



Role Description: Head of Learning Area / Department

Position Title	Head of Learning Area / Department
Responsible To	Deputy Principal, Principal
Responsible For	Teachers / other departmental staff as relevant
Functional Relationships with:	Principal, Senior Leadership Team, All school staff, parent community and external stakeholders.
Functional Delegations (Limits to Authority):	According to annual delegations and specific portfolios
Terms and Conditions:	The conditions of employment (including remuneration) are as stated in the Secondary School Teachers' Collective Agreement. 2-3MU and 1 MMA (depending on experience)

Generic Role Description (Head of Learning Area/Department)

A Head of Learning Area / Department is an important middle leadership and management position at Thames High School, responsible for the effective delivery of one of the eight Learning Areas described by The New Zealand Curriculum.¹

A Head of Learning Area / Department must effectively lead a team of teachers to successfully manage the development and implementation of teaching and assessment programmes that promote the highest possible achievement of students, and fulfil the requirements of The New Zealand Curriculum, within a Learning Area.

A Head of Learning Area / Department is an expert in the Learning Area, maintaining an up-to-date awareness of changes or initiatives within the area in order to respond effectively to these. He/she must analyse student achievement data, identify any issues and trends, and lead the development of strategies in response to any concerns. A reflective and collaborative approach and commitment to self and team development is expected. Resources must be effectively managed to provide appropriately for the delivery of the curriculum programmes.

A Head of Learning Area / Department is an essential member of the wider leadership of the School. He/she contributes to the overall curriculum development at the School in collaboration with other Heads of Learning Area / Department and Senior Leaders. Head of Learning Area / Department is an important representative of the School and must therefore maintain the highest possible standards of communication and presentation to the community.

¹ i.e. English; The Arts; Health and Physical Education; Learning Languages; Mathematics and Statistics; Science; Social Sciences; Technology.



Key responsibilities

1. Leadership and Administration

- Lead Learning Area / Department staff, encouraging a supportive and collaborative approach.
- Ensure day-to-day management is efficient and supports the effective operation of the Learning Area / Department.
- Ensure that Learning Area / Department Annual Plan is aligned with the School Strategic and Annual Plans.
- Represent the Learning Area / Department to all relevant stakeholders.
- Contribute to the evaluation and review of school programmes, processes and procedures.
- Support and contribute to the curriculum and pastoral leadership in the School, including attending all relevant meetings.

2. Curriculum and Assessment

- Develop, review, and implement learning and teaching programmes in the relevant Learning Area that fulfil the requirements of The Zealand Curriculum and relevant National Administration Guidelines.
- All assessment documentation, processes and procedures meet the requirements for effective, valid and fair assessment.

3. Student Performance and Management

- Improve student achievement through the support of teachers and development of effective programmes.
- Monitor student achievement data to identify issues or concerns and respond appropriately.
- Promote positive student behaviour management and support with effective discipline procedures to foster student learning.

4. Staff Management and Development

- Ensure that personal and team professional development is an ongoing focus.
- Support the staff development through performance management.
- Maintain awareness of staff needs and respond effectively to these.
- Assist in the allocation and appointment of staff.
- Promote a safe working environment for staff and students as a shared responsibility.

5. Resource Management and Development

- Teaching resources appropriate to the learning and teaching programmes are developed and maintained.
- A suitable learning environment is provided to foster learning.
- Produce accurate records and detailed budget proposals, and ensure expenditure is within the approved budget.

6. Other responsibilities

- The **Classroom Teacher** Role Description is subsumed into these responsibilities



Generic Role Description Classroom Teacher (all subject positions)

A Classroom Kaiako Teacher works as part of a curriculum team to provide effective teaching and learning programmes focused on improving student engagement and achievement.

Teachers also work as part of a pastoral team, including as a Whānau/Rōpū Kaitiaki to contribute to the pastoral care of students and contribute to the wider life of the school through participation in School, House and co-curricular activities. Teachers actively promote and reinforce the Our Values, Our Tikanga, the Student Code of Conduct and Uniform Code, and follow the Responding to Behaviour Plan.

All teachers contribute to the positive reputation of the School through their professional relationships with students, parents, and the wider community and through adhering to the Thames High School Staff Code of Conduct and Dress Code. Contribution to the co-curricular life of the School is an expectation that promotes positive relationships with students and enhances the reputation of the School.

They will draw on the depth of expertise within the Department(s) and/or Pastoral teams and contribute their own unique skills and attributes to the curriculum and pastoral team(s) of which they are a member.



