



POSITION DESCRIPTION YEAR 7-13 PART-TIME SECONDARY ART TEACHER

TENURE:	Part time (0.4FTTE), fixed term (includes non-contact time as per ASTCA)
RESPONSIBLE TO:	Principal Deputy Principal Assistant Principal – Middle School Assistant Principal – Secondary School
FUNCTIONAL RELATIONSHIP WITH:	TIC Art (Dr Erika Snedden) Team Leader year 7/8 Team Leader year 9/10 Senior Leadership Team Principal's Nominee Support Staff Parents Students

PURPOSE AND SCOPE OF ROLE

This 0.4 FTTE Part time Secondary Art position is to allow our TIC Art, Dr Erika Snedden to undertake an Across School Lead Role with our Kāhui Ako. The length of this tenure is two years – hence this roll is fixed term from 28/1/2025 to 28/1/2027.

The successful candidate will be able to teach secondary art, painting and photography from year 7 through to year 13, including NCEA 1,2 and 3.

PURPOSE OF THE POSITION DESCRIPTION

This document serves as a basis for employment into the role and ongoing performance appraisal when undertaking the Teaching Role.

PERSON SPECIFICATION

The Secondary Art 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
This position may be suitable for Primary Trained Teachers hold a B.Ed or B.Ed (Teaching) or for Secondary trained teachers who hold a graduate degree in one or more specialist subject areas and a PGDip (Teaching).

KNOWLEDGE and EXPERIENCE

Demonstrates:
Sound knowledge of subject area (Art)

Extensive teaching experience in middle and senior school settings (year 7-13)
Excellent student achievement/results
Effective leadership
Effective conflict resolution
Knowledge and application of modern pedagogy
Understanding of Co-ed Christian school environment/needs
A commitment to Maori students/ Treaty of Waitangi
An excellent ability to work with ESOL students
Competence and confidence when using IT
Effective written and oral communication skills
Ability to speak and use Te Reo will be advantageous

**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 in the Middle and Senior School (years 7-13). 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 Middle 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

Assume overall responsibility for the development of the subject[s] or learning area such that it caters for Middle and Senior School teaching and learning needs and delivers programmes that meet those 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 within your year group / homeroom 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 Maori and seeking to 'achieve as Maori' in line with Ka Hikitia (the government's education strategy) and with consideration of the school context
- d) Require special assessment conditions for external qualifications
- e) First language is not English

These tasks will be undertaken in conjunction with staff with particular responsibility in these areas including the lead teachers for Learning Support, Careers, ESOL, Pastoral, the Principal's Nominee (in the case of special assessment conditions) and the Assistant Principal for Senior School.

Liaise with Heads of Departments and learning area leaders as needed across the school in order 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.

In conjunction with the SLT, complete the Appraiser requirements for any teachers assigned to you by the principal.

Staff appraisals returned to the principals PA by due dates.

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.	<i>Demonstrate active management of concerns through the various stages of the procedure.</i>
Support and uphold school policies in a positive manner, both inside and outside the classroom.	<i>Feedback from principal or deputy principal.</i>
Undertake assigned corporate duties which are part of the overall running of the school, e.g. Duty Roster.	<i>Specific responsibilities undertaken</i>
Contribute to school promotional events as needed.	<i>Participate in school marketing as required.</i>
Whenever speaking about the school publicly, speak well and accurately of the school.	<i>Feedback from parents, students, teachers, the community.</i>
Participate, as you are able, in activities related to the co-curricular and extra-curricular programme provided for students.	<i>Participation in activities.</i>
Provide a thoroughly professional image and example to School personnel and members of the school community.	<i>Feedback from staff, students, parents.</i>
Use available opportunities to present Cornerstone to members of the community in the best possible light.	<i>Feedback from the community</i>
Perform other duties and assume other responsibilities as the Principal may assign.	<i>Feedback from the Principal</i>

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.	<i>Attendance at courses and conferences as required.</i> <i>Report on conferences and courses attended.</i> <i>Recommendations to SLT.</i>
Share your knowledge and understanding with staff by being willing to present PLD topics to staff.	<i>Contributions to staff PLD.</i>
Maintain your standard of behaviour and a public reputation that is consistent with both the Code of Professional Responsibility and the Standards for the	<i>No breaches of standards are found to have occurred.</i>

Teaching Profession, as described by the Teaching Council of Aotearoa New Zealand.

Signed:
[Appointee]

Date:

Signed:
[Principal]

Date:
