



POSITION DESCRIPTION

ORS Specialist Teacher

TENURE: 0.4 FTTE, ORS Specialist Teacher (tagged to ongoing enrolment of four ORS funded students)

RESPONSIBLE TO: Principal
Deputy Principal
SENCO

FUNCTIONAL RELATIONSHIP WITH: Team Leader Aroha (yr1/2) Syndicate
Team Leader Whakapono (yr 7/8) Syndicate
Assistant Principal – Primary School
Assistant Principal – Middle School
Assistant Principal – Senior School
SENCO
ESOL coordinator
Support Staff
Parents
Students

PURPOSE AND SCOPE OF ROLE

This specific role provides 0.4 FTTE specialist teaching support for four high needs ORS funded students at Cornerstone Christian School on the following basis

- 0.1 FTTE year 1 student (male)
- 0.1 FTTE year 8 student (male)
- 0.1 FTTE year 11 student (male)
- 0.1 FTTE year 12 student (female)

Please note that employment is dependent on the continued enrolment of these students.

PURPOSE OF THE POSITION DESCRIPTION

This document serves as a basis for employment into the role and ongoing performance appraisal when undertaking the role of ORS Specialist Teacher, support the teaching and learning of four ORS funded students.

PERSON SPECIFICATION

The ORS Specialist Teacher will meet the requirements noted below, and is expected to demonstrate a range of knowledge, experience and attributes leading to success.

EDUCATION QUALIFICATION

Holds a current New Zealand Teacher Registration
Holds a graduate diploma or bachelor's degree in Education / Teaching
Or a graduate degree in a subject area(s) and a PGDip (Teaching) or equivalent.

Further qualifications pertinent to supporting a range of special needs would be an advantage.

OVERVIEW OF ROLE

The role of the specialist teacher is to support and work with the classroom teacher, SENCO and MOE specialist's team to adapt the class environment, programmes and materials to ensure the student's learning needs are met in the best way possible.

Responsibilities would include:

- Assessing the student's learning needs.
- Planning and preparing appropriate learning programmes for the student.
- Monitoring the student's progress and achievement and planning next steps.
- Modelling effective teaching strategies and practices for the teacher and teacher aides.
- Assisting with differentiated class and school content within the New Zealand Curriculum.
- Adapting and preparing materials and resources appropriate for the student's need.
- Teaching the student within the class or small group settings.
- Integrating specialist services/therapy into everyday class and school programmes.
- Organising and leading the Individual Education Plan (IEP) planning and implementation process.
- A commitment to ongoing reflection and professional learning.
- An enthusiasm to participate in the corporate life of the school.

PERSONAL PROFESSIONAL QUALITIES

Demonstrates:

A commitment to school Special Character
Collegial support and support of school leadership
Trust, respect and can keep confidences
An ability to hold 'difficult conversations'
An ability to work as part of the team
Excellent problem solving skills
Approachability, is open-minded, acts with empathy
A commitment to on-going professional learning

KEY ACCOUNTABILITIES

1. Strategic Planning and Integration
 2. Teaching, Learning and Curriculum
 3. Health and Safety
 4. Special Character
 5. Corporate Responsibility
 6. Personal/Professional Development and Behaviour
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1. STRATEGIC PLANNING AND INTEGRATION

Key Tasks

Performance Indicators

Provide, in conjunction with Senior Management and fellow Middle Managers, appropriate professional leadership which is supportive of the school's strategic plan, general direction and policies.

Subject[s] area goals are in alignment with school strategic and annual plan direction.

Be responsible for the integration and implementation of the school's strategic direction across the school. Specifically, incorporate school and national curriculum reforms and updates, as well as any Cornerstone curriculum initiatives into subject[s] schemes and planning.

Subject[s] teaching and learning schemes and plans are produced or modified and evaluated.

Monitor and guide the assessment of student achievement within your subject[s] or learning area; utilising a variety of means to obtain valid data and to then use this to inform programme planning and pedagogical development.

Subject[s] review utilises data to inform future planning.

Complete annual reporting requirements set by Deputy Principal or Primary School Assistant Principal (and where applicable the Principal's nominee).

Annual review completed and presented to Leadership group.

2. TEACHING, LEARNING AND CURRICULUM

Key Tasks

Performance Indicators

Collaborate with classroom teachers to develop learning programmes that cater for the needs of a range of students with special needs.

