


## POSITION DESCRIPTION

<b>POSITION:</b>	<b>Little Doves Teaching Assistant</b>	
<b>STATUS:</b>	Permanent	
<b>TIME:</b>	Hours as per agreement	
<b>LOCATION:</b>	Little Doves Early Learning Centre, Kristin School Auckland, New Zealand	
<b>VISION / CONTEXT:</b>	<p>Kristin School is an independent co-educational school for students from Early Learning to Year 13, which aims to provide students with a superior all-round education, to prepare them to be responsible global citizens, to think creatively, reason critically, communicate effectively and learn enthusiastically throughout life.</p> <p>Key to the achievement of this vision is the School's strategy of attracting and retaining the best people.</p>	
<b>VALUES</b>	Progress with vision, integrity, and love.	
<b>LINE MANAGEMENT:</b>	Reports directly to the Little Doves Early Learning Centre Manager	
<b>KEY RELATIONSHIPS:</b>	<ul style="list-style-type: none"> <li>● Junior School Principal</li> <li>● Little Doves staff</li> <li>● Students and their families</li> <li>● Kindergarten and Junior School Staff</li> <li>● ICT and Business Services</li> </ul>	
<b>SALARY:</b>	Teaching Assistant rate	
<b>JOB PURPOSE</b>	The Little Doves Teaching Assistant is responsible for supporting the teachers with the delivery of care and learning for the children in line with expected standards of the School. The Teaching Assistant also supports the personal and pastoral care of the students and actively maintains positive and open communication lines with parents.	

Accountabilities	Responsibilities & Expectations	Performance Indicators
<b>1. Professional Conduct</b>	<ul style="list-style-type: none"> <li>● Demonstrate expected standards of excellence and encourage these standards from other staff members.</li> <li>● Behave in a way that articulates supports and furthers the School's strategic vision.</li> <li>● Model positive behaviours, which support the School's Code of Ethics and Core Values.</li> <li>● Demonstrate an understanding of, and commitment to the national and international foci of the school.</li> <li>● Represent the School and participate as a member of internal and external committees as required.</li> <li>● Support teachers with pastoral and disciplinary procedures as needed.</li> </ul>	<ul style="list-style-type: none"> <li>● Upholds standards of excellence and can demonstrate support for encouraging this in other staff members.</li> <li>● Evidence that change projects are positively led or assisted across the School.</li> <li>● Evidence of support for the School's vision and Strategic plan.</li> <li>● Personal conduct reflects the Core Values of the School.</li> <li>● Evidence of awareness, acknowledgment and promotion of the School's commitment to biculturalism and multiculturalism.</li> <li>● Evidence of active and positive participation in internal or external committees.</li> <li>● Positive feedback received from the teachers with support of pastoral or disciplinary procedures undertaken.</li> </ul>
<b>2. Professional Knowledge</b>	<ul style="list-style-type: none"> <li>● Attend and positively contribute to personal professional learning by attending all Professional Learning days and actively seeking out other development opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>● Evidence of attendance at all Professional Learning days and further professional development opportunities.</li> </ul>
<b>3. Teaching</b>	<ul style="list-style-type: none"> <li>● Engage with children positively and professionally, as required to meet the needs of the students.</li> </ul>	<ul style="list-style-type: none"> <li>● Engagement undertaken with children is professional and positive and meets student requirements.</li> </ul>
<b>4. Planning &amp; Organising</b>	<ul style="list-style-type: none"> <li>● Attend and participate in staff meetings and team planning meetings weekly as required.</li> </ul>	<ul style="list-style-type: none"> <li>● Evidence of attendance and participation at Staff meetings and team planning meetings.</li> </ul>

<b>5. Health &amp; Safety</b>	<ul style="list-style-type: none"> <li>Facilitate a safe and supportive work environment by ensuring compliance with the School's policies, procedures, and legislative requirements.</li> <li>Ensure so far as is reasonably practicable that steps are taken to keep staff and students safe while on the School grounds or participating in school activities.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of compliance with School's policies, procedures, and workplace health &amp; safety legislative requirements.</li> <li>Evidence that risks to staff or students' health and safety have been eliminated or minimised so far as is reasonably practicable, ensure safe work practices, including hazard identification, accident, incident and near miss reporting for all events and EOTC RAMS forms.</li> </ul>
<b>6. Other</b>	<ul style="list-style-type: none"> <li>To positively support the character and values of Kristin School.</li> <li>Other duties as requested by the Head Teacher or Centre Manager.</li> </ul>	

<b>Key Selection Criteria</b>
<p><b>Qualifications, Training &amp; Experience</b></p> <ul style="list-style-type: none"> <li>Recent National Police Vetting Check (with results considered satisfactory by the School)</li> <li>Desirable to have experience in early childhood education</li> <li>Required to have a current First Aid certificate</li> <li>Desirable to have a valid NZ Driver's License</li> </ul>
<p><b>Attributes and Skills</b></p> <ul style="list-style-type: none"> <li>Ability to develop and maintain effective relationships with students, staff and parents from diverse backgrounds</li> <li>Proven ability to work as an effective and constructive team member, with a willingness to participate fully in Centre activities</li> <li>Excellent interpersonal skills</li> <li>Proven organisational ability with demonstrated self-motivation and initiative in goal-setting, prioritising work and managing multiple tasks, well-developed problem-solving skills and proven experience in creating solutions</li> <li>Good verbal and written communication skills</li> <li>Demonstrated personal resilience</li> <li>A high degree of professional judgement and confidentiality</li> <li>A genuine interest and willingness to engage in professional development and learning opportunities and to identify suitable opportunities for others</li> <li>Flexible, approachable and consistent in manner</li> <li>A high level of energy and vitality.</li> </ul>