

Waikanae School Syndicate Lead Teacher Job Description

Professional Standards

The Professional Standards set out below provide a baseline for assessing satisfactory performance within each area of practice. The Syndicate Leader's performance will also be measured against the Standards and Code for a Practising Teacher as per the Teaching Council Aotearoa New Zealand as they will also have full time classroom teaching responsibilities.

Key Relationships

- Principal
- Deputy and Assistant Principals
- Senior Leadership Team
- Teaching Staff
- Learning Support Staff and Admin Staff
- Support and Outside Agencies, including the wider community, e.g. iwi, other schools, sports associations, etc
- Ākonga/students, parents and whānau
- Board of Trustees

Key Qualities

- Approachable relatable and an effective communicator.
- Personable, responsive, calm, trusting and friendly.
- Able to connect with others - adults, children, and whānau.
- A good listener who shows empathy and fairness, a sounding board for staff.
- Flexible and open.
- Supportive.
- Reliable.
- An effective, high-quality teacher.
- Solution focussed and good organisational skills.
- Fun with a sense of humour.

Key responsibilities

1. **To be an active member of the Senior Leadership Team, raising student achievement by leading learning and teaching.** Ensuring that there is highly effective and dynamic leadership in all matters pertaining to school leadership and management. Supporting the team to be motivated and work as a cohesive and productive unit. The teaching team is well organised and administered promoting effective and high-quality learning and teaching programmes. All these actions lead directly to raising achievement levels for individual/ cohorts/ classes students across the syndicate.

2. **To provide effective and dynamic professional leadership in the on-going development and implementation of the refreshed Curriculum.** Ensuring that quality programmes and a balanced curriculum are in place and being applied by teachers throughout the school, using the New Zealand Curriculum documents as the basis for learning and teaching. Evaluating, monitoring, and developing the learning areas of the NZC to reflect best practice. Keeping up to date with relevant research and practices relating to effective curriculum implementation. Overseeing relevant curriculum teams to ensure cohesivity and balance across the school, focussing on strategic priorities. Recognising your role as Curriculum Leader of teaching and learning across the whole curriculum as well as your role of Syndicate Management. Ensuring the ongoing development of a learning environment in which there is an expectation that all ākonga/learners will experience success in learning, specifically any students identified as a 'priority learner' and ensuring that Māori ākonga/students are allowed to succeed as learners embedded in their culture. *(Māori succeeding as Māori).*

3. **To actively support the leadership and coordination of Professional Learning for staff. This includes the management of Priority Learner Plans, to support in the coordination and/or delivery of whole staff professional learning meetings, and the coordination of individual staff PD**. Providing high quality leadership within our professional development model. Developing and continuously improving staff understanding of effective pedagogy (individual, group, and whole school). Actively supporting the school's drive to raise levels of teacher effectiveness and thereby student achievement. Actively pursues own leadership growth, for example within the Educational Leadership Capability Framework or Tū Rangatira Educational Leadership.

4. **To actively support the leadership, development and implementation of fair, rigorous, and useful school wide assessment and reporting policies and procedures including leading and supporting teachers to gather, analyse and use assessment information effectively to raise student achievement.** Ensure syndicate reporting of achievement, progress, and activities to parents/whānau via our School Management Systems follows our schoolwide framework. Supporting staff in how to best use the SMS to better inform teaching and learning and achievement and progression to develop children's learning journeys. Ensure that school-wide assessment practices are being implemented so that pupil achievement is effectively monitored, evaluated, and reported on to Parents, Board of Trustees, MoE and Community, (giving specific regard to our Priority Learners). Ensuring that the primary focus of assessment remains 'assessment for learning' as opposed to 'assessment of learning'.

5. **To lead and co-ordinate the Professional Growth Cycle appraisal and attestation system of all teaching staff within the Te Poutama syndicate, motivating, mentoring, supporting, and coaching.** Facilitating the Professional Growth Cycle process, leading in class observations, feedback, mentoring appraisal, and attestation of syndicate teaching staff. Recognising that all staff are learners who need to continuously reflect and improve practice.

6. **To engage with and assist to implement new initiatives to ensure that Waikanae School continues to grow and develop whilst maintaining our values, tradition, and culture.** In consultation with the senior leadership team, staff, and students (and where appropriate community consultation), actively engage with and assist to implement new initiatives to ensure that Waikanae School continues to grow and develop whilst maintaining our values, tradition, and culture. Examples could be initiatives that reflect Te Tiriti, curriculum development in pedagogy, new curriculum areas, National Education Learning Priorities, the Curriculum Refresh, etc.

7. **To build professional and trusting relationships with staff, whānau, students, outside agencies and the wider community.** Being highly active in establishing and maintaining effective and positive staff relationships. Ensuring a positive work environment, through encouragement and support. Developing and maintaining a positive team climate, sharing knowledge and skills. Facilitating effective transitions for students to the syndicate, involving cross-syndicate discussions around placement, integration, orientation, and expectations. Facilitating effective transitions for students from primary to secondary school, organising visits from and to colleges, supporting the college enrolment processes and facilitating early transition for students requiring increased support. Making effective

use of appropriate grievance and conflict resolution processes, as outlined in the appropriate collective contract, N.Z.E.I. "Code of Ethics", and the school procedures. Tracking and monitoring learning support students' attendance for engagement and taking steps to improve.

8. **To actively support and implement the school's 'Strategic Direction and Vision.'** (Priorities, Strategic and Annual Plans, Policies and Procedures, Collaborative Team Action Plans etc). Being an integral part of the strategic planning process by being actively involved in any and all opportunities to do so. Actively participating in strategic decision-making and working with the SLT and BoT to continue the development of Waikanae School and its own curriculum.

9. **To be visible throughout the school; working with and supporting students and staff to maintain their wellbeing and being available to whānau.** Actively participating in school life. The role of Syndicate Leader at Waikanae School extends well beyond the classroom and school's physical boundaries. Attending, facilitating, and participating in staff meetings and professional development activities. Being present and available to staff and whānau and getting into the spirit of school activities.

10. **To effectively communicate with staff/parents/whānau and the wider community.** Supporting with the further strengthening of communication and relationships to enhance student learning, staff collegiality and community relationships.

11. **To contribute to the building of a positive and inclusive whole school culture.** Actively contributing to the positive student culture of the school and supporting the Senior Leadership team with using positive behaviour management strategies.

12. **To ensure the Waikanae School Values are embedded throughout the school.** Working with students and staff to model, promote, and develop the school values, ensuring that these are understood and embedded in everything we do.

13. **To assist with the leadership and coordination of the pastoral care and behaviour management of students, responding to identity, language, and culture in line with the school practices**. Always maintaining the highest possible professional standards in relation to other staff, and to children, parents, whānau and the wider community. Following policies and procedures around pastoral care and positive behaviour management strategies.

14. **To actively support the Principal and when necessary to carry out the Principal's delegations.** Implementing and supporting leadership decisions. Regularly liaising with the Principal/DPs/AP and discussing with them 'best practice' and what it means for you as a leader at Waikanae School. Leads and follows Emergency Management procedures for drills and events as outlined in school policies.

This role is also a full-time teaching role and comes with two permanent units, five CRT days per term, and MRT at the discretion of the Principal, dependent on staffing entitlement.

Signed: _____ (Appointee)

Signed: _____ (Principal)

Dated: _____