



Scale A NE/ Year 1-2 Teacher Permanent PERSON SPECIFICATION

We seek a teacher who:

- Actively supports and upholds the Catholic Character of our school.
- Works to support the Vision, Mission and Strategic Goals of the School.
- Believes in and contributes to the positive and collaborative climate of Cardinal McKee Fry School.
- Has a professional presence (thinks and acts professionally) at all times.
- Demonstrates a willingness to continually improve their practice and share this knowledge with others.
- Is excited by the challenge of integrating e-learning into all areas of the curriculum.
- Is student, staff and community focussed with a friendly, open demeanour.
- Is passionate about what they do.
- Has experience and a passion for teaching younger students (Year 1-4).
- Has the capacity to oversee 'Transitions to School' and maintain the ECE and parental links to school.
- Understands the requirements of working in a small school environment and is willing to provide support to colleagues beyond their classroom.
- Willingness and ability to take part in the religious instruction appropriate to the special character of the school shall be a condition of appointment.
- Meets the criteria for the Deputy Principal or Director of Religious Studies leadership roles.



Cardinal McKeefry School Teacher Job Description 2020

Practicing Teacher Criteria

Tātaiako: Cultural Competencies for teachers of Maori learners

Standards for the Teaching Profession (Our Standards)

THE CODE OF PROFESSIONAL RESPONSIBILITY HAS BEEN DEVELOPED TO:

- set out the high standards of ethical behaviour expected of all members of the teaching profession
- provide learners, their families and whanau, their communities and the public with trust and confidence in teachers and the profession
- honour teaching as a profession of high trust and integrity

PCT1 Demonstrate commitment to tangata whenuatanga and Tiriti o Waitangi partnership in Aotearoa New Zealand.

Tangata whenuatanga affirming Māori learners as Māori, providing contexts for learning where the language, identity, and culture of Māori learners and their whānau is affirmed

PCT2 Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners

Ako taking responsibility for their own learning and that of Māori learners
Manaakitanga showing integrity, sincerity, and respect towards Māori beliefs, language, and culture

PCT3 Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.

Whanaungatanga; actively engaging in respectful working relationships with Māori learners, parents, whānau, hapū, and iwi

PCT 4 Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.

Tangata whenuatanga affirming Māori learners as Māori, providing contexts for learning where the language, identity, and culture of Māori learners and their whānau is affirmed

PCT 5 Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.

Wānanga participating with learners and communities in robust dialogue for the benefit of Māori learners' achievement
Ako taking responsibility for their own learning and that of Māori learners

PCT 6 Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.

Ako taking responsibility for their own learning and that of Māori learners.

Code of Ethics for Staff and Boards of NZ Catholic Schools

1. COMMITMENT TO OUR STUDENTS

1. We uphold the Catholic Special Character of our school.
2. We put the well-being of our students first, respecting their rights and dignity, nurturing their individual sense of self-worth and serving their spiritual, academic and human needs.
3. We help students to see the relevance of the Good News of salvation and challenge them to live by Gospel values.
4. We focus on delivering the best possible educational programmes that suit



	<p>each student, enabling them to reach their fullest potential.</p> <p>5. We work to deliver the best possible Religious Education programmes for our students, and to relate these programmes to their daily lives.</p> <p>6. We enable students to develop a sense of personal responsibility and a commitment to their community.</p> <p>7. We respect students' unique individuality.</p> <p>8. We work to provide a safe learning environment for our students and to protect them from violence and other forms of abuse.</p> <p>9. We endeavour to exercise restorative justice in the case of students who offend</p>
<p>2. COMMITMENT TO PARENTS AND CAREGIVERS</p>	<p>1. We support parents and caregivers in their responsibility for their children's education; therefore we cooperate with them, respecting their right to know, understand and share in decisions that affect the education and welfare of their children.</p> <p>2. We report their children's progress regularly, and as needed, in a spirit of charity and with professional honesty.</p> <p>3. We offer supportive ways to assist parental involvement in their children's education.</p> <p>4. In our Religious Education and other programmes we work to enhance family life, and the home-school relationship</p> <p>5. We respect privacy and confidentiality of information</p>
<p>3. COMMITMENT TO THE COMMUNITY</p>	<p>1. We are committed to serving all members of our school, co-operating in building our Catholic educational community.</p> <p>2. We uphold the reputation of students, parents, staff and Board members.</p> <p>3. We support the authority, decisions and leadership of our Catholic Bishops, our Proprietors and those who work to uphold and develop Catholic Education.</p> <p>4. We support the integral relationship of the Catholic school and the Catholic parish.</p> <p>5. We promote the peace of Christ in the world by modelling co-operative behaviour and peaceful solutions to conflict.</p> <p>6. We show constructive leadership, and develop students' potential for Christian leadership in society.</p> <p>7. We respect and support the work of all associated with education in other parts of the Catholic education system and the national education system.</p> <p>8. We support and work with other Catholic schools, for the good of the Catholic school system.</p> <p>9. We commit ourselves to the principles of the Treaty of Waitangi, and actively support the multi-cultural development of New Zealand society</p>
<p>4. COMMITMENT TO EDUCATION</p>	<p>1. We educate for excellence, challenging all students to achieve high standards which reflect their abilities.</p> <p>2. We work in partnership with the Ministry of Education, in striving for excellence in New Zealand's education system.</p> <p>3. We contribute to wider educational debate and development in our society.</p> <p>4. We model and support professional behaviour within our school by conscientiously fulfilling our defined roles.</p> <p>5. We place a high value on professional development.</p>



5. COMMITMENT TO OURSELVES

1. We nurture our spiritual growth, and deepen our understanding of the teachings of Christ and his Church.
2. We strive to live by values of truth, honesty, justice, goodness, love, reconciliation and respect for others.
3. We sustain our physical and mental health, striving for balance in our work, recreation, rest, emotions and self-development.

