



Position description and person specification

POSITION	Basic scale teacher of students with behaviour needs Generic job description, Te Awa Unit
Student group	School age students who have behaviour needs up to and including Year 10
Salary scale	Basic scale in accordance with relevant collective agreement plus special duties allowance and Health School Teachers' Management Unit (if applicable)

Responsible to	The unit Leader, Principal, Deputy Principal and Board of Trustees
Responsible for	Delivery of a teaching and learning programme to eligible students from year 6-10 and other duties as delegated.

GENERIC JOB DESCRIPTION

Teachers at Northern Health School te Awa Unit are required to teach in the te Awa classroom and to participate in excursions and EOTC activities supporting students with behaviour needs. Deployment of staff will depend on school organisation which must be flexible in order to meet the needs of our students.

Northern Health School teachers are employed by and accountable to the Board of Trustees to provide planned continuity of education and assessment for students with behaviour needs.

Northern Health School teachers' programmes are based on an Individual Learning Plan (ILP) for each student. ILPs are regularly reviewed, evaluated and extended.

Northern Health School te Awa teachers will

- Be a New Zealand registered teacher with a current registration.
- Consult and work with students parents/caregivers, staff of the student’s local school, and appropriate external professionals
- As appropriate, work as a member of the te Awa team supporting individual students. This will involve working closely with wraparound team members including facilitators and psychologists
- Have a good understanding of the New Zealand curriculum and be able to adapt this to meet individual student requirements
- Have confidence working in te Au Māori and Pasifika cultures
- Have an understanding of students with behaviour needs and be able to adapt programmes in order to allow these students to achieve to their potential.
- Be prepared to use ICT for planning, teaching, communicating and student records.
- Be prepared to work flexibly within the various operational areas of the school, including working in EOTC locations to meet the education needs of students Have a full clean New Zealand driver licence, be prepared to travel, as required to deliver education programmes to students. and to attend professional development opportunities.

Key tasks and responsibilities

Task	Indicators
Plan, co-ordinate and implement curriculum programmes	<ul style="list-style-type: none"> ▪ All students have an appropriate education programme ▪ Programmes meet the students’ behaviour and education needs. ▪ ILPs are accurate and up to date, following NHS guidelines. ▪ ILPs are updated and sent to parents and SE as required. ▪ Programmes take account of the student’s cultural needs ▪
Assess and record student progress	<ul style="list-style-type: none"> ▪ Appropriate assessment tools are used to measure student progress ▪ Assessment data is recorded following NHS procedures ▪ Assessment data is used to inform students, parents and SE of progress. ▪ Assessment data is used to inform planning of student programmes.
Assist in the development and implementation of effective safety and behaviour management plans.	<ul style="list-style-type: none"> ▪ All students have effective safety and behaviour plans ▪ Plans are developed in collaboration with the wraparound team, family and appropriate agencies. ▪ Plans are followed closely in all interactions with the students ▪ Plans are communicated with the parties involved ▪ Plans are regularly reviewed and updated.
Communicate effectively	<ul style="list-style-type: none"> ▪ Emails and phone calls are responded to in a timely manner ▪ Student transfers are facilitated and necessary information is communicated ▪ Participation in on-line discussions, staff meetings and PD is evident.
Report to the Principal and delegated NHS leadership staff	<ul style="list-style-type: none"> ▪ Requests for information are actioned in a timely manner
Use NHS recording systems to maintain student information	<ul style="list-style-type: none"> ▪ Planning and assessment is recorded and updated in eTAP ▪ Attendance records are accurate and up to date ▪ NZQA information is checked and up to date and entries are completed as required

Hours of work

Hours of work/leave for full time positions are as defined in 2.9 of the NZEI Primary Teachers' (including Deputy and Assistant Principals and other unit holders) Collective Agreement 2019 – 2022.

Hours of work/leave for part-time employees will be a pro-rated proportion of those for full-time positions.

- 2.9.1 *“Employees shall work such hours as may be reasonably required of them to enable them to properly fulfil their responsibilities as teachers whether or not such hours exceed 40 hours per week. The normal hours of work for employees should as far as practicable however not exceed 40 hours per week Monday to Friday.”*
- 2.9.3 *“Boards may require employees to attend school or elsewhere, when the school is closed for instruction (except on weekends or public holidays unless by agreement) for up to ten days per school year (or the equivalent) for all or any of the following purposes – school administration, school preparation and co-ordination, pre-term planning curriculum and/or technical refreshment and/or professional development. The employer will endeavour to arrange matters at the school in such a way that any requirement under this section is not unreasonable and that employee’s individual needs are taken into account. Employee’s own initiatives in undertaking work for the above purposes shall be counted when applying this clause.”*

PERSON SPECIFICATION

NHS teacher will be passionate about teaching and learning and will be focused on facilitating and achieving positive outcomes for students and staff. The successful applicant must be a trained teacher with full New Zealand registration and practising certificate and should have:

- A minimum of three years successful classroom teaching experience
- Empathy for students who have high health needs and may have learning and/or behaviour difficulties
- Sound knowledge of the New Zealand curriculum at both primary and secondary level
An understanding of New Zealand special education initiatives and the support available to students with special needs and their teachers
- High level of consultative and collaborative problem solving skills
- Assessment skills in the key learning areas
- Familiarity with individual planning systems (NHS uses an Individual Learning Plan or ILP) and a commitment to using and maintaining it
- Commitment to biculturalism and to meeting the needs of Maori and Pacific Islands students
- Commitment to understanding the needs of students from different cultures and a willingness to provide services that are culturally appropriate
- The ability to identify, implement and evaluate a range of educational approaches to meet the needs of students and their teachers
- The ability to assist others to maintain and implement programmes and interventions
- Strong interpersonal and communication skills to allow for full consultation and effective support for students with high health needs and their teachers
- The ability to liaise and work with health professionals, other educators including teachers from the student’s local school, other professionals and/or agencies.
- Ability and interest in using ICT to communicate with staff and parents, to maintain student records in electronic form and to deliver the curriculum.
- A current clean full driver’s licence and, if required, be prepared to use own vehicle and be reimbursed for travel in the course of Northern Health School business, which may include staying overnight (costs for this are met as per the NZEI or PPTA collective agreements).