Differential teaching and learning programmes are developed and implemented

Develop and maintain an engaging and positive teaching and learning environment, and pedagogical approach. Use effective communication, positive relationships and teamwork [where applicable] to implement the above.

Positive student and staff appraisal feedback

Identify students with particular learning needs and requirements; and ensure that these needs/requirements are being reasonably met. These include students who:

Students identified and appropriate teaching and learning is implemented successfully.

- a) Have learning difficulties
- b) Are exceptionally talented/gifted
- c) Are Māori and seeking to 'achieve as Māori' in line with Ka Hikitia (the government's education strategy) and with consideration of the school context
- d) First language is not English

These tasks will be undertaken in conjunction with staff with particular responsibility in these areas including the SENCO, lead teachers for Learning Support, ESOL, Pastoral, and the Assistant Principal for Primary School.

Liaise with the Team Leader as to develop integrated curriculum delivery where entered into, appropriate, and suitable.

Contribute to integrated curriculum plans as needed

Teach effectively, all reasonably allocated classes in any given academic year.

Satisfactory annual professional growth cycle outcome.

3. HEALTH AND SAFETY

Key tasks

Performance Indicators

In conjunction with Senior Leadership, develop subject area systems that are consistent with the Health and Safety at Work Act 2016.

Health and Safety procedures pertaining to student wellbeing and any crisis management are followed.

In accordance with accepted Health and Safety practice, ensure that all subject area health and safety matters/issues areas are managed in a timely, safe and sustainable manner.

Practice is Health and Safety compliant.

4. SPECIAL CHARACTER

Key tasks

Performance Indicators

Comply with the Cornerstone Statement of Faith.

Active participation in supporting and reflecting the Special Character of the School.

Contribute to the wider Christian character of the school by participating in corporate prayer, devotions, and sharing of the love, grace, forgiveness and redemption found in the risen Saviour, Jesus.

Model the school values of respect, diligence, integrity, kindness and humility before God.

Behaviour and attitude consistent with school values.

5. CORPORATE RESPONSIBILITY

Key tasks

Performance Indicators

Comply with the school appraisal practices and expectations.

Completed appraisal cycle.

From time to time, participate, support and contribute to staff professional development and learning programmes in your areas of expertise.

Participation and contribution to staff professional development.

Assist, in a timely manner, with the completion of inquiries, reports, returns, and other like requirements as carried out from time to time by the SLT, Board of Trustees, MOE, NZQA, ERO and other agencies as needed.

Returns are submitted on time and accurately.

Follow the school complaints procedure when managing school-community complaints, parent/guardian complaints, or student complaints.

Active management of complaints. parents/caregivers.

Undertake to resolve matters at the lowest possible level.

Demonstrate active management of concerns through the various stages of the procedure.

Support and uphold school policies in a positive manner, both inside and outside the classroom

Feedback from principal or deputy principal.

Undertake assigned corporate duties which are part of the overall running of the school, e.g. Duty Roster.

Specific responsibilities undertaken

Contribute to school promotional events as needed.

Participate in school marketing as required.

Whenever speaking about the school publicly, speak well and accurately of the school.

Feedback from parents, students, teachers, the community.

Participate, as you are able, in activities related to the co-curricular and extra-curricular programme provided for students.

Participation in activities.

Provide a thoroughly professional image and example to School personnel and members of the school community.

Feedback from staff, students, parents.

Use available opportunities to present Cornerstone to members of the community in the best possible light.

Feedback from the community

Perform other duties and assume other responsibilities as the Principal may assign.

Feedback from the Principal

6. PROFESSIONAL / PERSONAL DEVELOPMENT AND BEHAVIOUR

Key tasks

Performance Indicators

Attend professional conferences and courses to maintain personal awareness of developments related to general education and developments in subject areas.

Attendance at courses and conferences as required.

Report on conferences and courses attended.

Recommendations to SLT.

Share your knowledge and understanding with staff by being willing to present PLD topics to staff.

Contributions to staff PLD.

Maintain your standard of behaviour and a public reputation that is consistent with both the Code of Professional Responsibility and the Standards for the Teaching Profession, as described by the Teaching Council of Aotearoa New Zealand.

No breaches of standards are found to have occurred.

Signed:
[Appointee]

Date:

Signed:
[Principal]

Date:
