

Rangiora High School

Te Kura Tuarua o Rangiora



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

Leader of Learning, Science (4MU, 2MMA)

Role Description

Purpose of the role

The purpose of this role is to develop, lead and evaluate 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:	Permanent, full-time (1.0 FTTE)
Reporting to:	Associate Principal / Deputy Principal (Dynamic Curriculum)
Direct Reports:	Teachers, Science Faculty Science Laboratory Technicians

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.
6. demonstrated understanding of safety compliance within science education environments, including hazardous substance management and EOTC protocols

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
1. Leading Curriculum, Pedagogical and Assessment Innovation	
Provides professional leadership in the ongoing development of the New Zealand Curriculum.	• Demonstrates a high level of awareness of educational developments and changes, particularly in areas of responsibility. • 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 <i>Te Mātaiaho</i>. • Works collaboratively to support the ongoing innovation and implementation of <i>Te Mātaiaho</i>. • Builds and enhances relationships through communication with whānau, parents, Mana Whenua, and the North Canterbury community.
2. Leading Development and Implementation of Learning and Assessment Programmes	
Ensures that programmes and decision making are consistent with national guidelines and with RHS policies and practice.	Learning Programmes • Develops and implements learning programmes which: ○ meet the requirements of <i>Te Mātaiaho</i> learning objectives, ○ recognise the unique status of tangata whenua and Te Tiriti o Waitangi partnership in Aotearoa New Zealand, and ○ use Universal Design for Learning principles to meet the diverse and varied needs of learners.
	Assessment Programmes • Ensures assessment and reporting practice conforms to nationally specified assessment requirements, school policy, plans and practices. • Ensures assessment procedures are understood by teaching staff and students, and parents are kept informed. • Ensures that robust moderation systems exist and are followed in Years 9-10. • Ensures moderation systems follow NZQA requirements in Years 11-13, and ensures these systems are followed.
	Reporting • Reports on and analyses data to identify successes, issues and concerns and details next steps. • Reports to the Strategic Leadership Team and Board, as required. • Meets all reporting deadlines.
	Review

Leader of Learning Role Description

	- Tracks individual students, priority groups and cohort progress against curriculum levels / NCEA to: - inform the development of learning programmes, - create Individual Learning Plans, and/or - report to the Principal/Board. - Implements robust self review processes which inform continuous improvement.
3. Leading Teaching and Learning	
Works with staff to develop a culture of respect, inclusion, empathy, collaboration and safety.	Design for Learning - Actively leads the improvement of pedagogical practice, in particular: - Cultural Relations for Responsive Pedagogy - Positive Behaviour for Learning - Universal Design for Learning - 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. - Implements and monitors learning programmes to ensure each and every learner is engaged and progressing. - Ensures programmes are designed to provide an orderly learning environment which is supportive of the needs of all students. Learning Focused Culture - Works collaboratively with the Strategic Leadership Team and staff to build a culture consistent with the values and principles of the New Zealand Curriculum. - Involves the community as a resource within learning programmes. - Ensures that changing social and cultural factors affecting the school's community are reflected in learning programmes.
4. Leading and Managing Staff	
Leads the use of inquiry, collaborative problem solving and professional learning to improve the professional capability of staff.	Professional Relationships - Fosters positive relationships between the school and community. - Shows support for the Rangiora High School and the decisions of the Strategic Leadership Team. - Assumes a leadership role through a cohesive team-building approach and supportive staff relationships. - Encourages colleagues to be involved in decision-making. - Communicates effectively and professionally in a timely manner.

Leader of Learning Role Description

	Professional Learning and Development - Provides effective advice and guidance to staff. - Identifies and acts on opportunities for improving teaching and learning. - Facilitates regular meetings, professional learning development, and classroom visits. - Ensures staff undertake appropriate professional learning and development to enhance individual expertise in pedagogical, curriculum and assessment practice.
	Professional Growth Cycle (PGC) - Monitors teacher/student relationships and provides coaching and mentoring as required. - Supports teachers with concerns/issues and provides advice and guidance as required. - Facilitates the Teaching Council's Professional Growth Cycle for Science staff, fostering continuous professional development through regular coaching, mentoring, and collaborative practice - Inform the Principal of any matters of concern.
5. Resource Management	
Effectively and efficiently use available resources, including financial resources and assets, within delegated authorities to support learning.	- Ensures resources are managed effectively and efficiently. - Ensures delegations are understood and carried out effectively, including accounting for all expenditure. - Presents annual budget and requests for major expenditure on facilities and equipment. - Inform of major maintenance or other concerns about facilities and equipment.
6. Compliance	
Complies with relevant legislation, Ministry of Education guidelines and school systems, processes, practices and expectations.	Administration - Complies with school systems, processes, practice and expectations. Health and Safety "Ensures strict adherence to the <i>Code of Practice for School Science Laboratories</i>, overseeing chemical inventories, hazardous substance storage, safety equipment audits, and lab technician tasks" - Facilitates a safe and supportive work and learning environment by ensuring compliance with the school's policies and procedures, and all legislative requirements.
7. Other Tasks	
Undertakes specific tasks and school wide projects over a	Negotiated tasks or projects are completed in a timely and efficient manner.

Leader of Learning Role Description

specified period of time, as negotiated.	
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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
Standards
Te Tiriti o Waitangi Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.
Professional learning Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the wellbeing of all learners.
Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.
Learning-focused culture Develop a culture that is focused on growing student wellbeing, and is characterised by respect, inclusion, empathy, collaboration and safety.
Design for learning Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.
Teaching 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:	