



Scale A Teacher / Kaiako Job Description

Position Title	Scale A Teacher / Kaiako
Reports to	Tumuaki
Direct Reports	Co-Team Leader

The below job description is based on **The Standards for the Teaching Profession**.

Manchester Street School expectations:

- Meet the requirements of the Code of Professional Responsibility and Standards for the Teaching Profession
- Follow MSS Local Curriculum guidelines
- Follow school systems and procedures as set out in the M.S.S. Procedural Handbook
- Attend and support school activities
- Take the initiative and get involved in all areas of school life
- Support and model the School Vision and Care Code proactively
- Support the Enviroschools operational practices and guiding principles
- Perform playground duties punctually, fulfilling the responsibilities of playground supervision

Standard	Elaboration of the standard	MSS Specific Indicators
Te Tiriti o Waitangi partnership - Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand	<ul style="list-style-type: none"> • Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand • Understand and acknowledge the histories, heritages, languages and cultures of 	<ul style="list-style-type: none"> • Ongoing commitment to deepening understanding of culturally responsive practices • Understand the power of relationships in forming meaningful, authentic bonds with

	<p>partners to Te Tiriti o Waitangi</p> <ul style="list-style-type: none"> ● Practise and develop the use of te reo and tikanga Māori 	<p>whānau- Whanaungatanga</p> <ul style="list-style-type: none"> ● Active and correct use of te reo Māori and tikanga Māori in all aspects of my practice ● Grow a culture of tuakana teina in my class ● Engage in a te reo Māori learning journey
Standard	Elaboration of the standard	MSS Specific Indicators
<p>Professional learning</p> <ul style="list-style-type: none"> - Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners 	<ul style="list-style-type: none"> ● Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources. ● Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures. ● Engage in professional learning and adaptively apply this learning in practice. ● Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters. ● Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning focused 	<ul style="list-style-type: none"> ● Participate and contribute to my team's Professional Growth Cycle process ● Work alongside my team to meet the targets based on the school wide focus ● Engage in school wide professional learning and implement the strategies, thinking and pedagogy into practice in my classroom ● Be prompt and organised for professional learning ● Engage in professional discussions alongside colleagues and be open to different points of view or perspectives

	collegial discussions.	
Standard	Elaboration of the standard	MSS Specific Indicators
<p>Professional relationships</p> <ul style="list-style-type: none"> - Establish and maintain professional relationships and behaviours focused on the learning and wellbeing 	<ul style="list-style-type: none"> ● Engage in reciprocal, collaborative learning-focused relationships with: <ul style="list-style-type: none"> ○ learners, families and whānau ○ teaching colleagues, support staff and other professionals ○ agencies, groups and individuals in the community. ● Communicate effectively with others. ● Actively contribute, and work collegially with colleagues ● Communicate clear and accurate assessment for learning and achievement information. 	<ul style="list-style-type: none"> ● Establish strong relationships / attachments with ākongā (students) and their whānau ● Build respectful and professional relationships with all kaimahi (staff) and outside agencies ● Be an active listener ● Do my best to enhance the mana of others in every conversation I have ● Communicate effectively
Standard	Elaboration of the standard	MSS Specific Indicators
<p>Learning-focused culture</p> <ul style="list-style-type: none"> - Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety 	<ul style="list-style-type: none"> ● Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. ● Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks. ● Demonstrate high expectations for the 	<ul style="list-style-type: none"> ● Create a safe and inclusive learning environment for all ākongā ● Foster a growth mindset in my akomanga (classroom) where it is safe to take risks in learning ● Ensure tikanga Māori and te reo Māori are normalised and celebrated in my akomanga ● Establish high expectations for learning and behaviour ● Know the tamariki in my akomanga and tailor

	<p>learning outcomes of all learners, including for those learners with disabilities or learning support needs.</p> <ul style="list-style-type: none"> ● Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety. ● Create an environment where learners can be confident in their identities, languages, cultures and abilities. ● Develop an environment where the diversity and uniqueness of all learners are accepted and valued. ● Meet relevant regulatory, statutory and professional requirements. 	<p>my programme to meet their needs and engage them in the learning</p>
Standard	Elaboration of the standard	MSS Specific Indicators
<p>Design for learning</p> <ul style="list-style-type: none"> - Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures. 	<ul style="list-style-type: none"> ● Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. ● Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required. 	<ul style="list-style-type: none"> ● Gather data to inform the teaching and learning in my akomanga ● Report on the progress and achievement of my learners as per our reporting expectations ● Meet deadlines for planning, reporting and assessment ● Be reflective and open to new learning and approaches ● Ensure learning tasks are culturally responsive ● Normalise te reo Māori and tikanga Māori in my akomanga

	<ul style="list-style-type: none"> ● Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand. ● Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. ● Design learning that is informed by national policies and priorities. 	<ul style="list-style-type: none"> ● Implement the professional learning we are doing as a staff into my teaching practice ● Engage and partner with whānau and use them as a tool to enhance my practice
Standard	Elaboration of the standard	MSS Specific Indicators
<p>Teaching</p> <ul style="list-style-type: none"> - Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace. 	<ul style="list-style-type: none"> ● Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all. ● Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. ● Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners. ● Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make 	<ul style="list-style-type: none"> ● Deliver learning with a Te Ao Māori lens ● Engage ākonga in the learning by adapting my programme to their individual interests and needs ● Develop learning programmes to enable Māori to achieve success as Māori ● Give feedback to ākonga about their progress and achievement ● Use Seesaw regularly as a tool to involve and partner with whānau

	<p>connections with prior learning.</p> <ul style="list-style-type: none"> • Teach in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning. • Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning. 	
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Declaration:

Tumuaki:	
Date:	
Kaiako:	
Date:	