POSITION DESCRIPTION

POSITION:	**Head of Faculty – Humanities & Commerce**	Kristin Early Learning - Senior School
STATUS:	Permanent	
TIME:	Full-time (1.0FTE) Includes a minimum of 0.6 FTE teaching, as negotiated with the Executive Principal	
LOCATION:	Kristin School, Auckland, New Zealand	
VISION / STRATEGIC OBJECTIVE:	Kristin School is an independent co-educational school for students from Early Learning to Year 13, which aims to provide students with a superior all round education, to prepare them to be responsible global citizens, to think creatively, reason critically, communicate effectively and learn enthusiastically throughout life. The Kristin learning experience is real, connected and deeply human. Students and staff experience the school as balanced, supportive and purposeful, not just busy and high achieving.	
VALUES	• Progress with vision, integrity, and love.	
LINE MANAGEMENT:	• Line Manager for Curriculum Leaders • Reports directly to Middle School Principal	
KEY RELATIONSHIPS:	• Executive Leadership Team • Humanities and Commerce teachers • Heads of Faculties • IB coordinator & PN to NZQA • Middle & Senior School Deans	
SALARY:	Head of Faculty package: $25,000 p.a. leadership allowance and 10 periods per cycle (ppc) time allowance	
JOB PURPOSE	The Head of Faculty – Humanities & Commerce is responsible for providing strategic leadership, curriculum oversight, and operational management for the Humanities & Commerce Faculty. This includes leading faculty planning, monitoring, reflection, and review; coordinating academic programmes across both Middle and Senior Schools; mentoring staff; and promoting continuous professional development to ensure high levels of student achievement and wellbeing.	

Accountabilities	Responsibilities & Expectations	Performance Indicators
1. Leadership	• Lead and oversee activities within the Humanities & Commerce Faculty. • Make decisions in accordance with the school's delegations of authority. • Set and maintain standards of excellence in student outcomes and teacher performance. • Lead in a way that articulates, supports, and furthers the school's strategic vision. • Model positive behaviours, which support the School's Core Values. • Determine strategic and operational priorities for the Humanities & Commerce Faculty, in line with the School's vision, and in collaboration with the Principals and Executive Principal. • Represent the school and participate as a member of internal and external committees and organisations. • Oversee the development and management of the Humanities & Commerce faculty budget, in liaison with the Director of Business Services.	• The Executive Leadership Team receive relevant and timely information and advice in relation to the Humanities & Commerce Faculty. • The Executive Principal receives satisfactory and timely reports as required. • Data driven evidence of standards of excellence in student outcomes. • Evidence of support for the school's vision and strategic plan. • Priorities and plans for the Humanities & Commerce Faculty are aligned with and support the school's strategic objectives and Government requirements. • Evidence of professional leadership development to support best practice leadership practices. • The Humanities & Commerce faculty budget is effectively developed and managed in liaison with the Director of Business Services.
2. Quality Assurance, Curriculum Leadership & Student Assessment	• Oversee the Curriculum Leaders to ensure the development and implementation of a curriculum, is one that supports and encourage the achievement of academic excellence and the all-round development of students. • Ensure the achievements of the students are recognised and celebrated appropriately. • To ensure that faculty members employ appropriate methods of behavioural management and support them in maintaining	• Evidence of a stimulated, focused, and engaging Humanities & Commerce programme that reflects the school's vision and ethos. • Academic excellence and the all-round development of students is actively promoted and supported. • Humanities & Commerce successes are communicated to the wider School and community as appropriate

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	the discipline standards required by the Middle and Senior Schools. • To respond to parental enquiries regarding courses, staff and/or student progress within the faculty. • Liaise closely with relevant staff to ensure that an appropriate and comprehensive level of pastoral care is provided to all Middle school students. • Assist with the production of quality student reports. • Liaise with the relevant staff to ensure that effective records are kept and maintained for all students. • Oversee student assessments to ensure they are conducted fairly and in a timely manner. • Oversee the co-curricular programmes and events for Humanities & Commerce.	• High standards of student behaviour are promoted and maintained. • Behavioural issues are dealt with promptly and effectively. • Students, parents, and other relevant staff report satisfaction with the school's process and communications in the management of student behaviour issues. • Grievances and complaints are managed effectively, in accordance with the School's policies and procedures. • Evidence of effective liaison with relevant staff regarding student wellbeing and pastoral care. • Student reports are of high quality and provide students and parents with accurate and useful assessments. • Reporting systems are evaluated periodically. • Effective records are kept and maintained for all students. • Evidence student assessments are undertaken on time and in a fair and equitable manner.
3. Staff Management	• Provide line management for the Humanities & Commerce staff, including teachers and relevant support staff. • Lead the recruitment, induction and performance and development review process for direct reports, in liaison with Human Resources.	• Direct reports are recruited, managed, and developed through sound management and human resources practices that are consistent with school policies and legal requirements. • Evidence of effective communication and collaboration with Human Resources

