

# Rangiora High School

## Te Kura Tuarua o Rangiora



*Each and every learner will thrive in a centre of learning excellence.*

## Leader of Learning, Creative Arts

(2MU, 1MMA)

### Role Description

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#### Purpose of the role

The purpose of this role is to develop, lead and evaluate Rangiora High School's Connected Curriculum and the New Zealand Curriculum by taking a collaborative leadership approach to working with the Strategic Leadership Team, middle leaders, staff and parents/whānau to ensure that each student is supported and empowered in a safe, equitable and inclusive environment.

#### Role description

Tenure: LTR, full-time (1.0 FTTE)  
Reporting to: Associate Principal / Deputy Principal (Curriculum)  
Direct Reports: Teachers, Creative Arts Faculty

#### Role requirements

To be considered for the position, applicants will be registered teachers and have:

1. demonstrated successful experience in working with young people, and
2. the ability to work at a school leadership level, and
3. an understanding of te ao Māori and culturally responsive pedagogy, and
4. an understanding of Restorative and PB4L practices, and
5. a current teaching practising certificate.

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*We create inclusive, equitable and relevant learning opportunities with clear pathways.  
We empower deeply engaged and connected lifelong learners.  
We contribute positively to our community.*

## Leader of Learning Role Description

### Role functions

The appointee will be a registered teacher who is able to undertake the following functions:

Focus Areas / Tasks	Outcomes
<b>1. Leading Curriculum, Pedagogical and Assessment Innovation</b>	
Provides professional leadership in the ongoing development of the Rangiora High School Connected Curriculum.	<ul style="list-style-type: none"> <li>• Demonstrates a high level of awareness of educational developments and changes, particularly in areas of responsibility.</li> <li>• Actively leads the development of programmes of learning and assessment which meet students' needs and are consistent with the school's vision, policies and practices and the New Zealand Curriculum.</li> <li>• Works collaboratively to support the ongoing innovation and implementation of Rangiora High School's Connected Curriculum.</li> <li>• Builds and enhances relationships through communication with whānau, parents, Mana Whenua, and the North Canterbury community.</li> </ul>
<b>2. Leading Development and Implementation of Learning and Assessment Programmes</b>	
Ensures that programmes and decision making are consistent with national guidelines and with RHS' policies and practice.	<b>Learning Programmes</b> <ul style="list-style-type: none"> <li>• Develops and implements learning programmes which:               <ul style="list-style-type: none"> <li>○ meet the requirements of the Rangiora High School Connected Curriculum and the New Zealand Curriculum learning objectives,</li> <li>○ recognise the unique status of tangata whenua and Te Tiriti o Waitangi partnership in Aotearoa New Zealand, and</li> <li>○ use Universal Design for Learning principles to meet the diverse and varied needs of learners.</li> </ul> </li> </ul>
	<b>Assessment Programmes</b> <ul style="list-style-type: none"> <li>• Ensures assessment and reporting practice conforms to nationally specified assessment requirements, school policy, plans and practices.</li> <li>• Ensures assessment procedures are understood by teaching staff and students, and parents are kept informed.</li> <li>• Ensures that robust moderation systems exist and are followed in Years 9-10.</li> <li>• Ensures moderation systems follow NZQA requirements in Years 11-13, and ensures these systems are followed.</li> </ul>
	<b>Reporting</b> <ul style="list-style-type: none"> <li>• Reports on and analyses data to identify successes, issues and concerns and details next steps.</li> <li>• Reports to the Strategic Leadership Team and Board, as required.</li> <li>• Meets all reporting deadlines.</li> </ul>

