

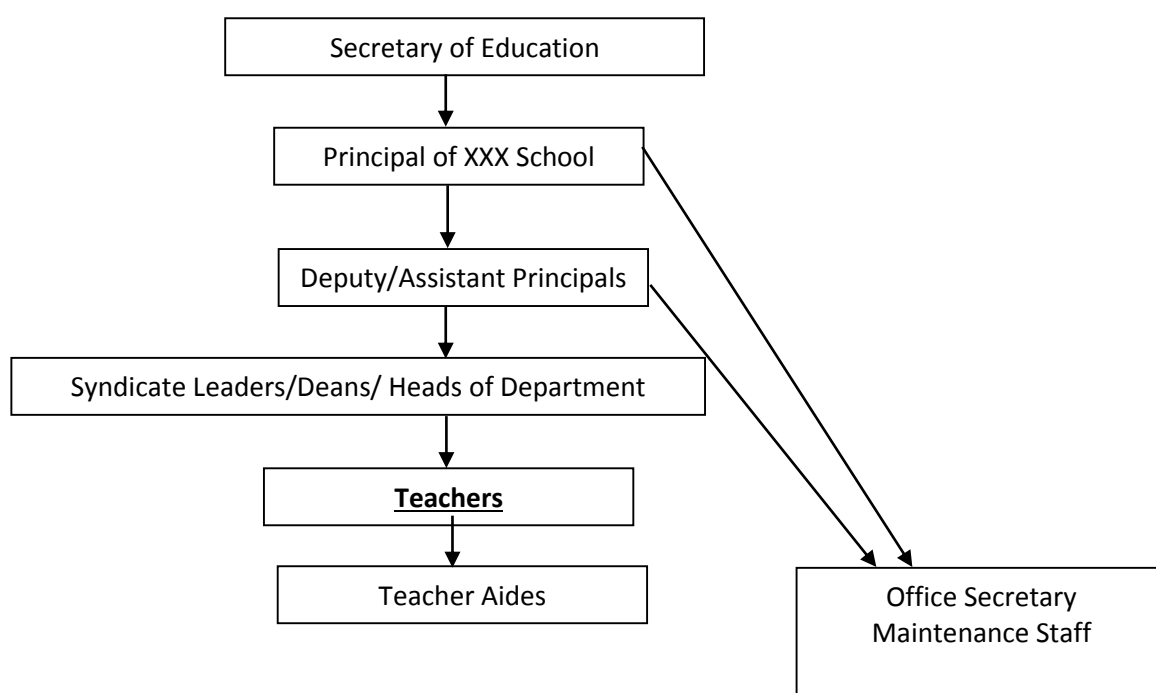
**POSITION DESCRIPTION**

Position Title:	Teacher
Division:	XXXX School
Responsible To:	Principal
Responsible For:	Teacher Aides if allocated to class
Job Purpose:	To provide effective learning and teaching to all students in their assigned care and classes
Remuneration	PSC Band H- Minimum: 30,864; Mid: 35,781
Job Classification	
Date:	May 2017

MINISTRY VISION:

Through its vision, the Ministry of Education values the unique nature of the Cook Islands. We contribute to the effective governance of our country and are recognised as leaders in education throughout the region.

The Ministry of Education provides a dynamic and professional environment which promotes and supports lifelong learning through the provision of quality services.

ORGANISATION CHART:

KEY RESULTS AREAS:

K.R.A	Key Performance Indicators
<p><u>Teaching Practice</u></p> <ul style="list-style-type: none"> To deliver the prescribed curriculum to all classes Plan, prepare, teach and cater for students of all ability levels Use assessment data to inform future planning and intervention strategies To utilise and manage all learning and teaching resources, effectively and efficiently To act as a role model for students in punctuality, attendance, appearance and attitude 	<ul style="list-style-type: none"> Prepare unit, lesson plans and resources in advance of class and in accordance with school policy Takes into account the needs of individuals and groups when planning Teaching style displays a high level of awareness of students cultural background and caters for individual or group learning needs Gathers a range of assessment information that is valid and reliable indicator of student's progress and ability and keeps this up to date (summative and formative data) Students' learning opportunities are maximised through access to appropriate and properly maintained resources Losses of resources are minimised Student appearance and behaviour reflects positively on the school and the reputation of the school is therefore enhanced
<p><u>Professional Knowledge and Development</u></p> <ul style="list-style-type: none"> Keep up-to-date with all relevant aspects of the curriculum To have a current knowledge of content and best practice principles and pedagogy that can be applied to the learning situation. 	<ul style="list-style-type: none"> Keeps abreast of changes in curriculum (ECE, primary) or subject areas(s) (secondary) Regularly reflects on and reviews personal performance Participates and contributes to whole school, subject or syndicate professional meetings including those held out of school Participates in regional or national workshops including those held during the holidays
<p><u>Student Management</u></p> <ul style="list-style-type: none"> Provide a supportive, creative, stimulating, safe and caring environment for students To monitor student attendance, progress and achievement. To implement sound strategies in managing student behaviour effectively and within school policy 	<ul style="list-style-type: none"> Uses positive reinforcement to encourage desired behaviours Effective classroom layout, displays; health and safety procedures are implemented Student learning is not interrupted and truancy issues are addressed and minimised Establishes and maintains clear and effective classroom routines
<p><u>Effective Communication</u></p> <ul style="list-style-type: none"> To provide regular and meaningful feedback on student progress and achievements to parents/guardians Carry out all reasonable requests from senior staff 	<ul style="list-style-type: none"> Prepares timely, quality reports Provides constructive and quality advice to parents on student achievement with supportive evidence All teachers take responsibility for the effective management of the school
<p><u>Contribution to School</u></p> <ul style="list-style-type: none"> To participate in all activities pertaining to the school, in particular duties, meetings, relief teaching and extra curriculum activities To establish and maintain effective and cooperative working relationships with and between colleagues 	<ul style="list-style-type: none"> Willingly participates in school activities, including those held out of school hours Builds positive relationships with the community Actively supports decisions taken by syndicate or school Request for information are met in a timely and obliging manner

<p><u>Professional Conduct</u></p> <ul style="list-style-type: none"> • Demonstrate professional conduct as expected by an employee of the Cook Islands Public Service • Participate fully and effectively in the teachers' performance management system 	<ul style="list-style-type: none"> • The Public Service is not brought into disrepute by inappropriate teacher performance and/or behaviour • Teacher performance is reviewed annually and development opportunities provided to enhance teacher effectiveness
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WORK COMPLEXITY:

<i>Indicate Most challenging duties typically undertaken:</i>	
1	A comprehensive knowledge and understanding of relevant curricula, its strands and the levels within
2	A current knowledge and be able to demonstrate effective pedagogical practice
3	Self-reflection to inform planning and alternative delivery approaches and methodologies
4	Ability to contextualise students' learning to their own environment to give it relevance and enhance student understanding
5	Be able to deliver lessons effective to multiple ability groups within one classroom
6	Use national monitoring data to inform future planning and curriculum delivery and development
7	Able to use a range of assessment methods (eg norm referenced, standards based etc) for diagnostic, formative and summative evaluation of student achievement to inform interventions which will improve student outcomes
8	Achieved IT competency level 3
9	Ability to utilise technology as an enabler of effective learning
10	Provide appropriate supervision of students which assures their health and safety and retention at school
11	Demonstrate planning skills that provide connections to prior learning and experiences, and display competency in evaluation for future planning

AUTHORITY:

Teachers have the following levels of authority:

Financial	Nil (Collection of funds and ensuring their proper recording/receipting may be a task assigned to the teacher by a Principal. All teachers are required to follow the financial practices as set down by the Ministry of Education with regard to purchasing, inventory control and asset management.)
Staff	Where students with specific learning needs are provided with teacher aide support, the teacher is responsible for the supervision of the teacher aide. From time to time the Principal may allocate additional tasks to a teacher which may involve the supervision of additional staff. In these instances management units could be awarded by the Principal in recognition of the additional responsibilities, eg Associate teachers for teacher trainees', mentors, syndicate leader, Dean and/or Heads of Department or Teachers in Charge of curriculum areas.
Contractual	N/A

