Wesley College
Family, Respect, Responsibility, Excellence

Wesley College Position Description

This Position Description provides an indicative outline of the purpose, accountabilities and expectations of the role. Specific performance requirements and expectations will also be included in management processes for this position and in annual performance reviews and objectives.	
Position Title:	**Head of Department - Maaori**
Reports to:	This position will be overseen by the SLT
Direct Reports:	Teachers of Maaori
Key Relationships:	• Te Manu Arataki Maaori • Staff • College Chaplain • The Safeguarding Officer and Safeguarding Champions • Students and Whaanau
Hours of Employment:	As per STCA
Financial Delegations:	N/A
Remuneration	As per STCA plus 1SU and 1MMA

1. Special Character

Special Character	Uphold and support the special character of Wesley College: • We are Christian in practice. • We are Methodist in ethos. • We are accepted as we are. • We are called to be the people of God and to do God's work. • We belong to the Wesley College family and the family of God.
Methodist Ethos	Uphold and support the Methodist Ethos of Wesley College: • Treasuring our Christian heritage and learning to express it relevantly. This includes religious observances. • Embrace the bi-cultural journey of the Church and its commitment to Te Tiriti o Waitangi. • Support for values that respect the integrity of persons and communities. • Consideration of the needs of others, especially the marginalised. • Use of language and images that are inclusive and which express equality. • Provision of safe environments in which students can learn to live and work together in harmony. • Opposition to cultures of violence and to systems of domination and exclusion. • Processes for dealing with conflict, harassment, abuse and violation.

2. Child Safety

Our Commitment to Child Safety
Wesley College provides educational and residential boarding services for approximately 250 rangatahi (youth) aged between 13 and 19. Wesley College is committed to creating a “Safe Environment” and to ensure the well-being of everyone under Wesley College’s care. Therefore, Wesley College has a zero-tolerance stance on child abuse and neglect as part of our commitment to a holistic approach to safeguarding. Wesley College takes all reasonable steps to ensure the welfare and well-being of rangatahi remains our priority. Aotearoa/New Zealand has significantly high levels of child vulnerability, abuse, and neglect, and these child safety risks do not discriminate. They can be relevant to personal, professional and community environments. Our history has evidenced Wesley College as not being immune to these risks. Hence, we are committed to applying our learnings and strengthening our child safeguarding and protection processes and creating a culture that safeguards everyone, rangatahi, whaanau/family, staff and the college. We seek to advocate and uphold rangatahi’s rights to safety and protection and empower their voice and participation in our safeguarding journey. This includes us creating safe channels and environments to support rangatahi, whaanau and staff in speaking up and speaking out on any child safety complaints or concerns. Wesley College commits to providing designated safeguarding staff and to operating above legislative requirements by leading safeguarding and child protection best practices in all our undertakings.

Area of Responsibility	Key Tasks
Child Safety and Safeguarding Culture Responsibilities	• Uphold your Position of Trust by demonstrating professional boundaries and being a positive role model for students. • Ensure all student engagement, including via online platforms or resources, occurs in a safe and inclusive environment. • Demonstrate compliance with Wesley College’s child safety policies, procedures, and codes of conduct. • Show respect for diversity, promote equity, and support and empower student and family participation and involvement in the College’s safeguarding measures and culture. • Be vigilant in identifying potential signs of vulnerability, abuse, or neglect and take concerns seriously by following the College’s compulsory child safety internal reporting processes. • Foster a safe environment where concerns can be raised without fear of negative consequences, and compliance with internal compulsory reporting of child safety concerns is demonstrated. • Adhere to complaint handling procedures, ensuring any complaints are escalated appropriately, and all complaint data is accurately recorded. • Support the College in effectively managing child safety risks by identifying risks and reporting all emerging risks, issues, and incidents to a Manager or the Safeguarding Officer. • Demonstrate safeguarding as a shared workforce responsibility.
Health & Safety Responsibilities	• Adherence to all Board and College Health and Safety policies and procedures in compliance with the Health and Safety at Work Act.

