FRASER HIGH SCHOOL
Te Kura Tuarua o Taniwharau

Head of Faculty
He Kaakano
Supported and Diverse Learners

Responsible To: Deputy Principal, Principal

Functional Relationships: SLT, SENCO, HOD Support Centre, LSC, MOE Learning Support, Oranga Tamariki, BLENNZ, Disability Services, all teaching staff, all support staff, HOFs and HODs, Pastoral Teams, external agencies, professional associations, and community partners

UNITS HELD: 3 MU

PRIMARY OBJECTIVES:

The Head of Faculty – Supported and Diverse Learners provides strategic and professional leadership that champions the school's commitment to learners with special, diverse, and additional learning needs. This role ensures that all aakonga experience a safe, inclusive, and equitable learning environment where their identities, languages, and cultures are affirmed. The appointee will lead the strategic direction and operational delivery of all learning support programmes, fostering a culture of high expectations, belonging, and partnership with whaanau and external agencies.

Teaching values and beliefs:

1. Deep learning.
2. Warm and demanding relationships
3. Collaboration
4. Inclusiveness
5. Character development

Core objectives:

- Lead the design and implementation of equitable, inclusive, and culturally responsive learning support systems.
- Use evidence and data to evaluate teaching practice, student progress, and achievement.
- Build staff capability through coaching, mentoring, and professional learning.
- Promote innovation, reflection, and culturally grounded practice.
- Strengthen relationships with aakonga, whaanau, iwi, and agencies to enhance wellbeing and achievement.

KEY TASKS	EXPECTED OUTCOMES	SUCCESS INDICATORS
Professional Leadership	• Lead, mentor, and support the Supported and Diverse Learners team (SENCO, TICs, ESOL, LSC, teacher aides, specialists, etc.). Develop and implement a strategic plan for learning support aligned with the school's Strategic and Annual plans and inclusive education principles. Advocate for resources, staffing, and PL opportunities. • Lead day-to-day management of the faculty, including staffing, timetabling, and programmes. Enhance the physical and sensory environment to promote calm, purposeful learning. Maintain robust systems for data tracking and reporting.	• Faculty goals align with school priorities. Improve staff capability and learner outcomes. Build a strong collaborative culture across learning support services. • Safe, well-managed Faculty. Student progress tracked effectively. Reports inform improvement and strategic decision-making.
Supporting Teaching and Learning	• Ensure learning programmes are inclusive, culturally grounded, and responsive to the needs of all learners. • Delegate responsibilities effectively to build leadership within the faculty. • Provide professional learning for HOFs, HODs, and teachers to strengthen inclusive practice. Support curriculum adaptation and differentiated teaching. Oversee SAC processes and ensure IEPs and plans are co-constructed with aakonga and whaanau.	• Programmes and planning reflect best practice and meet aakonga and whaanau learning needs and expectations. • Faculty reviews show evidence of innovation, cultural responsiveness, impact and continuous improvement. • Data shows improved student engagement and achievement. • Staff demonstrate improved inclusive practices. Students receive appropriate learning and

		assessment support. Documentation is current and effective
Resource Management	• Oversee and maintain a comprehensive register of aakonga requiring learning support, including ORS, SAC, ICS, IWS, ACC, GATE, and neurodiverse learners. • Manage allocation of teacher aide hours, SEG funding, and external funding to ensure equity and transparency. Monitor budgets effectively.	• Funding is used efficiently to maximise outcomes. Resource allocation aligns with strategic goals. Data systems are current and transparent.
Collaboration with Whaanau and Agencies	• Build strong partnerships with whaanau as key partners in their child's learning. Maintain productive relationships with agencies (MOE Learning Support, RTLB, Public Health, Oranga Tamariki, Whaikaha, and others). Lead transition planning for aakonga from school to further education, training, or employment.	• Positive and regular communication with whaanau. Effective collaboration with external partners. Smooth transitions for supported learners.

Staff and student management and support	• Promote and model the school's Learning and Behaviour Plan and LEAD values within the faculty. • Ensure Health and Safety, OSH, and EOTC requirements are fully understood and followed. • Support staff and students to uphold positive, respectful relationships and a culture of learning.	• Safe and inclusive learning environments maintained. • Faculty demonstrates consistent behavioural expectations and restorative approaches.

School wide	• Collaborate with other Heads of Faculty, Deans, and SLT on strategic initiatives. • Engage with the Professional Learning Team, Specialist Classroom Teacher, and other networks to share best practice. • Strengthen partnerships with mana i te whenua, whaanau, and community groups to support learning pathways and student wellbeing.	• Engage and collaborate effectively with HOF and HOD forum, Specialist Classroom Teacher, Professional Learning team, Senior Leadership teams, etc. The list is not exhaustive. • Engage with appropriate mana i te whenua when appropriate and relevant.

Key Attributes and Competencies

- Proven leadership in inclusive education and staff development.
- Comprehensive understanding of special and diverse learning needs.
- Strong analytical, organisational, and communication skills.
- Commitment to equity, inclusion, and culturally responsive practice.
- Reflective, empathetic, and future-focused leadership approach.

Reporting

- Adhere to the school's reporting and review policies and systems.

Ngaa Uara / Our Values

At the heart of this role is a commitment to uphold and model the school's values: Learn with Purpose | Engage with Pride | Act with Respect | Dare to Succeed

Teacher's name: _____Signed:_____Date:_____

Principal's name:_____Signed:_____Date:_____