

Our Vision: Sacred Heart Girls' College educates and inspires young women to be confident, connected, Catholic, learners for life; committed to excellence, ready to serve, to challenge and to shape the future.



Leader of Learning Director of Religious Studies Position Description TAGGED (S65)

<p style="text-align: center;">Position:</p> <p style="text-align: center;">Reporting to:</p> <p style="text-align: center;">Responsible to:</p> <p style="text-align: center;">Responsible for:</p> <p style="text-align: center;">KEY Objectives:</p> <p style="text-align: center; margin-top: 20px;">Refer to the Person Specification for Leadership Position</p>	<p>Leader of Learning: Director of Religious Studies Full Time. Permanent. 3MU + 1 MMA + Time Allowance</p> <p>Director of Faith and Mission Principal, Senior Leadership Team. Religious Education Curriculum Staff within the Religious Studies Learning Area.</p> <ul style="list-style-type: none"> • To provide the College with innovative curriculum leadership with a clear focus on student learning, achievement and engagement in a digital environment. • To inspire and lead a team of Religious Education teachers towards contemporary pedagogical practices. • To lead and manage the Religious Education Learning Area effectively and efficiently, ensuring high quality teaching practices and delivery of a responsive curriculum that promotes academic success, engagement and creativity in learning for all students. • To safeguard, promote, nurture and integrate the Catholic Special Character and Charism of the College.
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Key Tasks	Expected Outcomes
<p>Leader of Learning Responsibilities</p>	<p>The Leader of Learning: DRS shall give guidance and provide effective leadership in curriculum development and innovation of the RELIGIOUS EDUCATION learning area in line with the NZ Catholic Bishops Understanding Faith curriculum, the New Zealand Curriculum and uphold the College Vision, Values and expectations.</p>
<p>Professional Leadership for Learning The DRS is responsible for curriculum development maintaining an appropriate profile for the learning area in the school and ensuring regular reviews of programmes.</p>	<ul style="list-style-type: none"> • The intention of the Bishops' and New Zealand Curriculum are given effect through the RELIGIOUS EDUCATION Learning area • The RELIGIOUS EDUCATION curriculum design is collaborative, responsive to the needs of all students, innovative and reflects the interests and context of the College Community, through rich learning experiences • The curriculum is reviewed annually and consistent with school policy, incorporating changes in curriculum • Priorities for student learning are identified • Annual Improvement Plan is used to address priorities • Student progress is monitored • Quality teaching and learning is assessed appropriately • Documentation relating to the learning area is up to date
<p>Professional Development for Learning Advice, guidance, support, mentoring or coaching is an expectation of all Leaders of Learning within their area.</p>	<ul style="list-style-type: none"> • The school's appraisal/enquiry process is carried out • Commitment to continual professional learning through support of school wide Professional Learning Plan • Opportunities for professional learning are identified for teachers that align with the direction of the College and the curriculum, including TCI courses • PL is responsive to the needs of teachers, enabling growth and improved classroom practice
<p>Learning Resources Management The DRS is responsible for managing the learning area's budget efficiently and effectively.</p>	<ul style="list-style-type: none"> • Management of the allocated budgets for RELIGIOUS EDUCATION items and Staff Professional development and learning • Stewardship of resources through a careful inventory, accessibility and accountability of all resources • School financial resources are spent wisely, within budget and for the advancement of learning

