


POSITION DESCRIPTION

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| POSITION: | Little Doves ELC Teacher |  |
| STATUS: | Permanent | |
| TIME: | Full-time | |
| LOCATION: | Little Doves Early Learning Centre, Kristin School Auckland, New Zealand | |
| VISION / CONTEXT: | 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. Key to the achievement of this vision is the School's strategy of attracting and retaining the Best People. | |
| VALUES | <ul style="list-style-type: none">• Progress with vision, integrity, and love | |
| LINE MANAGEMENT: | <ul style="list-style-type: none">• Reports directly to the Little Doves Early Learning Centre Manager | |
| KEY RELATIONSHIPS: | <ul style="list-style-type: none">• Junior School Principal• Little Doves staff• Kindergarten and Junior School Staff• Students and their families• ICT and Business Services | |
| SALARY: | Teacher as per designated ECE level | |
| JOB PURPOSE | The Little Doves teacher is responsible for designing, coordinating, educating and reviewing teaching and learning for Little Doves ELC in line with expected standards of the School. The ELC teacher 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 |
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| 1. Professional Conduct | <ul style="list-style-type: none"> • Demonstrate expected standards of excellence and encourage these standards from other teachers. • Lead or actively support initiatives across the ELC and wider school, taking a proactive role in change management. • Behave in a way that articulates, supports, and furthers the School's strategic vision. • Model positive behaviours, which support the School's Code of Ethics and Core Values. • Demonstrate an understanding of, and commitment to, the national and international foci of the school. • Represent the School and participate as a member of internal and external committees as required. • Support the Principal with pastoral and disciplinary procedures as needed. | <ul style="list-style-type: none"> • Upholds standards of excellence and can demonstrate support for encouraging this in other teachers. • Evidence that change projects are positively led or assisted across the School. • Evidence of support for the School's vision and Strategic plan. • Personal conduct reflects the Core Values of the School. • Evidence of awareness, acknowledgment and promotion of the School's commitment to biculturalism and multiculturalism. • Evidence of active and positive participation in internal or external committees. • Positive feedback received from the Principal with support of pastoral or disciplinary procedures undertaken. |
| 2. Professional Knowledge | <ul style="list-style-type: none"> • Attend and positively contribute to personal professional learning by attending all Professional Learning days and actively seeking out other development opportunities. • Develop and maintain knowledge of the current curriculum, subjects, schemes of work and pedagogy for area/ areas of expertise. • Liaise with the Centre Manager to ensure appropriate resources are selected and purchased, in line with the curriculum needs and budget. | <ul style="list-style-type: none"> • Evidence of attendance at all Professional Learning days and further professional development opportunities. • Evidence that curricula being taught is relevant, up to date and in line with the School's curricular. • Evidence of changes made to the curriculum to reflect changes made or best practice updates. |

| Accountabilities | Responsibilities & Expectations | Performance Indicators |
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| | <ul style="list-style-type: none"> • Liaise with students and parents with regard to queries or concerns about course content and materials. | <ul style="list-style-type: none"> • Evidence that all expenditure has been approved by the Centre Manager and is in line with the budget. • Feedback that student and parental communications are done professionally and in a timely manner. |
| 3. Teaching | <ul style="list-style-type: none"> • Teach positively and professionally, as required to meet the needs of the students. • Model exemplary teaching practice in planning, documentation and assessment, achieving effective learning outcomes and utilising a variety of teaching strategies. • Motivate and inspire students to achieve their potential in curricular and co-curricular activities. • Conduct formal and informal parent interviews in accordance with the School's calendar and undertake other meetings as required or requested. | <ul style="list-style-type: none"> • Teaching is undertaken in a professional and positive manner and meets student requirements. • Evidence of exemplary teaching practice, with students supported to achieve their best. • Evidence that students are motivated to achieve their best in both curricular and co-curricular activities. • Curriculum meets, if not exceeds, requirements • Parents report satisfaction regarding formal and informal parent interviews and other parent meetings. |
| 4. Planning & Organising | <ul style="list-style-type: none"> • Knowledge of and assistance with the maintenance of the annual budget. • Work with the Curriculum Review Committee ERO, IBO and other assessors as required. • Submit an annual statement of goals and objectives for each course and planned reviews at the start of each year. • Respond to requests for information from the Centre Manager and Principals as required. • Coordinate events inside and outside of the school, such as trips, competitions or speakers, relevant to the curriculum. | <ul style="list-style-type: none"> • Budget recommendations are in the interests of students and fiscally responsible (within budget and invoices submitted on time). • Positive feedback received from the Curriculum Review Committee, ERO, IBO and other assessors as required. • Evidence information requested was delivered accurately and in a timely manner. • Events coordinated, whether within the school or external, were relevant to the curriculum, and organised efficiently and as per School's policies and protocols. |

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| 5. Health & Safety | <ul style="list-style-type: none"> Facilitate a safe and supportive work environment by ensuring compliance with the School's policies, procedures, and legislative requirements. 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. | <ul style="list-style-type: none"> Evidence of compliance with the School's policies, procedures, and workplace health & safety legislative requirements. 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. |
| 6. Other | <ul style="list-style-type: none"> Attend staff meetings and team planning meetings as required. To positively support the character and values of Kristin School. Be actively involved in the life of the School, including community events, sporting activities and functions as required. Proactively encourage the production of quality promotions and records of the classroom and student achievements Other duties as requested by the Centre Manager. | <ul style="list-style-type: none"> Evidence of attendance and participation at Staff meetings and team planning meetings. Evidence of regular involvement in activities of the School, including community events, sporting activities and functions. Evidence of quality promotions or recordings from the classroom and/or student achievements, as approved by Marketing. Undertaking relevant professional development required for teaching in New Zealand. |

| Key Selection Criteria |
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| <p>Qualifications, Training & Experience</p> <ul style="list-style-type: none"> • Bachelor of Teaching (Early Childhood Education) or Diploma of Teaching (Early Childhood Education) or an equivalent Level 7 qualification approved by the New Zealand Teachers Council for registration. • Recent National Police Vetting Check (with results considered satisfactory by the School). • A record of success in early childhood education. • Required to have a current First Aid certificate. • Desirable to have a valid NZ Driver's License. |
| <p>Attributes and Skills</p> <ul style="list-style-type: none"> • Proven record as an outstanding educator. • Ability to proactively develop, promote and implement new and creative initiatives. • Proven ability to develop and maintain effective relationships with students, staff and parents from diverse backgrounds. • Proven ability to enthuse, inspire and guide students and staff. • Proven ability to work as an effective and constructive team member, with a willingness to participate fully in School activities. • Excellent interpersonal skills, including the ability to listen and liaise effectively across all areas of a school community to achieve successful outcomes. • Superior 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. • Thorough understanding of contemporary student welfare and wellbeing practices. • Outstanding verbal and written communication skills. • Demonstrated personal resilience, including the ability to work in a demanding role, often outside of normal hours. • A high degree of professional judgement and confidentiality. • A genuine interest and willingness to engage in professional development and learning opportunities, and to identify suitable opportunities for others. • Flexible, approachable and consistent in manner. • A high level of energy and vitality. |