY DOWNS**  
Secondary College

## **Classroom Teacher**

### **Generic Job Description**

#### **Role Description**

At Botany Downs Secondary College, a Classroom Teacher works as part of a curriculum team to provide effective teaching and learning programmes focused on improving student engagement and achievement in one or more Learning Areas.

Teachers work as part of a whanau team to contribute to the pastoral care of learners and contribute to the wider life of the school through participation in whanau and co-curricular activities. They participate in the explicit teaching of the Learning to Learn programme and participate in the Mentoring programme either as a Tutor Teacher or as an assistant to a Tutor Teacher. Teachers actively promote and reinforce the BDSC Values, Student Code of Conduct and Uniform Code, and follow the BDSC Straight Line Discipline System.

Classroom Teachers collaborate with other staff at BDSC to effectively carry out their responsibilities and take direction from the relevant Head(s) of Learning Area, Head(s) or Teacher(s)-in-charge of Subject and Whanau Leaders. They will draw on the depth of expertise within the Learning Area(s) and/or Whanau, and contribute their own unique skills and attributes to the curriculum and pastoral team(s) of which they are a member.

All teachers contribute to the positive reputation of the College through their professional relationships with students, parents and the wider community and through adhering to the BDSC Staff Code of Conduct and Dress Code at BDSC. Contribution to the co-curricular life of the College is an expectation that promotes positive relationships with students and enhances the reputation of the College.

Key professional responsibilities	Description <sup>1</sup>
1. Plan and implement appropriate learning and assessment programmes.	<ul style="list-style-type: none"> <li>Plan and prepare sufficiently for lessons based on BDSC Teaching Schemes/ Units of Work that reflect <i>The New Zealand Curriculum</i> and BDSC policies and pedagogical models<sup>2</sup>.</li> <li>Prepare and carry out assessments according to BDSC and Learning Area procedures and policies<sup>3</sup>.</li> <li>Analyse and appropriately use assessment information, which has been gathered formally and informally, to improve learner outcomes.</li> <li>Plan and prepare for lessons based on the BDSC Learning to Learn programme, either as a tutor teacher or assistant.</li> </ul>
2. Motivate learners to participate to the best of their ability.	<ul style="list-style-type: none"> <li>Promote and develop a collaborative, inclusive and supportive learning environment.</li> <li>Set high expectations and promote self-reflection for improving the achievement of all students.</li> </ul>
3. Implement effective student management procedures.	<ul style="list-style-type: none"> <li>Maintain an accurate record of student attendance, in a timely manner.</li> <li>Establish and maintain a safe and positive environment conducive to learning, by setting high behavioural expectations, encouraging students to take responsibility for their own behaviour and consistently applying appropriate consequences.</li> <li>Ensure that all learning activities are conducted in a safe manner, according to BDSC and relevant Learning Area Safety Procedures.<sup>4</sup></li> </ul>
4. Manage resources that support teaching and learning.	<ul style="list-style-type: none"> <li>Take all reasonable care with all resources – rooms, equipment, print material, resource sets, etc. and promote respect of same by all students.</li> </ul>
5. Establish and maintain professional relationships focused on the learning and well-being of learners.	<ul style="list-style-type: none"> <li>Maintain effective working relationships with colleagues that promote effective teaching and learning programmes.</li> <li>Support and assist colleagues to improve teaching and learning at BDSC.</li> </ul>
6. Communicate clearly with all relevant stakeholders to improve learning.	<ul style="list-style-type: none"> <li>Communicate with clear spoken and written language to learners, colleagues, parents and the wider community (including endeavouring to pronounce names/words correctly).</li> <li>Report to parents on development, progress and achievement of learners with reference to BDSC Reporting guidelines.</li> </ul>
7. Demonstrate commitment to ongoing personal and team professional learning and improvement of professional practice.	<ul style="list-style-type: none"> <li>An individual commitment to improving teaching practice and improving learner outcomes is an integral part of professionalism.</li> <li>Contributing to others' professional development is a vital part of organisational improvement.</li> </ul>
8. Carry out whanau teacher responsibilities.	<ul style="list-style-type: none"> <li>Participate and contribute to the effective pastoral care and management of students in a whanau as a member of the whanau and, in some cases, as a tutor teacher.</li> <li>Contribute to the development and maintenance of a whanau 'school-within-a-school' culture by involvement in whanau groups and activities.</li> </ul>
9. Carry out wider-school responsibilities.	<ul style="list-style-type: none"> <li>Become familiar with and follow policies and procedures at BDSC (BDSC Staff Handbook and Learning Area Manuals).</li> <li>Participate and contribute to the co-curricular programme at BDSC (i.e. cultural, arts, service or sports activities).</li> <li>Carry out supervision or other duties that help maintain a safe and orderly environment.</li> </ul>

<sup>1</sup> For key performance indicators refer to the Performance Management Appraisal System documentation.

<sup>2</sup> Refer to relevant Learning Area Manual(s).

<sup>3</sup> Refer to: BDSC and relevant Learning Area Assessment procedures.

<sup>4</sup> Refer to BDSC Staff Handbook (Health and Safety) and Learning Area Manual(s) for relevant subjects, e.g. Science, Technology, Health and PE.

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|  | <ul style="list-style-type: none"><li>• Represent BDSC in the best possible light through respectful and professional actions and presentation.</li></ul> |
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