	• Recognise health and safety by applying them to all physical and online environments. • Take all reasonable steps to ensure your own safety and the safety of all others on site – including visitors, parents, colleagues, students, contractors and volunteers. • Report all accidents and/or injuries, risks and hazards which occur during your work or as a result of your work (no matter how minor).
Professional Development Responsibilities	• Complete all compulsory child safety training within the identified timeframe.

3. Wesley College Values and Behaviours

All staff are expected to embrace Wesley College's Values:

Excellence	• Wesley College staff demonstrate excellence to support the College in delivering the highest standards in all its efforts and services for students and families. • High student achievement is attained via engagement and learning that is supportive of students' diverse learning needs, ensuring all can understand and demonstrate excellence in their performance.
Respect	• Staff set positive role model examples in their engagement, conduct and professional relationships with students. • Students and families have regular opportunities to share and have their ideas and perspectives actively listened to.
Responsibility	• Staff practices and the College's learning and support services remain child-focused. • Staff maintain the highest ethical standards, including complying with all applicable New Zealand laws and following College policies and guidelines.
Family	• Engagement with families fosters positive and collaborative relationships that help students feel confident and empowered. • Families are active participants in helping the College celebrate students' personal and academic milestones.

4. Role Requirements

The 2026 Standards for the Teaching Profession	• Demonstrate the Standards for the Teaching Profession: - Te Tiriti o Waitangi Partnership - Know the content and how to teach it - Know the learner and the learning process - Plan for and implement effective teaching and learning - Create and maintain supportive and safe learning environments - Engage in professional learning - Engage in productive professional relationships

Cultural Leadership

Role Expectations	To work alongside Te Manu Arataki Maaori to: ● Support the organisation of poowhiri, whakatau and significant cultural events. ● Act as a cultural advisor for staff when appropriate. ● Help ensure tikanga is understood and applied appropriately across the school. ● Foster connections with local iwi, hapuu and the wider Maaori community.

Departmental Leadership and Management

Role Expectations	● Lead high-quality curriculum, teaching and learning across the department. ● Develop and monitor the Department Annual Plan and ensure the Department Quality Assurance Framework is implemented. ● Monitor student progress, achievement and engagement and lead appropriate improvement actions. ● Ensure effective assessment, moderation, reporting and curriculum documentation processes. ● Lead and support departmental staff through regular meetings, professional learning, observation and feedback. ● Manage departmental resources and budget effectively.

Person Specification:

Qualifications	● Teaching qualification recognised in New Zealand ● Current teacher registration and practising certificate (or LAT)
Experience	● Successful teaching experience in Te Reo Maaori and Te Ao Haka across Years 9–13. ● Demonstrated experience of leading or contributing to curriculum development. ● Experience with NCEA assessment, moderation and reporting. ● Experience analysing student achievement data and using evidence to improve teaching and learning. ● Previous middle leadership experience desirable.
Leadership Skills	● Ability to provide effective curriculum and pedagogical leadership. ● Ability to lead, support and develop staff and build collective responsibility within a team. ● Ability to use achievement data, student voice and other evidence to evaluate departmental effectiveness and lead improvement. ● Strong understanding of assessment, moderation and quality assurance.

	• Ability to develop and monitor annual plans, programmes of learning and departmental improvement priorities. • Ability to conduct professional observations and provide constructive feedback. • Strong organisational, delegation and accountability skills. • Sound financial and resource-management capability. • Ability to lead change while maintaining positive professional relationships. • Commitment to collaborative leadership and developing leadership capacity in others.
Personal Attributes	• Values supporting child rights and a passion for child safeguarding and protection • Integrity • Professionalism • Adaptability • Collaborative approach • Commitment to student wellbeing • Willingness to contribute to the extra

Agreement

I understand this Position Description may be reviewed by the employer from time to time in response to the changing nature of our work environment – including technological changes, legal requirements, child safety learnings and as part of the college's overall continuous improvement.

I understand that to support me in this position, I may be required to participate in meetings and undertake additional training as appropriate. I understand that training and development may take place during the school holidays, which I will be required to attend.

As the Position Holder, I agree to carry out these responsibilities and commitments and am open to all other related and reasonable duties as allocated by the Manager(s).

I have read and understand what is required for the role of HoD Life and Faith.

Position Holder:

Name:			
Signature:		Dated	

Wesley College Representative:

Name:	

Signature:		Dated	