



HRC Te Otu Mātua

Position Description for the role of Teacher, Day School

Reports to: Team Leader Day School and the Associate Principal Day School

Responsible for: Teaching of the HRC curriculum to all students.

PURPOSE OF POSITION

The Teacher reports to the Team Leader Day School and indirectly reports to the Associate Principal Day School and is a member of the Teaching Team of the Day School for Halswell Residential College (HRC). The Teacher works closely with the Day School staff to ensure the consistent and high-quality teaching of the curriculum, values, and care to all students.

The Teacher will focus on the delivery of the integrated curriculum. The Teacher works closely with the students and other HRC staff members to actively support reintegration by students into mainstream schooling.

POSITION VALUES

The role of Teacher is a key role within the Day School of HRC and it is expected that the Teacher maintain a high level of professionalism and integrity, display a positive attitude and a team focus.

KEY RELATIONSHIPS – INTERNAL AND EXTERNAL

- Associate Principal, Day School
- Day School Team
- All HRC Staff
- Family and whanau of the students
- Local Iwi
- Related community groups and agencies
- Intensive Wraparound Service (IWS)
- Schools



KEY ACCOUNTABILITIES, RESPONSIBILITIES AND PERFORMANCE MEASURES

ACCOUNTABILITIES	RESPONSIBILITIES	PERFORMANCE MEASURES
<p>Teaching Using accepted teaching practices, teaches the HRC Day School curriculum.</p>	<ul style="list-style-type: none"> • Develops a comprehensive term by term teaching plan for specific or delegated levels of learning capability and skill for the HRC Day School Curriculum for review and confirmation by the Team Leader Day School and other teachers. • Uses a variety of best practice and current teaching methods to teach the curriculum in accordance with the teaching plan. • Evaluates the progress and effectiveness of the term-by-term teaching plan in conjunction with the Team Leader Day School, and the other teacher, making amendments as recommended. • Uses a variety of activities, media types and teaching techniques to ensure that the learning styles of each student are catered for. • Creates learning objectives and goals for each student. Monitors progress, evaluates performance and implements remedial or advanced learning initiatives to support the achievement and capability levels of each student. • Undertakes all coaching or other professional development activities recommended by the Senior Leadership, AP Day School, Literacy and Numeracy Specialist to ensure teaching quality is of a consistently high quality. • Reports as required to the Team Leader Day School on teaching or curriculum success or challenges. 	<ul style="list-style-type: none"> • The term-by-term teaching plan is complete and ready for implementation by the end of the term preceding the term where the plan will be taught. • The term-by-term teaching plan meets expectations of quality and the HRC curriculum requirements. • All teaching and curriculum objectives are met. • No adverse feedback or significant procedural or regulatory breaches or omissions as determined by the Education Review Office or other reviewing or auditing body.
<p>Behaviours, approach and style Models desired behaviours for students and creates a safe and positive learning environment.</p>	<ul style="list-style-type: none"> • Creates a positive learning environment that encourages the students to participate in activities and share ideas. • Promotes desired student behavioural styles and approaches that align with the Individual Educational Plans, Functional Behaviour Analysis plans and other Behavioural Management requirements. • Acknowledges desired behaviours, efforts and results through praise and other accepted methods. 	<ul style="list-style-type: none"> • No unresolved complaints from students, family, whanau or colleagues regarding negative behaviour within the Day School or substandard behaviour management