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	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Tracks individual students, priority groups and cohort progress against curriculum levels / NCEA to:             <ul style="list-style-type: none"> <li>○ inform the development of learning programmes,</li> <li>○ create Individual Learning Plans, and/or</li> <li>○ report to the Principal/Board.</li> </ul> </li> <li>• Implements robust self review processes which inform continuous improvement.</li> <li>• Works collaboratively with the Strategic Leadership Team to ensure Triennial Review processes inform next steps. Actions all review recommendations.</li> </ul>
<b>3. Leading Teaching and Learning</b>	
Works with staff to develop a culture of respect, inclusion, empathy, collaboration and safety.	<p><b>Design for Learning</b></p> <ul style="list-style-type: none"> <li>• Actively leads the improvement of pedagogical practice, in particular:             <ul style="list-style-type: none"> <li>○ Cultural Relations for Responsive Pedagogy</li> <li>○ Positive Behaviour for Learning</li> <li>○ Universal Design for Learning</li> </ul> </li> <li>• Encourages the use of a variety of learning, teaching and assessment approaches, activities, technologies and resources which inform an understanding of each learner's strengths, interests, needs, identities, languages and cultures by all staff.</li> <li>• Implements and monitors learning programmes to ensure each and every learner is engaged and progressing.</li> <li>• Ensures programmes are designed to provide an orderly learning environment which is supportive of the needs of all students.</li> </ul> <p><b>Learning Focussed Culture</b></p> <ul style="list-style-type: none"> <li>• Works collaboratively with the Strategic Leadership Team and staff to build a culture consistent with the values and principles of the Rangiora High School Connected Curriculum document.</li> <li>• Involves the community as a resource within learning programmes.</li> <li>• Ensures that changing social and cultural factors affecting the school's community are reflected in learning programmes.</li> </ul>
<b>4. Leading and Managing Staff</b>	
Leads the use of inquiry, collaborative problem solving and professional learning to improve the professional capability of staff.	<p><b>Professional Relationships</b></p> <ul style="list-style-type: none"> <li>• Fosters positive relationships between the school and community.</li> <li>• Shows support for the Rangiora High School and the decisions of the Strategic Leadership Team.</li> </ul>

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	<ul style="list-style-type: none"> <li>Assumes a leadership role through a cohesive team-building approach and supportive staff relationships.</li> <li>Encourages colleagues to be involved in decision-making.</li> <li>Communicates effectively and professionally in a timely manner.</li> </ul>
	<b>Professional Learning and Development</b> <ul style="list-style-type: none"> <li>Provides effective advice and guidance to staff.</li> <li>Identifies and acts on opportunities for improving teaching and learning.</li> <li>Facilitates regular meetings, professional learning development, and classroom visits.</li> <li>Ensures staff undertake appropriate professional learning and development to enhance individual expertise in pedagogical, curriculum and assessment practice.</li> </ul>
	<b>Performance Management</b> <ul style="list-style-type: none"> <li>Monitors teacher/student relationships and provides coaching and mentoring as required.</li> <li>Supports teachers with concerns/issues and provides advice and guidance as required.</li> <li>Ensures annual performance management processes are completed.</li> <li>Informs the Principal of any matters of concern.</li> </ul>
<b>5. Resource Management</b>	
Effectively and efficiently use available resources, including financial resources and assets, within delegated authorities to support learning.	<ul style="list-style-type: none"> <li>Ensures resources are managed effectively and efficiently.</li> <li>Ensures delegations are understood and carried out effectively, including accounting for all expenditure.</li> <li>Presents annual budget and requests for major expenditure on facilities and equipment.</li> <li>Informs of major maintenance or other concerns about facilities and equipment.</li> </ul>
<b>6. Compliance</b>	
Complies with relevant legislation, Ministry of Education guidelines and school systems, processes, practices and expectations.	<b>Administration</b> <ul style="list-style-type: none"> <li>Complies with school systems, processes, practice and expectations.</li> </ul> <b>Health and Safety (including Education Outside the Classroom)</b> <ul style="list-style-type: none"> <li>Facilitates a safe and supportive work and learning environment by ensuring compliance with the school's policies and procedures, and all legislative requirements.</li> </ul>

## Leader of Learning Role Description

7. Other Tasks	
Undertakes specific tasks and school wide projects over a specified period of time, as negotiated.	<ul style="list-style-type: none"> <li>Negotiated tasks or projects are completed in a timely and efficient manner.</li> </ul>

### Professional knowledge, relationships, values and engagement

As a registered teacher, the Leader of Learning will embody the Code of Professional Responsibility and Standards for the Teaching Profession.

Professional knowledge in practice
<i>Standards</i>
<b>Te Tiriti o Waitangi</b> Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.
<b>Professional learning</b> Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the wellbeing of all learners.
<b>Professional relationships</b> Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.
<b>Learning-focused culture</b> Develop a culture that is focused on growing student wellbeing, and is characterised by respect, inclusion, empathy, collaboration and safety.
<b>Design for learning</b> Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.
<b>Teaching</b> Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.

### Declaration

I have reviewed this role description and acknowledge the requirements of the role.

Name:	
Signature:	
Date:	