

## Role Description

## Subject Teacher Teacher of Music



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| <b>Vision statement:</b> | <i>Learning excellence, centred on our Catholic faith, personal growth, service to others and strong academic success.</i>                                                              |
| <b>Purpose:</b>          | To facilitate student learning by exercising responsibility for the resources and curricular programmes of the Department in line with the general goals of the College strategic plan. |
| <b>Reports to:</b>       | Head of Department                                                                                                                                                                      |
| <b>Responsible to:</b>   | The Principal through the Deputy Principal and other members of the Senior Leadership Team.                                                                                             |
| <b>Works with:</b>       | The other members of the department in sharing the responsibility for the management of student behaviour and delivery of the curriculum.                                               |

### Key Responsibilities:

- Support the Special Character of the College
- Fulfil role of kaiurungi
- Maintain high professional standards
- Contribute to the Department
- Classroom teaching
- Commitment to the College's Co-Curricular Programme

| KEY TASKS                                              | EXPECTED OUTCOMES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>1. Support the Special Character of the College</b> | <ul style="list-style-type: none"> <li>• Be aware and supportive of the Special Character of the College.</li> <li>• Participate in the events and practices of the College which relate to its Special Character and the upholding of the school values.</li> <li>• Create an environment of respect, connection and collaboration (<i>Whanaungatanga</i>)</li> <li>• Act as a positive role model at all times. (<i>Pono</i>)</li> <li>• Assist with the co-curricular student programme.</li> <li>• Share with colleagues the pastoral duties of care and supervision.</li> </ul>                                                                                                                                   |
| <b>2. Maintain high professional standards</b>         | <ul style="list-style-type: none"> <li>• Promote the College positively and uphold the personal standards expected by the College. (<i>Whakamana</i>)</li> <li>• Keep up to date with curriculum development and effective teaching and learning practices. (<i>Whakamana</i>)</li> <li>• Participate in and contribute to meetings with other staff, parents and other organisations as required. (<i>Whanaungatanga</i>)</li> <li>• Participate in the school's professional learning programme and the school's professional growth cycle. (<i>Whakamana</i>)</li> <li>• Carry out the policies of the Board of Trustees</li> </ul>                                                                                 |
| <b>3. Contribute to the Department</b>                 | <ul style="list-style-type: none"> <li>• Carry out the required College and department administrative procedures and tasks assigned.</li> <li>• Attend and contribute to meetings for the Department.</li> <li>• Collaborate with others in curriculum planning and resource development. (<i>Whanaungatanga</i>)</li> <li>• Support all colleagues, especially those in the Department by participating in cycles of review, providing feedback on relevant issues and information for future planning. (<i>Whakamana</i>)</li> <li>• Contribute to developing a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety. (<i>Manaakitanga</i>)</li> </ul> |

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| <b>4. Classroom teaching</b>                                  | <ul style="list-style-type: none"> <li>• Design learning and plan lessons in order to best engage students and progress their learning, based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures. <i>(Whakamana)</i></li> <li>• Establish and maintain positive, learning-focused and professional relationships and behaviours focused on the learning and wellbeing of each learner. <i>(Manaakitanga)</i></li> <li>• Using a variety of effective and engaging classroom practices, deliver the curriculum according to the national requirements and school priorities. <i>(Whakamana)</i></li> <li>• Assess the curriculum in a fair, valid and consistent manner.</li> <li>• Record and track these assessment outcomes and report/communicate students' progress and achievement to parents/caregivers.</li> <li>• Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</li> <li>• Establish and maintain sensible, clear and consistent classroom routines so that all students have an excellent opportunity for learning. <i>(Pono)</i></li> <li>• Provide a stimulating, attractive and safe learning environment in your classroom. <i>(Pono)</i></li> <li>• Use the Pastoral Care/Guidance network and structure of the College to support students who have behavioral or academic challenges. <i>(Pono)</i></li> <li>• Enhance student learning through the effective use of engaging strategies and efficient use of resources to ensure that learning activities and tasks are appropriate to a range of needs including supporting and challenging all students according to their ability. <i>(Whakamana)</i></li> <li>• Motivate students to perform to their potential. <i>(Whakamana)</i></li> <li>• Show awareness of the cultural learning needs of students; demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand, and where appropriate and most impactful, incorporate elements of Te Reo Maori and Tikanga Māori into lessons and classrooms. <i>(Whanaungatanga)</i></li> <li>• As part of effective learning practices, utilise digital tools to engage and enhance student learning. <i>(Whakamana)</i></li> <li>• Reflect on how best to meet the learning needs of the students in your classroom: use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners. <i>(Whakamana)</i></li> </ul> |
| <b>5. Commitment to the College's Co-Curriculum Programme</b> | <ul style="list-style-type: none"> <li>• Make yourself available for a significant co-curricular activity (sporting or cultural) that requires time outside of normal school hours, including weekends in either summer or winter.</li> <li>• Be available for school camps as appropriate.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |