



**GOVERNMENT OF NIUE
NIUE PUBLIC SERVICE COMMISSION**

JOB DESCRIPTION

Job Title: Intermediate Teacher, Niue High School	Job Number:
Term:	
Division: Department of Education, MOSS	
Location: Niue High School	
Reports to: Niue High School Principal	
Approved by Commission:	Appointee:
..... Date: Date:

VISION

Niue Ke Monuina – A Prosperous Niue

MISSION

Enjoy a harmonious and healthy lifestyle in a thriving, educated and safe community that has access to a wide range of quality social services and healthy development opportunities

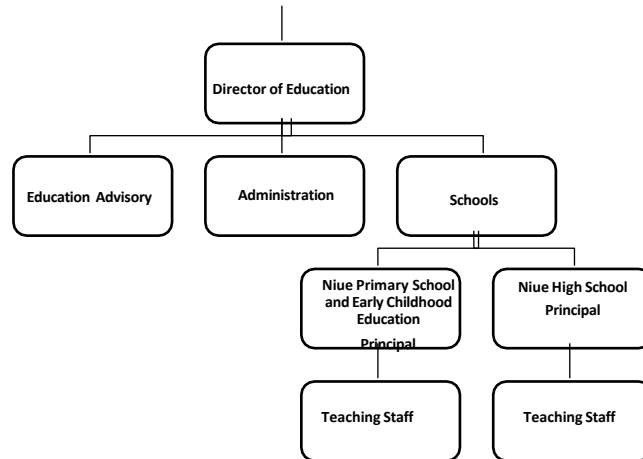
The **Department of Education** is a government department that is tasked to:-

- Provide and sustain quality, relevant and balanced education services for the children and people of Niue;
- Provide an effective and dynamic education system that is central to achieving educational needs and aspirations;
- Seek to embrace and nurture children within a secure environment conducive to learning, so that as active learners they are provided with a healthy, happy and vibrant learning environment;
- Provide education services and enable learners to be responsive to change, to make appropriate moral choices to become lifelong learners and responsible citizens.

The Department of Education is committed to realizing the organisation values instituted in the Niue Public Service Regulations 2004:

- Respect, Courtesy and Responsiveness to all Students, Parents, Clients and Employees;
- Professionalism and Integrity in Service Delivery;
- Strategic and Flexible Leadership in Performance;
- Collaborative and congenial relationships with other Departments and establish and maintain good lines of communication with the Public and parents;
- Human Resource Management and Development Excellence;
- Confidentiality and impartiality regarding student matters.

CURRENT ORGANISATIONAL STRUCTURE OF THE DEPARTMENT OF EDUCATION



SUMMARY OF THIS POSITION

General Aim

The Intermediate Teacher will work in close collaboration with the Principal, the Intermediate Head of Department, the EMT, and other teachers and professionals to promote the learning and wellbeing of students by providing practical and classroom support to all students throughout the school. The teacher under the expert guidance of the Head of Department, the Principal, and assistance from other teachers will work effectively to contribute positively and constructively towards the efficient delivery of all learning areas of the Curriculum. This will ensure the delivery of a high-quality standard of education and ultimately an acceptable achievement of expected learning outcomes for all students at Niue High School in an equitable manner.

DESIRED OUTPUT / MAJOR CHALLENGES

- i) To assist the HOD and teachers of the Intermediate Department in delivering the Intermediate school curriculum;
- ii) To teach the Intermediate curriculum at the Niue High School;
- iii) To provide homeroom and pastoral care at the Intermediate department;
- iv) To assist the relieving of classes school-wide, when required;
- v) Any other duties as may be assigned by the Principal of Niue High Schools or Director of Education from time to time.

JOB FUNCTIONS AND EXPECTATIONS

	Key Responsibility	Methods/Output	Outcomes
1.0	1. Curriculum Delivery (Style and Approach to Learning)		
1.1	Classroom Practice (Style and Approach to Learning)	<ul style="list-style-type: none"> • Provide a well set up and organized educationally sound learning environment and use appropriate resources to facilitate learning of students in accordance to the Curriculum: • Establish classroom procedures and behavioral expectations that enable students to engage and learn in a purposeful and effective manner; • Assist students make individual assessment of his/her abilities and design appropriate remedial strategies where necessary to address student needs; • Provide learning opportunities for every student in each class taught, relative to student needs, abilities, and stages of development and to make the transition from NPS to NHS better • Deals promptly and effectively with key discipline problems at an appropriate level under proper and approved guidelines for all students; • Establish effective methods of managing class and school resources; and • To be available for staff/parents to discuss children's progress or concerns they may have. 	<ul style="list-style-type: none"> • A conducive learning environment enhances student learning; • Works positively and constructively with the Head of Department and other teachers, students, Principal, and relevant stakeholders to promote teaching and learning at all times; • Ensure that all students are up to date with their individual work and are making good progress; • To update and provide feedback on student progress when required
1.2	Planning	<ul style="list-style-type: none"> • Complete a needs-based written planning both long-term and daily plans and show direct linkage between the Curriculum achievement goals and outcomes, student learning objectives, learning sequences, outcomes methods of assessments, evaluation and general programme evaluation; • Develop and implement individualized Educational 	<ul style="list-style-type: none"> • Timely submission of long term and daily plans to HOD; • Student's learning objectives are well communicated; • Evaluation of students progress are well maintained and results used to inform teaching;

