



## **HŌHEPA HAWKES BAY JOB DESCRIPTION Special Education Teacher**

Responsible to:	School Principal, with management and oversight from the Cluster Leader
Responsible for:	Teacher Aides and Support staff in the class
Functional Relationships:	Students, School staff, College; Service Managers, House Managers and their teams; Therapists; Farm Manager and staff; Property Services; General Manager and members of the Leadership, HR/Payroll, IT, Finance and administration teams
External Relationships:	Families/whānau and caregivers of the students; health professionals, behaviour support and psychologists; trainers and consultants; contractors; visitors (as applicable)
Location:	Based at the Hōhepa school in Poraiti; work on other Hōhepa Hawke's Bay sites may be required

### **SCOPE OF RESPONSIBILITIES:**

The Hōhepa community provides 24 hour / 7 days a week support, enablement and care for children/tamariki, young people/rangatahi and adults, based on Anthroposophical principles of inclusive social development (Dr. Rudolf Steiner). We strive to make sure our practices are in line with Te Ao Māori – through the anthroposophical approach to farming, the holistic view of human development and the acknowledgment of the spiritual world at Hōhepa.

Teachers are encouraged to bring an openness to engage with Steiner Education, the school mission and principles alongside the Māori world view. It is also essential to engage in on-going reflective practise to support a path of inner personal and professional development. Each teacher needs to take responsibility, accountability and be an excellent listener. The ability to work effectively as a team player is essential as you will be working with a range of professionals within the team, whānau and outside agencies.

A Steiner Waldorf approach to child development and education recognises the development and interdependence of body, soul and spirit. Our principles of Manaakitanga, Whanaungatanga and Whakamana guide us to work collaboratively and be culturally responsive to meet the needs of each individual. We do this with the child, whanau and the uniqueness of each person at the centre of our decision making. Rudolf Steiner education emphasises respect, reverence and wonder for nature and for human existence. Learning becomes much more than the acquisition of information; rather, learning becomes an engaging voyage of discovery, both of the world and of oneself.

The Hōhepa Curriculum is adapted from the Waldorf Curriculum which is used in mainstream Rudolf Steiner Schools. The curriculum is designed to allow a creative individualised approach to learning in a range of curriculum areas. It also recognises that children pass through developmental stages at which times specific capacities develop. The curriculum is designed to deliver the right stimulus at the right time, thus allowing each of these developmental stages to unfold fully.

The teacher is expected to plan and deliver a comprehensive artistic, cultural, academic and physical education programme presented in a supportive, structured and non-competitive environment. To have initiative in action and clarity in thought. This includes the integration of our therapies to support a healing curriculum. The ability to communicate and collaborate effectively with your children, Teacher Aide Team and wider team members is essential.

## KEY RESULT AREAS

**Creating a teaching and learning environment for your class built on our vision, mission and Steiner Educational principles to deliver against the Hōhepa Curriculum and the NZ Curriculum**

Key Accountabilities	Key Performance Indicators
<ul style="list-style-type: none"> <li>• Develop strong relationships and effective communication with your children, your teacher aide team, whānau and wider team members</li> <li>• Actively engage in the values, principles and positive culture of Hōhepa and work with these ideals throughout your work</li> <li>• Lead your class so that students and teacher aides understand and experience an engaging programme and experience a safe learning environment</li> <li>• Being fully responsible for the children in your care at all times</li> <li>• Creating and maintaining individual student learning programmes that meet each child's cultural, social, emotional and academic needs</li> <li>• Actively seek ways to strengthen learning programmes through self reflection, assessment, review and in collaboration with the therapists and the wider team</li> <li>• Engaging Teacher Aides assigned to your class so they achieve high levels of professional excellence and support them with their annual appraisal process</li> </ul>	<ul style="list-style-type: none"> <li>• Principles and practices of Steiner Education and Special Education form the core of all teaching and learning programmes and strategies</li> <li>• Day to day activities are guided by the Hōhepa curriculum and NZ curriculum</li> <li>• All lessons are planned, and resources are matched to plans</li> <li>• All lessons are evaluated against plans as the basis for further action</li> <li>• Student achievement is measurable against goals</li> <li>• All Students are calm, engaged, and learning in class</li> <li>• Children are safe physically and emotionally at all times</li> <li>• Behaviour management techniques maintain a healthy classroom climate</li> <li>• Every child has an Individual Development Plan (IDP) that guides day to day teaching and learning, and forms the basis of ongoing review and development</li> <li>• IDP documentation is clear, current and measurable</li> <li>• Individual student reports are made termly</li> <li>• Participate in Child Studies and Clinics for individual children as required</li> <li>• Parents receive end of year reports that inform them of their child's</li> </ul>