Accountabilities	Responsibilities & Expectations	Performance Indicators
	• Facilitate a safe and supportive work environment by ensuring compliance with the school's policies, procedures, and legislative requirements. • Conduct regular meetings and reviews with direct reports and provide regular feedback regarding performance, including at least one formal observation and summary meeting per year. • Ensure a second observation is undertaken every year by Curriculum Leader or delegated person. • Support the ongoing professional development of direct reports, identifying suitable opportunities in line with School priorities. • Assist HR and relevant staff with teachers gaining and maintaining their teacher's registration and practising certificate. • Oversee the allocation of staff to classes as per the timetable requirements.	regarding staff recruitment, induction, and performance management. • Evidence of compliance with school's policies, procedures, and workplace health & safety legislative requirements. • Evidence of acting as a positive role model and mentor for direct reports. • Evidence of direct reports receiving regular review, feedback, and support to meet the responsibilities and expectations of their roles. • Documentation of the annual performance and development review for all direct reports, signed and submitted with Human Resources each year. • Professional learning and development plans for direct reports are documented and align with the school's strategic plan and priorities. • Evidence poor performance is managed effectively in accordance with the school's policies and in liaison with Human Resources. • All relevant staff have their registrations up to date and maintained. • Class allocations are fair, balanced and allow for the professional development of all staff in the faculty.
4. Teaching	• Teach a minimum of 0.6 FTE, as negotiated with the Executive Principal. • Model exemplary teaching practice.	• Teaching is undertaken in accordance with the minimum teaching load determined by the Executive Principal.

Accountabilities	Responsibilities & Expectations	Performance Indicators
	• Conduct formal parent interviews in accordance with the school's calendar and other meetings as required or requested.	• Evidence of exemplary teaching practice, with students supported to achieve their best. • Undertaking relevant professional development required for teaching in New Zealand. • Parents report satisfaction regarding formal parent interviews and other parent meetings.
5. Health & Safety	• Facilitate a safe and supportive work environment by ensuring compliance with the school's policies, procedures, and legislative requirements. • Ensure so far as is reasonably practicable that steps are taken to keep staff and students safe while on the school grounds or participating in school activities.	• Evidence of compliance with School's policies, procedures, and workplace health & safety legislative requirements. • Evidence that risks to staff or students' health and safety have been eliminated or minimised so far as is reasonably practicable, ensure safe work practices, including hazard identification, accident, incident and near miss reporting for all events and EOTC RAMS forms.
6. Other	• Attend Head of Faculty Meetings. • Attend all relevant staff meetings. • To positively support the character and values of Kristin school. • Be actively involved in the life of the school, including community events, functions and promotional activities as required. • Ensure the quality of publications that promote and record the faculty are of a consistently high quality.	• Evidence of attendance and participation at all HOF meetings. • Attendance at all relevant staff meetings. • Evidence of regular involvement in activities of the school including community events, functions, and promotional activities. • Evidence all publications were proofed and approved before publication or production, and where appropriate, approval was obtained from Head of Advancement & Community Engagement.

Accountabilities	Responsibilities & Expectations	Performance Indicators
7. General to all positions	• Appreciate, respect, and affirm others and work effectively with all stakeholders to create a positive and collaborative school culture. • Ensure all practicable steps are taken to keep safe while on the school grounds or participating in school activities.	• Evidence of demonstrating appreciation, respect, and affirmation for others and of working effectively with all stakeholders to create a positive and collaborative school culture. • Evidence all practicable steps are taken to ensure safe work practices, including hazard identification, accident, incident and near miss reporting for all events.

Key Selection Criteria

Qualifications, Training & Experience

- Current Practising Certificate with the Teaching Council of Aotearoa New Zealand
- A record of success in a leadership, management, or senior position
- Desirable: Current First Aid certificate and Drivers Licence

Attributes and Skills

- **Subject Expertise:** Proven record as an outstanding educator within **Humanities, Commerce, or related disciplines**.
- **Pedagogical Leadership:** Ability to proactively develop, promote, and implement innovative, student-centred learning initiatives.
- **Relational Capability:** Proven ability to build positive, respectful relationships with students, staff, whānau, and diverse community stakeholders.
- **Inspirational Leadership:** Ability to motivate, mentor, and guide both teachers and students toward excellence.
- **Strategic & Operational Thinking:** Demonstrated ability to translate overarching strategic goals into effective, structured operational plans.
- **Organisation & Administration:** Superior organisational skills, initiative, and the ability to manage competing priorities under deadline pressure.
- **Communication Skills:** Outstanding written, verbal, and interpersonal communication skills across all mediums.
- **Culture & Bicultural Responsiveness:** Commitment to integrating bicultural perspectives (Te Tiriti o Waitangi / Te Ao Māori) into curriculum design and faculty culture.
- **Problem Solving & Resilience:** High degree of professional judgment, discretion, emotional resilience, and constructive problem-solving ability.
- **Financial Literacy:** Sound understanding of department budgeting and resource management processes.
- **Co-curricular Support:** Willingness and capability to contribute actively to the school's co-curricular and outdoor education programmes.

Commitment to Child Safety

Kristin School is committed to providing a safe, caring and nurturing environment and school climate to ensure the wellbeing and prevent the harm of tamariki, rangatahi, akōnga /learners, their whānau/family and staff. This is our single greatest priority and responsibility.

- Kristin is alert to potential child safety risks and takes immediate action when issues are identified.
- There is zero tolerance for abuse of any kind.
- All stakeholders are to report any child safety allegations, disclosures or concerns.
- All staff must adhere to and abide by the Student Safety Code of Conduct.
  We seek, value and respect diverse representation, views and experiences in akōnga/learners and encourage individuality and choice.
- Akōnga/learners are empowered and encouraged to speak up and speak out.
- All services adhere to child rights principles of partnership, protection and participation; and the rights and responsibilities accorded by Te Tiriti o Waitangi.