



Central Regional Health School

Job Description: Teacher – Epuni

CRHS employs qualified and experienced teachers who are required to meet the Standards for the Teaching Profession, published by the Teaching Council of Aotearoa New Zealand (TCANZ). Teachers maintain eligibility for a current practising certificate through successful participation in the CRHS professional growth cycle, and are attested against the professional standards for teachers as detailed in the relevant Collective Agreement.

Teachers must also be able to demonstrate ethical practice as outlined in the Code of Professional Responsibility (TCANZ), and the CRHS Code of Conduct.

Personal attributes indicative of success in this highly demanding teaching and learning environment are: being a positive role model, being reflective, having the ability to remain focused on engagement and achievement as well as demonstrating resilience, common sense, self-confidence, ethical behaviour, initiative and a commitment to on-going learning.

Key tasks

Key Task 1

To complete planning, record management, reporting and communications within the required timelines and in accordance with documented expectations

Expected Outcomes

- Students have appropriate and individual education plans (IPs) that meet their needs
- Assessment of student progress is completed within CRHS expectations and recorded on eTAP
- Weekly planning including differentiated planning for literacy and numeracy is maintained
- Unit plans for termly units of work outline outcomes and lesson progression within site expectations
- eTAP and IPs are updated fortnightly. Other student records are completed within expected timeframes
- Te Kura admissions are processed according to established procedures
- When Te Kura programmes are accessed, they are delivered in collaboration with Te Kura teachers

Key Task 2

To teach students within a structured site timetable, which focuses on students' individual needs within the overall goals of their IP

Expected Outcomes

- Students are taught in line with identified needs and goals, and written plan
- Equitable workload with partner teachers is evident in team teaching environments

Key Task 3

To liaise with the site Team Leader regarding all admissions, transfers and withdrawals

Expected Outcomes

- Assessments and admission information is completed within two weeks of admission
- Information and initial goals to support education transition are identified during the admission period, and shared at multi-agency team meetings and with the teaching team

- Contact with previous schools or Ministry of Education is made, or discussed with the Team Leader or Assistant Principal
- Multi-agency team meetings are attended weekly. Information from other agencies is shared and eTAP updated
- The site Team Leader is informed of concerns pertaining to any admissions
- Discharge IPs are completed within three working days of a student being transitioned from the site

Key Task 4

To manage the roll, including admissions and withdrawals

Expected Outcomes

- Enrolments and admissions are processed accurately according to established procedures and time frames
- ORS and High Health Needs applications are consulted and completed as required
- Admissions records are accurate and timeliness is maintained
- Attendance registers are kept daily

Key Task 5

To support student transition

Expected Outcomes

- Transition goals are set and maintained, and recorded on eTAP
- Work in collaboration with Team Leader, Assistant Principal, Oranga Tamariki, and other key partners supports the achievement of educational transition goals and pathways
- Meetings to support positive student transition outcomes are attended as required

Key Task 6

To maintain professional relationships with key partners

Expected Outcomes

- Relationships are focused on positive outcomes for students
- Communication is effective, professional, and on-going with students, parents, whānau, schools, Oranga Tamariki and other agencies as appropriate

Key Task 7

To maintain effective communication with the site Team Leader, Assistant Principal and CRHS colleagues

Expected Outcomes

- Communication is clear, concise and professional
- Effective working relationships are evident amongst CRHS staff and leaders
- Active participation is evident throughout all briefings and meetings
- Support is evident in progressing the CRHS Strategic and Annual Plans
- Issues or concerns are brought to the attention of school leaders in a timely manner

Key Task 8

To follow and maintain CRHS and site specific health and safety procedures according to school policy

Expected Outcomes

- Knowledge of emergency procedures is current, and site procedures are followed
- Risks are assessed and managed within the relevant CRHS site Risk Analysis Management System (RAMS), and documentation provided as required

- Liaison with the site Team Leader occurs in relation to all health and safety matters
- MAPA training is completed as required
- A full clean NZ driver licence is held by staff transporting students. Private cars used on school business are warranted and registered

Key Task 9

To fulfil additional tasks and responsibilities as requested from time to time by the Team Leader, Assistant Principal, or the Principal

Expected Outcomes

- Requested tasks and responsibilities are attended to in a timely and collegial manner

Employment Details

Tenure	Permanent, Full-time
Responsible to	The Principal Assistant Principal Team Leader - Epuni
Accountable to	Central Regional Health School Board of Trustees
Terms of Employment: (ONE OF)	Primary Teachers' (Including Deputy and Assistant Principals and Other Unit Holders) Collective Agreement 2019 - 2022 (PTCA), Secondary Teachers' Collective Agreement 2019 - 2022 (STCA), Individual Employment Agreement based on the PTCA, Individual Employment Agreement based on the STCA.
Special Allowances	Special Duties Allowance Regional Health School Teacher Unit

Supporting Documents

Our Code, Our Standards: Teaching Council of Aotearoa NZ
PTCA/STCA
CRHS Charter and Annual Plan
CRHS Code of Conduct
CRHS Professional Growth Cycle documents