<ul style="list-style-type: none"> <li>Effectively engage in your annual professional learning cycle</li> </ul>	<p>progress and signal any concerns about their educational, social, emotional and physical development.</p> <ul style="list-style-type: none"> <li>Therapists are involved in providing therapeutic exercises and activities documented in the therapeutic exercises sheet</li> <li>Teacher Aides are involved in lesson planning so they can prepare for upcoming lessons</li> <li>Teacher Aides can anticipate how best to support students and their learning</li> <li>Teacher Aides are provided with a clear and documented programme when working with students individually</li> <li>Together you and your Teacher Aides experience a sense of teamwork as you work together to carry the class</li> <li>There is a weekly class team meeting</li> <li>Regular reviews are led by you to review and improve Teacher Aide input and effectiveness</li> <li>Each week you keep time 'free' to respond to issues and needs of teacher aides, and to provide a regular feedback exchange</li> <li>Every week you communicate links between classroom activities and special character so that Teacher Aide understanding of curative education is developed</li> <li>Annually plan and manage class-related expenditure by consulting with other teachers and the Principal</li> <li>Order material supplies for the class as needed via the Principal and in consultation with other teachers as necessary</li> <li>Be responsible for the care of the teaching space, and leave all resources in the classroom in a satisfactory state at the end of each year</li> <li>Keep accurate records of work including ORS timesheets</li> </ul>
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### Co-leading the school through College participation

Key Accountabilities	Key Performance Indicators
<ul style="list-style-type: none"> <li>Being an active member of the College team</li> </ul>	<ul style="list-style-type: none"> <li>Effective listening, speaking and collaborative work during the College, syndicate and class meetings</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognising your interdependence with other staff then developing and maintaining effective professional relationship with all colleagues</li> <li>• Co-carry the meetings, activities and responsibilities of the College of Teachers – as appropriate picking up specific projects/ mandates</li> <li>• Participate actively in school meetings by being prepared and by bringing effective social practices to each meeting. These meetings include Pedagogical; College; Class Team; Teacher/ Houseparent; Child studies; Clinics and other meetings called by the College from time to time.</li> <li>• Contribute to the school newsletter termly</li> </ul>
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### Building Effective Relationships across the Hōhepa Community

Key Accountabilities	Key Performance Indicators
<ul style="list-style-type: none"> <li>• Support your students as Hōhepa residents by seeking out opportunities to develop connections to the wider work of the Hōhepa community</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in the festival life of the Community by attending every festival</li> <li>• Initiate meetings with residential staff at least termly to discuss children in your class that are in your care, so that a holistic picture of each individual is carried by you</li> <li>• Maintain open relationships and regular communication with parents</li> <li>• Contribute to the annual Family Weekend</li> <li>• Work effectively with agencies and professionals who are involved with students development and wellbeing</li> </ul>

### Developing yourself as a Teacher

Key Accountabilities	Key Performance Indicators
<ul style="list-style-type: none"> <li>• Promote a climate of learning through your own demonstrated commitment to personal and professional development</li> <li>• Furthering your own professional development in the field of Steiner Education and Special Education</li> <li>• Work within the tikanga of the school and actively engage to a support te ao māori</li> <li>• Achieving the professional standards for teachers as outlined by the Ministry of Education</li> </ul>	<ul style="list-style-type: none"> <li>• Every year engage in a record your progress in the Professional Growth Cycle that includes:</li> <li>• College study courses, artistic activities; lectures and seminars; beginning of term workshops; January seminar and any other ongoing training and professional development agreed with the Principal</li> <li>• Seek out formal and informal feedback from colleagues on your style and its effectiveness, and use this as a guide to furthering your development</li> </ul>

## **The Professional Standards for Teachers as described by the NZ Teaching Council apply**

You must maintain your own registration, and undertake that any issue raised with you by the teaching council or any other relevant organisation are immediately reported and disclosed to your line manager (the Principal) and HR.

## **General Conditions of Employment**

Any offer of employment will be subject to a satisfactory Police Clearance and NGOCV check. Hōhepa takes up a police vetting report and NGOCV check on all employees at the start of employment and then every two years. If you are convicted of an offence after being employed by Hōhepa it is important that you declare this promptly; if an undeclared conviction or critical concern shows up on a future police report/NGOCV check, this could be regarded as a breach of trust and may lead to disciplinary action including potential dismissal.

You confirm that you have the right to work in New Zealand and agree to provide documentary proof (eg through a birth certificate or passport).

### **Smoking, Drugs and Alcohol:**

All Hōhepa premises, including the Hōhepa School (and grounds) and vehicles, are smoke-free environments, and if you accept employment you guarantee that you **will not smoke** (even during break times) on the premises and in vans at any time.

This is a **safety-critical role**. You must agree to attend work **free of any adverse effects of alcohol or drugs** (including illegal drugs and similar substances); the way this is assessed is that a drug test would be negative. You must consent to pre-employment testing, then random testing if you are employed.

### **Annual leave:**

Annual leave is to be taken during school term holidays. (Work will be available during school holidays when you are not on annual leave – this will include working with residential staff, activities in the school or houses, work with individual tamariki and rangatahi).

### **Cell phones:**

Mobile phones are not to be used during work time. You agree to have your cell phone switched off and safely stored away at work, except during break times when not on duty. Under special circumstances, e.g. incidental family circumstances, you may seek prior approval from your manager to have your cell phone switched on.

### **Review of job description:**

As with all Hōhepa job descriptions, the contents of this JD will be kept under review and will be subject to change, in the light of experience. Any substantial changes will be discussed with you before being implemented; however you are required to work flexibly and accept that any JD is an indicator only – you agree to any reasonable duties that are asked of you.