FUNCTIONAL RELATIONSHIPS:

Teachers are required to demonstrate effective Human Resources Management skills in dealing with all internal and external relationship matters:

Internal	Nature of Contact:	External	Nature of Contact
Senior Staff	Staff attendance, student management, areas of responsibility, school operations and other matters as required (Heavy)	Community Services	Resource provision, life skills development, learning enhancement opportunities and other matters as required (Routine)
Other School Staff	Provision of collegial and professional support (Heavy)	Government Agencies and NGOs	As specific to the curriculum being delivered and the health and safety of students and other matters as required (Minimal)
Students	Learning and Teaching, pastoral care, extra-curricular activities, other relevant issues (Heavy)	Professional Associations	Subject specific resources, support and current initiatives (Minimal)
Students' Families	Reporting student progress; attendance, behaviour and other matters of relevance (Heavy)		
Ministry of Education central administration office	Employment matters including payroll, leave, professional development, performance, competency, and curriculum support and other matters as required. (Light)		

PERSON SPECIFICATION:

Qualification

Level of education required to perform the functions required of the position. This combines formal and informal levels of training and education.

Essential: (least qualification to be competent)	Desirable: (specific qualification for job)
National Teaching Diploma and a Bachelor's Degree in either Education or a related discipline or equivalent. Current teacher registration	Postgraduate Qualification in Education or related discipline

Knowledge / Experience

The length of practical experience and nature of specialist or managerial familiarity required. This experience is in addition to formal education.

Essential: (least number of years to be competent)	Desirable: (target number of years you are looking for)
<ul style="list-style-type: none"> • A minimum of 4 years study and practicum followed by: • 0-3 years teaching experience for beginning teachers • 4-6 years teaching experience for classroom teachers • 7+ years teaching experience for experienced classroom teachers 	<ul style="list-style-type: none"> • A university degree of no less than three years • A one year teacher training course • A one year practicum probationary period • Experience relevant to the position

Key Skills /Attributes/Behaviours

Key Technical Skills (Expert)	<p><i>The successful applicant will demonstrate key technical skills through:</i></p> <ul style="list-style-type: none"> • Effective delivery of curricula relevant to teaching level (primary) or specialist subject(s) (secondary) • The relevant and appropriate application of learning and assessment theory • A range of behaviour management strategies • Clear and effective communication in a range of situations • The relevant contextualisation of teaching and learning to students' own environment
Key Leadership & Management Skills (Advanced)	<p><i>The successful applicant will demonstrate by:</i></p> <ul style="list-style-type: none"> • Ongoing monitoring, evaluation and self-review of one's own performance and practice • Managing school resources effectively • Clearly communicating and consistently applying school's behaviour management policy to students (expected behaviours and consequences for unacceptable behaviour) • Involving and gaining support from the students in establishing the rules for the classroom • Always assessing and planning to minimise risks to students' physical safety and taking appropriate action • Promoting indigenous culture and language • Manage and supervise teacher aides and trainee teachers
Other Skills & Knowledge (Working)	<p><i>The successful applicant will also need to demonstrate a high level of commitment to:</i></p> <ul style="list-style-type: none"> • Further developing one's own knowledge and skills • Actively participating in professional development • Undertaking professional reading relevant to education. • Identifying and mitigating risks to student achievement • IT Level 3 competency achievement • Adherence to Cook Islands standards for Teachers, Code of ethics for teachers, curriculum area documents, Education Act, EMP
Awareness	<ul style="list-style-type: none"> • Knowledge of external developments and innovation in education that are relevant to each respective school context

CHANGE TO JOB DESCRIPTION:

Changes to the Job description may be made from time to time in response to the changing nature of the Ministry's work environment - including technological or statutory changes.

Secretary of Education

Date

Employee

Date