

Learning Area Leader Job Description

Learning Area Leader		
Key Tasks	Expected Outcomes	Performance Indicators
To ensure that teaching staff within the learning area understand their role in implementing the school's vision and policies.	Learning area leaders and their teachers will be familiar with the vision of the school and with the fact that they have an important part to play in implementing this vision. School-wide strategic and annual goals will be implemented as appropriate within the learning area. The LAL will support and actively engage in planning how the school's vision, policies and practices will be put into effect.	Learning area leaders and their teachers will be aware of the vision for the school and be able to show the contribution that they have made towards school-wide targets and goals. The learning area will annually set goals and monitor progress towards these, reporting success or otherwise to the Principal.
To lead and build strong, professional, trusting working relationships with learning area staff and to build a learning community within the learning area, where teamwork is expected and valued.	The learning area will be well-led and there will be an active learning community within the learning area, which maintains a strong collegial proactive team culture. The learning area will work together happily and will be sensitive to the concerns and feelings of other staff. Leadership and trust will emerge out of the LAL's expertise, not position. Leadership capability will be developed within the learning area.	Positive comments from learning area staff. A positive working environment within the learning area. There is evidence of a team approach within the learning area. The LAL demonstrates strategies for handling any resistance to change. The LAL will be regarded as an excellent classroom teacher
To lead, promote and develop pedagogical change within the learning area that is likely to improve student learning outcomes, including through supporting the development of practices that set an expectation that all students will experience success in learning, through promoting innovation and through ensuring that blended e-learning assists, supports and enhances student learning.	Learning Area staff will: <ul style="list-style-type: none"> • use a range of teaching strategies to provide for all learners • have an expectation that all students can and must experience success in their learning • be open-minded about new approaches to learning • implement new approaches to delivering the curriculum • provide personalised and differentiated learning for students • incorporate Maori themes, texts and elements of cultural identity in regular course work • cater for students' different ethnicities and learning styles, with a focus on Maori and Pasifika students and students with special education needs • integrate blended e-learning pedagogies and online resources into classroom programmes in order to support and enhance student learning. 	Lesson plans indicate provision of personalised and differentiated learning and a range of classroom teaching strategies. Student engagement and success are evident in the classroom. Personal learning devices and IT resources are integrated into teaching programmes. There is sharing of new ideas and pedagogies in the learning area, LAL and staff meetings. The LAL is acting as a role-model for effective pedagogical practice. Maori students will see their culture clearly in their course work and be engaged in relevant tasks which enhance their identity

<p>To lead, participate in, foster, encourage and provide professional learning for learning area staff and keep up-to-date with teaching and learning theory.</p>	<p>Staff will be encouraged to be reflective practitioners and to continually enhance their teaching practice. The LAL will role-model professional learning. The LAL will lead professional learning within the learning area, including passing on up-to-date teaching and learning theory. Staff will be encouraged to access professional learning beyond the school, including through attending conferences or seminars and belonging to subject associations. Staff will network across schools to share ideas and challenge practices.</p>	<p>Learning area minutes. Professional learning records. Appraisal documents. Membership of professional networks.</p>
<p>To observe and provide formative feedback to learning area staff as required through the school's appraisal system and through visits to learning area members' classes, and to mentor and coach them in order to develop their teaching practice and to take on leadership roles.</p>	<p>All teachers within the learning area will be given leadership opportunities. Learning area teachers will be supported by the LAL who will carry out classroom observations and invite others to observe their own practice. Staff will value formative feedback as part of their annual appraisal.</p>	<p>Appraisal observation and feedback records. Staff personal learning goals. Feedback from learning area members.</p>
<p>To lead curriculum planning, development and review, and to update and maintain schemes of work, including providing curriculum planning that is responsive to student identity, language and culture, and is differentiated and inclusive of all students.</p>	<p>Curricula within the learning area will be planned, developed, reviewed and modified as appropriate to improve student learning outcomes. Learning area schemes will be regularly reviewed, updated and maintained and available online. The learning area will be up-to-date with changes in curriculum. Students will be provided with appropriate differentiated, engaging programmes of learning, which include a responsiveness to student identity, language and culture.</p>	<p>All learning area members have up-to-date schemes of work which respond to the differentiated needs of students and to student identity, language and culture. The learning area scheme is kept electronically in the Department Drive.</p>
<p>To develop assessment and reporting procedures in keeping with school-wide systems and in association with other learning areas, to use assessment evidence and data analysis to inform change and develop practices that will directly improve student learning outcomes, and to report on the progress of students to their parents/caregivers, families and whanau as appropriate.</p>	<p>Regular, varied and professional assessment will be carried out by learning area staff. Analysis of assessment data will be used to build on students' learning strengths, to develop areas of weakness and to inform curriculum and pedagogical change that will improve student outcomes. The progress of students will be reported to parents/caregivers, families and whanau. Feedback will be provided to students on how they can improve their learning. NZQA requirements will be met. Moderation reports will be satisfactory and acted upon where necessary. Students' exemplars will be stored for future reference. Accurate records will be maintained.</p>	<p>Electronic markbooks, school reports. A range of assessment methods to help students learn. NZQA Moderation reports. Assessment banks. Reporting is completed as required by school reporting procedures and information is shared with parents/caregivers, families and whanau.</p>

To expedite the flow of information related to the learning area	All relevant information is communicated to learning area staff. Learning area teachers' needs and concerns are conveyed to the school leadership team.	Learning area minutes. Email memos to staff.
To develop and manage learning area resources which support a positive teaching and learning environment in the classes of learning area teachers.	Supportive teaching and learning resources will be developed, updated and maintained to the best standard, within budget constraints. Electronic resources and links will be developed, reviewed and updated.	Classrooms are attractive learning spaces. Teaching resources are easily available, labelled and up-to-date. Equipment is available and well-maintained.
To manage financial resources.	Financial resources will be used to give maximum benefit to all needs of the learning area. Learning area members will contribute to budget preparation. Budgets will not be exceeded without the Principal's authority.	The annual budget is prepared for the Principal. Monthly budget statements are checked. Learning area minutes.
To delegate tasks to learning area ancillary staff.	Ancillary staff will have clearly defined tasks to complete and these will be monitored.	Ancillary staff job description. Task check-list.
To promote the status of the learning area within the school and community.	The LAL will develop networks in the wider community, including the local media, to ensure that the achievements of students within the learning area are recognised, so that the learning area is held in high regard within the school and the community. Ideas and best practice will be shared with other learning areas.	Learning area minutes. Principal's comments. PTA and BOT feedback.
To contribute to the wider life of the school.	The LAL will take on additional responsibilities in the wider life of the school. The LAL will attend appropriate school evenings/functions.	Staff responsibility list. Co-curricular actions.