Key Tasks	Expected Outcomes
<p>Maintains effective Communication The DRS is responsible for ensuring professional relationships within and across learning area.</p>	<ul style="list-style-type: none"> • Board policy and school procedures are followed • Resources used align with College values
<p>Assessment for/of Learning The DRS is responsible for assessment practice and procedures in their area and is expected to model current best practice.</p>	<ul style="list-style-type: none"> • Learning Area meetings are held on a regular basis. • Minutes of meetings are recorded and copies circulated to the Director of Faith and Mission • Communications are timely, accessible, supportive and informative
<p>Supportive Learning Environment The DRS is responsible for fostering and supporting all learning within their learning area by ensuring a quality teaching and learning curriculum and environment.</p>	<ul style="list-style-type: none"> • Assessment is used effectively as an integral part of the process of learning and supports learning • Concerns regarding student performance are signalled early and appropriate intervention/action taken • Staff follow the assessment plan, which is in line with school, NZQA requirements • Accurate records are kept • School procedures are followed • Best practice is modelled
<p>Parent/Community Engagement The DRS encourages educative partnership with parents and whanau and the wider community.</p>	<ul style="list-style-type: none"> • Students' learning is celebrated, displayed and publicised appropriately • Classroom routines are developed and implemented. • An effective system is established to encourage a wide range of resources/tools and teaching strategies. • School wide strategic initiatives are supported and developed with staff to ensure learning and behaviour promote success
<p>Health and Safety All Staff have a responsibility to work towards ensuring that the school's health and safety policy is effective</p>	<ul style="list-style-type: none"> • Parents are kept aware of student progress by regular and effective reporting procedures and communication • Community relationships – educational, social, cultural – that create authentic learning contexts and opportunities for students, staff and parents/whanau.
<p>Health and Safety All Staff have a responsibility to work towards ensuring that the school's health and safety policy is effective</p>	<ul style="list-style-type: none"> • Take responsibility for personal safety and wellbeing • Contribute to a culture of teamwork, respect and collegiality amongst staff that reflects the key objectives of this role in the organisation • Contribute to a safe working and learning environment: <ul style="list-style-type: none"> ○ practising safe work methods, ○ proper use of safety equipment ○ active participation to eliminate and minimise workplace risks
<p>The LoL: Director of Religious Studies provides other duties as reasonably assigned by the Director of Faith and Mission</p>	

Employment Details:

This is a key Middle Leadership Area of responsibility.

Management Units: **3**

Middle Management Allowance: **1**

Signed: _____ **Principal**

_____ **Director of Religious Studies**

Date _____

SPECIAL CONDITIONS:

Education is an ever-changing environment and all staff are expected to participate constructively in school activities and to adopt a flexible approach to their work. Whilst every effort has been made to explain the main duties and accountabilities of the post, each individual task undertaken may not be identified.

This job description will be reviewed annually during the appraisal process, and will be varied in the light of the needs of the school.

The job description sets out the main duties of the position at the date when it was drawn up. Such duties may vary from time to time, without changing the general character of the post, or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

Note: *the Leader of Learning: Director of Religious Studies has a key role in contributing to the Catholic formation of students through the curriculum. Therefore, a significant contribution to developing Special Character in collaboration with the Director of Faith and Mission and the Principal is essential in this role.*

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PERSON SPECIFICATION

Leadership Positions



In addition to the Registered Teacher Criteria, these are the personal attributes that we are seeking from any teacher at Sacred Heart Girls' College, Hamilton, who seeks to hold a leadership position within our Learning Community. **We expect a Leadership Team to be:**

- committed and actively supportive of the College's Catholic Character and Charism.
- dedicated to the College Vision and its strategic direction.
- passionate about their practice, placing the learning outcomes and well-being of all students as their priority.
- strategic classroom practitioners who promote the essential skills, competencies and dispositions for learning.
- motivated to initiate and sustain effective and respectful learning relationships with students, staff, parents/whānau and the wider community.
- adept at restorative practices to enhance relationships and communications.
- creative thinkers, problem-solvers and effective collaborators and communicators.
- able to demonstrate professional and educational leadership in their areas of expertise and willing to take calculated risks.
- competent users of appropriate technology and e-Learning tools and/or willing and able to enhance these skills through further professional development.
- willing to develop further leadership and management expertise.
- capable of leading and motivating staff and providing leadership that invites collaboration, delegation, teamwork and the development of collegial relationships.
- effective communicators and able to work as part of a team.
- dedicated to ongoing professional development, with specific emphasis on professional learning that improves teaching and learning in the classroom.
- keen to present to and lead staff in professional learning.
- prepared to contribute to the co-curricular life of the school in an area of interest or where their contribution is needed.
- enthusiastic and comfortable in an environment of ongoing change, innovation, reflection and professional enquiry.