Key Performance	Key Tasks	Performance Indicators
1. Teaching Strategies	<ul style="list-style-type: none"> ● Provide a positive and supporting learning environment which enhances student self esteem and self confidence. ● Plan and teach according to the term plan for class and syndicate. ● Share purpose, learning intentions and success criteria with students. ● Identify and cater for individual learning needs and styles. ● Provide a variety of teaching styles and strategies. ● Use a range of resources, including digital technologies ● Keep student records in accordance with school practice and policy. ● Reflect on your practice in relation to requirements of Practising Teacher Criteria. 	<ul style="list-style-type: none"> ● Students participate and are involved in a variety of learning activities. ● Students articulate what they're learning and take pride in their work. ● Students receive specific feedback and praise related to their learning. <p>Student's learning taking place in a variety of appropriate situations with a variety of resources: individual, group, class, cross-grouping of ages, abilities, interests, strengths.</p> <ul style="list-style-type: none"> ● Evidence in planning of programmes that suit the needs of the class. <p>Differentiation is made clear for those who are not succeeding or at risk.</p>
2. Curriculum Delivery	<ul style="list-style-type: none"> ● Deliver a balanced curriculum appropriate to your level of the school. ● Reflect and adhere to school policies and practice. ● Reflect New Zealand Curriculum requirements and using school curriculum overviews, plan programmes, set achievement objectives and expected learning outcomes, etc ● Deliver a balanced curriculum appropriate to your level of the school. 	<ul style="list-style-type: none"> ● Curriculum areas are planned for, taught, evaluated and outcomes assessed. ● Evidence of a balanced programme in time tabling, planning, activities, student work & learning environment. ● Evidence in planning of learning intentions, success criteria, inclusion of digital technologies, assessment and evaluations reflecting on effectiveness of methods used and material/skill/knowledge taught. ● Planning reflects student needs and school requirements.
3. Special Character	<ul style="list-style-type: none"> ● Teach Religious Education Curriculum. ● Maintain Christian values in relationships and attitudes. 	<ul style="list-style-type: none"> ● Student work and behaviour reflects values modelled and programmes taught. ● Programmes planned in accordance with school policy and RE Curriculum.



	<ul style="list-style-type: none"> ● Observe school practices and policies regarding prayer and Liturgical celebration. ● Use a range of resources to support concepts and learning. ● Keep student records in accordance with school practice and policy. 	<ul style="list-style-type: none"> ● Evidence of Christian attitudes and values in class and school climate. ● Students participate in a variety of class prayer, and school Liturgical celebrations.
4. Classroom Management	<ul style="list-style-type: none"> ● Students are expected to show respect. ● Students are prepared for learning; routines are established and maintained. ● Working relationships with students are evident, positive reinforcement strategies are used. ● Clear and consistent boundaries are identified and consequences known. ● Students are encouraged to work independently using initiative, goal setting, self evaluation; show enthusiasm with their own and others' learning. 	<p>Students respect themselves, others and their environment.</p> <ul style="list-style-type: none"> ● Students know what they are expected to do. ● Students follow class routines ● Firm, fair, friendly atmosphere, mutual respect, role modelling, appropriate behaviours are evident. ● The environment comfortable and safe. ● Stimulating, interactive, changing and challenging environment, reflecting students' efforts and interests.
5. Motivation of Students.	<ul style="list-style-type: none"> ● Students exposed to a range of teaching styles resources and activities. ● Clear expectations regarding purpose, activities and outcomes are provided. ● Model enthusiasm, encouragement, supportiveness, positive reinforcement, challenge and specific feedback (oral and written). ● Acknowledge effort. 	<ul style="list-style-type: none"> ● Evidence of self evaluation and assessment. ● Evidence of motivated students; articulate. ● Students display: curiosity/involvement/enthusiasm/pride in environment. ● Students use a range of resources (including Digital technologies) confidently and creatively. ● Positive atmosphere evident in the way students work together.
6 Contribution to team teaching activities.	<ul style="list-style-type: none"> ● Participate and contribute fully to co-operative planning group/school. ● Support group/school activities. ● Willingness to share strengths, knowledge, resources and ideas. ● Share responsibilities – team cooperation to benefit students. 	<ul style="list-style-type: none"> ● Share ideas and enthusiasm. ● Give guidance/modelling. ● Participation in team meetings ● Participation in team planning. ● Facilitating team teaching/enrichment/development.
7. Contribution to the Corporate Life of the School	<p>Support and contribute to school goals.</p> <ul style="list-style-type: none"> ● Contribute to the development of a positive team in work place. ● Take responsibility for a share of school wide programme. ● Foster positive relationships- students, staff, parents. ● Take an active part in curriculum and 	<ul style="list-style-type: none"> ● Contribution to displays throughout school etc. ● Willingness to compromise. ● Interact professionally and socially with other staff; ● Attendance/involvement in school functions. ● Communicate effectively with



Cardinal McKeeffy

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Christian Values Future Focused Love of Learning

non-curriculum activities.

- Interact with staff members at a professional level.

parents/community. i.e. Newsletters, Learning Discussions, Reports, Open Days, Parent Evenings. Be an active member of selected curriculum teams.

- Show a welcoming and professional manner.
- Welcome guests, visitors.