Birkdale Intermediate School

Job Description: Team Leader

Reports to: Deputy Principals, Principal

Additional Leadership Roles:

Primary Objectives

- Ensuring effective teaching and opportunities for learning, working to remove barriers to learning and overseeing the planning-assessment-teaching cycle
- Building and maintaining professional relationships with students, whānau, colleagues (BIS and beyond) and community
- Knowing the learners in your team, and their whānau, to support the team in meeting their needs
- Ensuring their own understanding of culturally responsive practice based on Te Tiriti o Waitangi and tikanga Māori, and what it means in professional practice
- Actively supporting and working to build and achieve the school strategic plan, vision and values
- Facilitating the professional growth and wellbeing of your team and their roles within the wider school
- Leading and engaging in the Professional Growth Cycle
- Supporting team members to uphold the school-wide behaviour management plan
- Looking after the environment of the team, including safety, wellbeing and physical resources

Personal and Professional Qualities

- approachable and receptive
- adaptable and resilient
- shows integrity
- trustworthy
- self-aware and reflective
- reliable
- team player (collaborative, helpful, supportive, on board)
- solutions-focused and positive

- growth mindset

Key areas of responsibility	Elaboration of responsibility	What this looks like at BIS
Teaching and Learning	• Leading the curriculum delivery in your team • Ensuring planning is completed across and within the team • Monitor and evaluate progress and achievement data with the team, and ensure it's used to inform planning • Modelling effective teaching practice • Support the curriculum development in the team • Ensuring effective teaching in all classrooms in the team, including culturally responsive practice that supports all learners and recognises Te Tiriti o Waitangi	• In the context of school wide overviews team unit plans are in place and being utilised • Curriculum coverage is provided for in the team's planning • The team works together to explore and implement effective practice for curriculum delivery • Weekly planning is monitored and includes planning for individual needs and planning for how to utilise teacher aide hours • Achievement data is collected and analysed as a team • Data tracking includes analysis of Māori and Pasifika outcomes
Pastoral Care	• Provide support for team members as needed • Being aware of the wellbeing of the team members (staff and students) • Provide support for teachers around pastoral care of students – behaviour and social / emotional • Oversee and facilitate the behaviour management in the team	• Team members are supported with regular check-ins and actions • Behaviour expectations matrix and behaviour management plan displayed and followed in all classrooms • Team members are tracking pastoral incidents in our student management system • Students' key individual pastoral considerations are discussed and planned for
Team Culture	• Being open and receptive to members of the team • Establish a positive team culture amongst the team • Ensuring the team follows the school expectations and guidelines • Model and uphold the school values and school expectations for teachers	• Team members communicate openly and confidently with the team leader • Team discussions are focused around solutions and moving forward, and policy decisions are supported in all communications • Expectations set in 2025 Organisation and Procedures - Staff Handbook are met across the team

		• Professional respect is shown amongst staff members • In Team discussions and actions students are treated with respect and valued as learners with strengths and potential
Communications	• Providing strong communication up and down • Support team with communication to whānau • Leading team meetings • Providing clear expectations and guidelines • Build and maintain professional relationships with whānau, colleagues and community	• Proactive and responsive dialogue provides clarity for all • Key information is consistently shared in a timely manner and with accuracy • Minutes of meetings are up-to-date and shared with all team members • Team members can expect a team leader to attend whānau meetings when needed • Team agreements are established at the start of each year and reviewed throughout the year • Check in with relievers and support them if needed • Communication is directed through expected pathways
Growth and Development	• Responsible for PGC process for the team members • Providing opportunities for team members to grow, develop, and take on roles or take part in initiatives using their strengths • Reflects on own leadership practice • Continuous professional learning and growth	• Regular observations and feedback provided to teachers • Teams regularly discuss their members' goals and growth • Team leader encourages team members to be involved with projects and initiatives, based on knowledge of their skills and interests • Team leaders reflect on their leadership as part of their own PGC • Team leaders ensure any student teachers, beginning teachers or mentor teachers in their team are part of a quality programme that meets requirements