		<p>Programme (IEP) of each student to complement his/her educational strengths;</p> <ul style="list-style-type: none"> • Make plans readily available to the Principal, HOD, and parents when and if required 	<ul style="list-style-type: none"> • IEPs of students are on track and regular meetings with students to plan way forward
2.0	Curriculum Content (Skills, knowledge and attitudes to be taught and learnt)		
2.1	Curriculum Content	<ul style="list-style-type: none"> • To provide learning programmes that are holistic but have a balanced coverage of the essential learning areas for the Intermediate department; • To implement through an effective delivery mechanism learning programmes to meet the learning needs of students and in alignment with the current curriculum requirements; and • To ensure that all requisite learning programmes as assigned in the Curriculum are delivered to meet all learning needs of students in the classroom. 	
3.0	School-wide responsibilities		
3.1	Commitment to the School	<ul style="list-style-type: none"> • Works cooperatively, in particular though not restricted only, with the Head of Department, but with other teachers to discuss student capabilities and develop relevant and appropriate remedial strategies where required for all students; • Completes necessary reports and record keeping in compliance with school policies, guidelines and procedures; • Participates in professional development activities through staff development, in-service workshops at the department, regional or international levels and higher education; • Be an active member of a school committee that contributes to the development of students at the school; 	<ul style="list-style-type: none"> • Attend all Department meetings held and be proactive; • Attend all school meetings/briefings • Adhere to School policies, guidelines and procedures and avoid bringing the School into disrepute; • Mandatory attendance at all Department professional development sessions whether in-country, regional or global unless by special exemption;

		<ul style="list-style-type: none"> • Ability to work as a member of the team and contribute constructively towards a harmonious environment within the school and personal needs of students; and • Other relevant duties as assigned by the Head of Department and the Principal 	<ul style="list-style-type: none"> • A dedicated team worker who contributes fully to the School mission and goals. • Undertake other duties as directed.
4.0	Working Environment		
4.1	Positive working environment	<ul style="list-style-type: none"> • Safe working environment and spacious classrooms well ventilated with good lighting; and • Adequate and appropriate resources to facilitate effective teaching and enhancing learning outcomes and behavioral attitudes. 	<ul style="list-style-type: none"> • Report to HOD on matters to improve the classroom; and • Resources are ordered in advance through the HOD; • Create and design resources if needed.
5.0	Commitment to Department of Education Values		
5.1	Demonstrate commitment to the Department of Education values	<ul style="list-style-type: none"> • Shows an understanding of and empathy with Niue cultural values; • Treat all colleagues and visitors with courtesy and respect; • Demonstrate adherence to the Public Service Regulations 2004 & Code of Conduct; • Performance Development & Management – Manage own individual performance and development in accordance with Department policy; • Work in accordance with Department of Education Corporate Plan and objectives. 	<ul style="list-style-type: none"> • Make time to learn about Niue cultural values; • Behaviour is in accordance with all Education core values and practices; • Takes an active role in professional self-development and demonstrates application of skills and knowledge gained; • Works collaboratively with colleagues to share expertise and provide mentoring support where appropriate; • All outputs are aligned with Department of Education Corporate Plan objectives.

KEY RELATIONSHIPS

Internal	Government	External
<ul style="list-style-type: none">• Director of Education<ul style="list-style-type: none">• Principal of NHS• Teachers and staff of both NPS/ECE & NHS• Visiting Consultants for Professional Development• Production & Vagahau Niue specialist staff<ul style="list-style-type: none">• Education Staff	<ul style="list-style-type: none">• Niue Public Service Commission• Relevant Departments	<ul style="list-style-type: none">• School Committee• General public• Community Leaders<ul style="list-style-type: none">• Public Sector• Private Sector/NGO• Overseas organisations/ partnerships/ networking

PERSON SPECIFICATION

The appointee ideally should have;

1) Academic qualifications: (Certificate, Diploma, Degree, etc.)

- a) Teaching Certificate and a recognized tertiary qualification in the relevant subject area;
- b) Good depth of teaching experience or a recognized teaching qualification (preferably a NZ teaching qualification).
- c) Some knowledge or teaching second language learning students.

Certification

2) Knowledge, skills and experience:

- a) Has a sound understanding of the NZQA/Intermediate/Primary School curriculum and understands the processes involved in curriculum assessments, internal and external moderation and evaluation;
- b) Has teaching experience in a regional School and/or institution;
- c) Good management experience in record keeping and filing of all School-related documents.
- d) Good knowledge of ICT
- e) Good understanding of the Primary school curriculum and transitions to the Intermediate school

f) Personal Competencies: (Key traits/behaviours)

Relates well to students, colleagues, parents, and general public;

- a) Ability to communicate effectively to students, respective consultants, and education specialists;
- b) Great sense of humor and a good team worker.
- c) A hard worker who is always professional and keeps to the expected standards of a Niue teacher as described in the Niue Public Service Manual, Regulations and other appropriate legislature
- d) Is willing to embrace and learn Niue cultures and traditions and the language.