Professional responsibilities

1. Plan and implement appropriate learning and assessment programmes.
2. Motivate learners to participate to the best of their ability.
3. Implement effective student management procedures.
4. Manage resources that support teaching and learning.
5. Establish and maintain professional relationships focused on the learning and well-being of learners.
6. Communicate clearly with all relevant stakeholders to improve learning.
7. Demonstrate commitment to ongoing personal and team professional learning and improvement of professional practice.
8. Carry out pastoral teacher responsibilities.
9. Carry out wider-school responsibilities, as required/negotiated.

Professional responsibilities	Key performance indicators
1. Plan and implement appropriate learning and assessment programmes.	<ul style="list-style-type: none"> • Plan and prepare sufficiently for lessons based on Teaching Schemes/ Units of Work that reflect <i>The New Zealand Curriculum</i> and policies and pedagogical models. • Prepare and carry out assessments according to Thames High School and Learning Area procedures and policies. • Manage resources that support learning and assessment programmes • Analyse and appropriately use assessment information, which has been gathered formally and informally, to improve learner outcomes.
2. Motivate learners to participate to the best of their ability.	<ul style="list-style-type: none"> • Promote and develop a collaborative, inclusive and supportive learning environment. • Build professional, culturally-responsive relationships with taiohi / students. • Set high expectations and promote self-reflection for improving the achievement of all taiohi/students.
3. Implement effective student management procedures.	<ul style="list-style-type: none"> • Maintain an accurate record of taiohi/student attendance, in a timely manner. • Establish and maintain a safe and positive environment conducive to learning, by setting high behavioural expectations, encouraging taiohi/students to take responsibility for their own behaviour and consistently applying appropriate corrective responses / consequences. • Take all reasonable care with all resources – rooms, equipment, print material, resource sets, etc. and promote respect of same by all taiohi/students. • Ensure that all learning activities are conducted in a safe manner, according to Thames High School and relevant Learning Area / Department Safety Procedures.
4. Establish and maintain professional relationships focused on the learning and well-being of learners.	<ul style="list-style-type: none"> • Maintain effective working relationships with colleagues that promote effective teaching and learning programmes. • Follow all reasonable instructions given by members of the Senior Leadership Team and Heads of Department. • Attend all staff, professional learning and department meetings. • Support and assist colleagues to improve teaching and learning at Thames High School.
5. Communicate clearly with all relevant stakeholders to improve learning.	<ul style="list-style-type: none"> • Communicate with clear spoken and written language to learners, colleagues, parents and the wider community (including endeavouring to pronounce names/words correctly). • Report to parents on development, progress and achievement of learners with reference to Reporting guidelines. • Attend all Report Evenings, Prizegivings and any other meeting held outside normal school hours when requested to do so by the Principal and/or Senior Leadership Team.



<p>6. Demonstrate commitment to ongoing personal and team professional learning and improvement of professional practice.</p>	<ul style="list-style-type: none"> • An individual commitment to improving teaching practice and improving learner outcomes is an integral part of professionalism. • Contributing to others' professional development is a vital part of organisational improvement. • Maintain the relevant professional standards as outlined in the Secondary Teachers' Collective Employment Contract. • Adhere to the relevant Standards of the Teaching Profession (THE STANDARDS/NGĀ PAEREWA) and the Code of Professional Practice (THE CODE/NGĀ TIKANGA MATATIKA)
<p>7. Carry out Whānau/Rōpū Kaitiaki responsibilities.</p>	<ul style="list-style-type: none"> • Participate and contribute to the effective pastoral care and management of students as part of the Whānau/Rōpū team. • Contribute to the development and maintenance of positive School / House culture by involvement in House groups and activities. • Maintain the whānau or rōpū roll and monitor and support improving attendance. • Disseminate all necessary information to whānau/roopū. • Follow school procedures when following up issues of uniform, lateness and attendance. • Ensure whānau or rōpū members are receiving the appropriate pastoral care, referring them to other staff when necessary. • Provide academic tracking and mentoring for taiohi/students. • Communicate effectively with caregivers / parents / whānau of any concerns regarding the pastoral care, attendance, learning progress or achievement of taiohi / students. • Prepare and plan a programme to support the learning and achievement of taiohi / students.
<p>8. Carry out wider-school responsibilities.</p>	<ul style="list-style-type: none"> • Become familiar with and follow policies and procedures at Thames High School (Staff Handbook and Learning Area / Department Manuals). • Participate and contribute to the co-curricular programme at Thames High School (i.e. cultural, arts, service or sports activities). • Carry out active supervision or other duties that help maintain a safe and orderly environment. • Represent Thames High School in the best possible light through respectful and professional actions and presentation.