ACCOUNTABILITIES	RESPONSIBILITIES	PERFORMANCE MEASURES
	<ul style="list-style-type: none"> • Quickly and effectively deals with undesirable behaviours in students using accepted methods and in accordance with HRC policy and procedures. • Supports other Day School staff as requested or where incidents require modelling collaboration, teamwork and positive behaviours. • Understands and implements safe behaviour management techniques in accordance with HRC policies and procedures to ensure students and staff safety is not compromised. 	<p>practices.</p>
<p>Reporting and administration All learning related reporting and administration is completed in full and on time.</p>	<ul style="list-style-type: none"> • Ensures all student, curriculum or peer evaluations and assessments are completed in full and on time in accordance with HRC policies and procedures. • Completes all administrative tasks required in full and on time in accordance with HRC policies and procedures. • Prepares all student reports in full and on time in accordance with HRC policies and procedures. • Prepares comprehensive and accurate pastoral notes in accordance with HRC policy. 	<ul style="list-style-type: none"> • All reporting, documentation or administration relating to teaching responsibilities is completed in full and on time.
<p>Compliance Complies with all statutory and HRC policy and procedural requirements.</p>	<ul style="list-style-type: none"> • Maintains an up-to-date understanding of all HRC policies and procedures including but not limited to: <ul style="list-style-type: none"> ○ the HRC Policy and Procedure Manual. ○ the HRC Staff Code of Conduct. ○ the HRC Health and Safety Manual. ○ the HRC Philosophy of Care. ○ the HRC Behaviour Support Procedure. • Complies with all HRC policies and procedures at all times. • Prepares comprehensive and accurate pastoral notes in accordance with HRC guidelines. 	<ul style="list-style-type: none"> • No regulatory, procedural or policy breaches.
<p>Health and Safety practices Complies with all health and safety policies and</p>	<ul style="list-style-type: none"> • Maintains an up-to-date understanding of the HRC Health and Safety policies and procedures. • Complies with HRC Health and Safety policies and procedures without exception. • Reports immediately to the Team Leader Day School or AP Day School, where the Health and Safety of students or staff has been put at risk or where there is a breach of Health and Safety 	<ul style="list-style-type: none"> • No Health and Safety regulatory, procedural or policy breaches.



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procedures.	policies, procedures, and practices.	
<p>Risk and Crisis Management</p> <p>Ensures risks are identified, mitigated, and reported.</p>	<ul style="list-style-type: none"> • Ensures a thorough understanding of the risks involved in the Day School and knows how to manage these risks. • Maintains a thorough understanding of the correct Behaviour Support procedures and can safely execute these procedures. • Reports immediately to the Team Leader Day School or AP Day School, where risks to the safety of the students have arisen. 	<ul style="list-style-type: none"> • No breaches of or failure to use the identified risk mitigation or management strategies. • Can properly and safely execute the Behaviour Support procedures.
<p>Cultural practices</p> <p>Ensures all students are supported culturally and provided with all opportunities to develop themselves within their culture.</p>	<ul style="list-style-type: none"> • Maintains an understanding of key cultural mores, behaviours and values. • Models respect for others in interactions with colleagues and students. • Promotes the multicultural nature of New Zealand and an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected. • Supports the Kaiwhakahare as required to ensure the cultural needs of the students are provided for. 	<ul style="list-style-type: none"> • No incidents of culturally insensitive or inappropriate behaviour.
<p>Team Participation and Self Review</p> <p>Works with members of Day School staff on matters of operational importance to HRC.</p>	<ul style="list-style-type: none"> • Ensures that the Team Leader Day School, and the Associate Principal, Day School are kept informed of all pertinent developments and information within processes managed by the Teacher. • Participates fully in all meetings with the Day School staff, contributing ideas and reporting as required. • Participates fully in meetings with colleagues throughout the business, contributing as appropriate and supporting colleagues as required. • Focuses on continuous improvement by regularly and actively engaging in self-reflection in order to improve the effectiveness of professional practice in accordance with HRC policies, procedures and guidelines. • Undertakes any other duties reasonably requested by the Team Leader Day School or the Associate principal, Day School. 	<ul style="list-style-type: none"> • Is viewed by members of the Day School staff as a contributor and collaborates to achieve group objectives.



COMPETENCIES – ATTRIBUTES AND BEHAVIOURS

In order to be effective in the position the Teacher shall have and be able to consistently demonstrate the attributes and behaviours described below.

- Actively demonstrates professionalism throughout the organisation and the industry and is a credible and trustworthy person who holds the respect and loyalty of all stakeholders.
- Works positively with colleagues to achieve goals; experience is shared, and help is actively sought and proactively offered. Strong working relationships are developed and maintained across the organisation.
- Has tenacity in pursuing goals, showing focus in the face of opposition and ensures personal goals are aligned with the school objectives.
- Demonstrates a strong understanding and commitment to the goals and objectives of the organisation, regularly contributes to formulating goals.

COMPETENCIES – SKILLS AND EXPERIENCE

In order to be effective in the position it is preferred that the Teacher shall have and be able to demonstrate the following skills and experience:

- Current New Zealand Teacher Registration.
- Experience in supporting the learning of students with complex intellectual needs.
- Experience operating effectively in a multicultural setting.
- Competent use of computers and software.
- The ability to safely and correctly execute HRC Behaviour Support procedures. Training will be provided by HRC.
- Licensed in New Zealand to drive a car.