



FRASER HIGH SCHOOL  
Te Kura Tuarua o Taniwharau

## Job Description

### Academic Dean/Teacher

MANAGEMENT UNIT/ALLOWANCE:	1 MU and 2MMA
RELEASE TIME:	0.5FTE - Academic Dean 0.5FTE - Teacher
RESPONSIBLE TO:	Assistant Principal(s)

#### FUNCTIONAL RELATIONSHIPS

- The Executive team
- All teaching staff
- All other staff in matters of academic and pastoral care e.g..
  - Guidance / Career
  - LOCs / LOLs
  - Teachers
  - RTLB
  - Parents / Caregivers / Whaanau
  - Aakonga
- All support staff

## PRIMARY OBJECTIVES

- To implement the policies and principles of the School Charter and the School Annual Plan, faculty annual plans
- To support the development of culturally responsive and flexible learning environments at Fraser High School
- To create an environment that promotes the following:
  - Student Academic Progress and Support
  - Safe physical and emotional environment
  - High expectations for aakonga learning outcomes.

## PROFESSIONAL QUALITIES

- Has relevant education and teaching qualifications in specialist learning area(s) relevant to the position
- Has teacher registration
- Proven:
  - Ongoing commitment to professional learning
  - Ability to work collaboratively within a School Environment

## EDUCATIONAL PHILOSOPHY

- Has a pedagogical philosophy of learning and education in harmony with the 'ethos' of Fraser High School
- Has a clear understanding of the value and significance of learning to students and society
- Is committed to an holistic view of educational excellence and equity
- Fosters in aakonga an enthusiasm for learning by providing stimulating, challenging and appropriate activities

## EQUITY AWARENESS

The appointee –

- Is confident to use basic Te Reo and Tikanga Maaori
- Has a sound understanding of Te Tiriti o Waitangi principles and values, and their relevance to learning and education, in relation to equity and tino rangatiratanga
- Has proven experience in effective culturally responsive pedagogical practices
- Has an understanding of, and empathy for equity in all aspects of learning and education

## PROFESSIONAL RESPONSIBILITIES - ACADEMIC DEAN

DEAN RESPONSIBILITIES	EXPECTED OUTCOME(S)
<b>Student Academic Progress and Support</b>	
<ul style="list-style-type: none"> <li>Monitor and support the academic achievement of aakonga across Years 9-13, ensuring they meet or exceed expected learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Gaps in achievement between different aakonga groups (e.g., by socioeconomic status, ethnicity, or learning needs) are identified and significantly reduced over time.</li> </ul>
<ul style="list-style-type: none"> <li>Develop and implement strategies to improve aakonga performance, particularly for those at risk of not achieving.</li> </ul>	<ul style="list-style-type: none"> <li>Aakonga identified as at risk of underachieving participate in targeted intervention programs, resulting in measurable academic gains, increased motivation, and engagement in schoolwork.</li> <li>An increase in retention rates or students leaving having achieved qualifications, especially among at-risk groups.</li> </ul>
<ul style="list-style-type: none"> <li>Provide leadership in academic mentoring and guidance to support aakonga in course selection, goal setting, and academic planning.</li> </ul>	<ul style="list-style-type: none"> <li>Aakonga are better informed about course selections, with more aakonga choosing subjects that align with their strengths, interests, and future aspirations, reducing course change requests.</li> </ul>
<ul style="list-style-type: none"> <li>Analyse academic performance data, attendance, and behavioural reports to identify trends and areas for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and staff use academic performance, attendance, and behavioural data to adjust teaching strategies and support individual students, resulting in measurable academic progress.</li> <li>Academic trends are identified early, with timely interventions put in place, leading to an overall improvement in school-wide academic performance.</li> </ul>
<ul style="list-style-type: none"> <li>Support and work alongside the Vocational Pathways Faculty to deliver an annual career expo.</li> </ul>	<ul style="list-style-type: none"> <li>Aakonga will have access to a variety of career pathways at an annual community event.</li> </ul>
<b>Safe physical and emotional environment</b>	
<ul style="list-style-type: none"> <li>Deans will follow the behavioural processes and procedures outlined in the School's Learning and Behaviour policy and procedures, including liaising with caregivers/parents.</li> <li>Deans will implement interventions that support aakonga learning aspirations beyond school.</li> </ul>	<ul style="list-style-type: none"> <li>Consequences for aakonga behaviour is fair, mana enhancing and follows the principles of natural justice.</li> <li>Interventions for aakonga behaviour are fair, mana enhancing and focus on improving learning outcomes for aakonga involved.</li> </ul>

## High expectations for student learning outcomes

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| <ul style="list-style-type: none"> <li>● Lead and support our advisors (group tutors) to improve their aakonga academic and personal success.</li> <li>● Lead and support our advisors (group tutors) to implement our current advisory plan.</li> </ul> | <ul style="list-style-type: none"> <li>● Aakonga will be aware of how their current learning programme supports their long term goals beyond school.</li> <li>● Aakonga will be on track to meet their learning goals.</li> <li>● Improved aakonga academic performance e.g meeting Fraser's NCEA targets.</li> <li>● Aakonga and their whaanau have a quality learning focussed relationship with their advisor.</li> <li>● Kaiako will have access to regular professional support and learning as it relates to the role of the advisor (group tutor).</li> </ul> |
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## PROFESSIONAL RESPONSIBILITIES - TEACHER

TEACHER RESPONSIBILITIES	EXPECTED OUTCOME(S)
<p>To plan and prepare delivery of the curriculum as set down by the Leader(s) of Curriculum.</p> <p>To teach:</p> <ul style="list-style-type: none"> <li>● The learning area(s) qualified for</li> <li>● Other supporting subject(s) strength(s) if required</li> </ul> <p>To address the educational and learning needs of all learners.</p> <p>Effectively implement classroom management to support learning and teaching, by creating a teaching/learning environment conducive to effective teaching practises and achievement.</p> <p>To consult and liaise with fellow teachers, parents and caregivers in accordance with school policy and procedures.</p>	<ul style="list-style-type: none"> <li>● Prior to the commencement of each term and following allocation of classes/levels, to have selected and planned the units of work according to the Faculty Plan to the satisfaction of the Leader of Learning/teacher in charge</li> <li>● Prior to the commencement of teaching units or lessons to have planned the delivery of such units/lessons</li> <li>● Use effective pedagogical practises specific to learners' learning needs</li> <li>● Assess learners to support their learning</li> <li>● To maintain standards of behaviour in classrooms that support learning and achievement</li> <li>● To adhere to the school's Learning Behaviour programme</li> <li>● To attend Department/Faculty meetings as required to discuss matters pertaining to student learning and achievement</li> <li>● To attend all other meetings as required by the School, including e.g. parent teacher evenings and specific parent teacher interviews</li> </ul>

To construct records of, and reports on, student academic, co-curricular, social and personal achievement and development according to the policy and procedures of the school.

To safeguard the health and safety of students when they are in your control "in-school" and involved in "education outside of the classroom."

To engage in Professional Learning (PL) Programmes of the school.

To assist and engage in Faculty and Departmental activities and duties as delegated by the LOC

To assist students' preparation for all assessments

To take part in school reviews and professional growth cycles as directed by the Board and/or the Principal

To meet the management requirements of the school as they relate to the classroom.

- To supply records of achievement to the LOC according to the Assessment policy of the Department/Faculty
- To write reports on individual students as required according to Department and school policy including subject reports, discipline reports and reports of a confidential nature
- To supply Deans, LOCs, Guidance Counsellor and Careers staff with such information as is required on student achievement, attendance, behaviour, etc.
- To be familiar with the school emergency procedures, policies and documents
- To abide by the Education Outside The Classroom policies and procedures
- To do reasonable duties as required by the School e.g. supervision duties before school, interval, lunchtime and after school
  
- To participate in Teacher Only Days and Curriculum Development PL as required by School
- To alert LOC to any specific requirements for PL
- To participate in PL for professional growth and development to meet specific professional requirements as directed by the PL process and/or LOC
  
- To attend and participate in Faculty and Department meetings
- To assist with the planning and development of curriculum as required
- To assist the LOC in the maintenance of resources
- To take all possible care of School equipment assigned to you
  
- To undertake such activities or duties to meet standards and deadlines as required by subject/school assessment policies and procedures.
  
- To review as required by your LOC/LOL, your methods of teaching, programmes of work and participate in arrangements for your further training and professional learning as a teacher. This review can be initiated by the individual teacher
- To participate fully in ERO reviews, and/or specific subject Faculty, Department reviews initiated by the Principal
  
- Be at School and in class on time

- Report to the Day Relief Manager, as soon as is practically possible, impending absence from school or class
- Ensure that classrooms are left tidy at the end of each period and the end of the day. Chairs are to be put up, desks arranged in order, food/rubbish off the floor, windows closed, et al, according to the cleaners schedule
- Ensure that period attendance/absences are correctly filled in each period and put in at the end of the day by 3.25pm
- Prepare current work/emergency lessons for relievers or contact LOL if necessary. Specialist practical work to be avoided unless prior arrangement is made with the reliever

## Other Professional Responsibilities

To carry out the administrative duties as a teacher at Fraser High School

- To do the duties including:
  - Duty supervision, attend staff briefing, assemblies, staff meetings, Department and Faculty meetings, and special meetings on time and as required

To be involved in the corporate life of the school, that is, to contribute to the effective functioning of the total school operation.

- To be involved in activities beyond the classroom in a negotiable, flexible and reviewable way with school management

To abide by the published Code of Ethics of the Post Primary Teachers' Association and Teaching Council of Aotearoa New Zealand.

- Be concerned for the quality of service rendered to and for the welfare of students
- Help all students develop their potential for educational growth
- Deal justly and without prejudice with students.
- Respect the basic responsibility of parents for the child and seek to establish a co-operative relationship with them.
- Encourage community participation in our school
- Be concerned for the welfare of colleagues and show respect for colleagues in public and/or in the presence of students

To act and dress in a manner appropriate to a professional, and as a role model for students of Fraser High School.

- To act in such a manner as to NOT contravene Teacher Conduct and Discipline of the PPTA STCA and the provision of the Education Acts therein.

To abide by the School Charter, Policies, and Procedures.

It is understood that this job description is not necessarily a comprehensive definition of the role. The responsibilities and expectations outlined will be reviewed, in consultation with the employing board and the person holding the position.

**Signed:** \_\_\_\_\_ (*Employee*)

**Signed:** \_\_\_\_\_ (*Principal*)

**Date:** \_\_\_\_\_

**Date:** \_\_\_\_\_