

POSITION DESCRIPTION

POSITION:	Kindergarten Teacher	
STATUS:	Permanent	
TIME:	Full-time Monday to Friday 7.30 – 4.30pm	
LOCATION:	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:	• Progress with vision, integrity and love	
LINE MANAGEMENT:	• Reports directly to Kindergarten Centre Manager	
KEY RELATIONSHIPS:	• Executive Principal, Senior Leadership Team (Junior School Principal) • Other Kindergarten and Junior School staff • Students and their families • ICT and Business Services • All other School employees	
SALARY:	Negotiated	
JOB PURPOSE	The Kindergarten Teacher is responsible for designing, coordinating, implementing and/or educating and reviewing classes for the Kindergarten in line with expected standards of the School. The Kindergarten 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
Professional Conduct	• Demonstrate expected standards of excellence and encourage these standards from other teachers. • Lead or actively support initiatives across the school, to take 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 and 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.	• Demonstrate support for encouraging this in other teachers. • Evidence change projects are positively lead or assisted across the School, including Teacher inquiry. • 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.
Professional Knowledge	• 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 curricular, subjects, schemes of work and pedagogy for area/ areas of expertise – including International Baccalaureate Primary Years Programme (PYP).	• Evidence of attendance at all Professional Learning days and further professional development opportunities. • Evidence of curricular being taught is relevant, up to date and in line with the School's curricular. • Evidence of changes made to curricular to reflect changes made or best practice updates. • Evidence all expenditure has been approved by the Principal, is in line within budget. • Feedback that student and parental communications are done professionally and in a timely manner.

Accountabilities	Responsibilities & Expectations	Performance Indicators
	• Liaise with students and parents with regards to queries or concerns about course content and materials.	
Teaching	• Teach classes positively and professionally, as required to meet the needs of the students • Model exemplary teaching practice, by developing effective plans of work, setting and achieving effective learning outcomes and utilising a variety of teaching strategies • Ensure teaching or curriculum is infused with the appropriate level of information and communications technology • Motivate and inspire students to achieve their potential in curricular and co-curricular activities • Conduct formal parent interviews in accordance with the School's calendar and undertake other meetings as required or requested	• Teaching is undertaken is professional and positive, and meets student requirements • Evidence of exemplary teaching practice, with students supported to achieve their best. • Measured by student surveys and feedback, observations and student outcomes • Teaching has the appropriate level of information and communications technology content, that educates and prepares students for the future • Evidence 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 parent interviews and other parent meetings
	• 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 through Teacher inquiry • Respond to request for information from Principals as required	• Positive feedback received from Curriculum Review Committee, ERO, IBO and other assessors as required • Evidence of 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

Accountabilities	Responsibilities & Expectations	Performance Indicators
	Coordinate events inside and outside of the school such as trips, competitions or speakers, relevant to the curriculum	
Health & Safety	- 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.	- Evidence of compliance with 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.
Other	- Attend all staff meetings as required - 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.	- Evidence of attendance at all Staff meetings - Evidence of regular involvement in activities of the School including community events, sporting activities and functions - Evidence of quality promotions or recordings from classroom and / or student achievements, as approved by Marketing - Undertaking relevant professional development required for teaching in New Zealand.

Key Selection Criteria
Qualifications, Training & Experience - Bachelor of Teaching or Diploma of or an equivalent Level 7 qualification approved by the New Zealand Teachers Council for registration. - Hold a current and up to date Teacher Registration, recognised by the New Zealand Teaching Council. - A record of success in early childhood education. - Required to have a current First Aid certificate or prepared to complete one as needed.

- Desirable to have a valid NZ Driver's License.

Attributes and Skills

- 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
- The 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
- The ability to contribute to the School's outdoor education/co-curricular programme.

Commitment to Child Safety

Kristin School is committed to providing a safe, caring and nurturing environment and school climate to ensure the wellbeing and prevent the harm of tamariki, rangatahi, akōnga/learners, their whānau/family and staff. This is our single greatest priority and responsibility.

- Kristin is alert to potential child safety risks and takes immediate action when issues are identified.
- There is zero tolerance for abuse of any kind.
- All stakeholders are to report any child safety allegations, disclosures or concerns.
- All staff must adhere to and abide by the Student Safety Code of Conduct.

We seek, value and respect diverse representation, views and experiences in akōnga/learners and encourage individuality and choice.

- Akōnga/learners are empowered and encouraged to speak up and speak out.
- All services adhere to child rights principles of partnership, protection and participation; and the rights and responsibilities accorded by Te Tiriti o Waitangi.