

2. Managerial Responsibilities

a) **Professional Leadership**

- a. Develop the classroom teaching/learning programmes which shall be in accordance with the New Zealand Curriculum Framework and the National Curriculum Statements, along with the Pulau School Charter and the needs of the children.
- b. Foster quality pupil assessment practices; monitor and report on student achievement to the pupils and parents.
- c. Institute programmes to minimise factors that disadvantage Pulau School pupils.
- d. Protect the safety and well-being of the children, under the policies and procedures for safeguarding children.

b) **Strategic Management**

- a. Develop a shared vision by identifying strategic goals and objectives related to the needs of the children and the wider community.
- b. Prepare annual charter targets, based on the strategic goals and objectives, and individual student needs.
- c. Manage the physical, human and teaching resources to foster the achievement of the school's strategic goals.
- d. Report on the school's progress in meeting the goals, objectives and targets set in the annual plan.

c) **Staff management**

- a. Create a positive, collaborative environment and establish effective working relationships with staff by providing support, encouragement and resources.
- b. Implement a performance management system that provides support, guidance, and appropriate supervision, against relevant performance appraisal criteria.
- c. Suggest professional development activities that could benefit the pre-school teacher.

d) **Community Relations**

- a. Develop and promote a learning partnership between home, school and community.
- b. Foster a climate of trust and cooperation by regular communication, by consultation with parents, and by involving the community in the life of the school.

e) **Finance and asset management**

- a. Focus available financial resources on the areas which have the greatest benefit in improving student learning outcomes.
- b. Report to the Division Manager on the use of finances and assets purchased to support the learning programmes.
- c. Report property concerns and maintenance issues to the Division Manager.
- d. Maintain a safe physical and emotional environment for students and staff.

3. Teaching Responsibilities

a) Professional Knowledge

- a. Demonstrate good practice and a thorough understanding of current approaches to effective teaching and learning across the curriculum.

b) Teaching Techniques and Motivation of Students

- a. Actively engage the diverse range of a multi-level class in meaningful learning, through the effective use of a wide range of teaching approaches, resources and technology.
- b. Identify individual children's needs through appropriate assessment strategies.
- c. Encourage independence and self-regulated learning through use of learning intentions.
- d. Recognise and acknowledge individual learning styles of pupils.

c) Classroom Management

- a. Have a high level of commitment to student welfare and learning.
- b. Establish effective relationships with students, based on mutual respect.
- c. Ensure students are given the opportunity to express their thoughts and opinions in a respectful environment.
- d. Ensure the learning environment is positive and stimulating.
- e. Consistently apply clear behavioural expectations and consequences and encourage students to take responsibility for their own behaviour.
- f. Teach and model effective strategies for solving problems.

4. Person specification

- Professional training and full qualification as a teacher, preferably at primary/junior school level.
- Knowledge of the NZ curriculum or the ability to acquire it before taking up post.
- At least 6 years teaching experience, across the curriculum and with various year groups/grades.
- School management and leadership experience, in at least two different schools.
- Experience of multi-grade teaching, preferably in a small school context.
- Ability to supervise and manage assistant teachers, with good mentoring and training skills.
- Good ICT skills, with experience of online and distance learning.
- Ability to work cooperatively with other professionals, in a small joint team context.
- Skills and experience of providing sex and relationships education at appropriate age levels.
- Knowledge and understanding of child protection and safeguarding procedures.
- Resilience, patience and tact and the ability to work in an isolated community and a challenging environment.
- To be flexible, innovative and independent.
- To be in good health, applicants will be expected to pass a medical
- An interest in outdoor leisure activities relevant to Island life (e.g. fishing, boating building, weaving) may also be helpful.

5. Principal internal and external contacts:

- On-Island: Governor's Representative, Pitcairn Island Council members (and specifically the Community Development Portfolio Holder), Division Manager of Community Development and other Community Development staff, off-island professionals (Doctor, Teacher, Community Police Officer).
- Off-Island: DFID Education Adviser, FCO Deputy Governor, Pitcairn Island Office.

6. Reporting requirements

The Education Officer, and other off-island professionals, are formally accountable to the Governor of the Pitcairn Islands (who is the British High Commissioner to New Zealand). The Education Officer will be line managed by the Governor's Representative on island who will oversee performance appraisal and management on behalf of the Governor.

On day-to-day operational matters, the Education Officer reports to the Division Manager, Community Development. On child protection and safety issues, the Education Officer will report to the Governor's Representative, who is designated as Children's Officer for child safeguarding purposes under the Children's Ordinance.

Reporting through the Governor's Representative the Education Officer will produce written progress reports, as follows:

1. End of school term reports to the parents of each child.
2. Monthly updates to the Pitcairn Island Council.
3. An interim report, half-way through the school year.
4. A full Annual Report, at the end of the school year.
5. End-of-contract handover notes for the next Education Officer.
6. Any other reports are required, to be agreed with the Governor's Representative.

Contract, terms and conditions:

Managed by Pitcairn Island Office, Auckland

Logistical support:

Managed by Pitcairn Island Office, Auckland

Contract Length:

One year posting (extendable for second year by mutual agreement)

Post Supervision:

The EO is a senior post which will have tasks and responsibilities that in many circumstances are unpredictable and varied. As a result, the postholder will need substantial support from a supervisor or supervisory agency. This is particularly because of the isolated nature of the work and the need to maintain personal and professional discretion at all times. The postholder will therefore be supported through an appointed supervisor or through wider agency back-up. The supervision role is expected to entail a monitoring system which allows reporting, feed back and consultation, as well as review at set periods during the year.