STRATFORD HIGH SCHOOL

Te Kura Tuarua O Whakaahurangi

Head of Faculty (HOF) – Job Description

NAME:

POSITION HELD: Head of Faculty

RESPONSIBLE TO: Principal and designated Senior Leader

DIRECTLY SUPERVISING: Teaching staff, curriculum programmes, learning outcomes, faculty systems and processes within the designated Faculty.

FUNCTION RELATIONSHIP WITH: All Staff

PURPOSE OF THE ROLE

The Head of Faculty provides strategic, educational and operational leadership for a Faculty, ensuring high-quality teaching, learning, curriculum design and student achievement across Years 9-13.

The Head of Faculty is responsible for leading a collaborative culture of continuous improvement, supporting staff capability, implementing school-wide strategic priorities, and ensuring all students experience a coherent, knowledge-rich and culturally responsive curriculum.

The role exists to improve outcomes for learners through effective curriculum leadership, evidence-informed decision-making, quality assurance processes, and the development of high-performing teaching teams. The Head of Faculty acts as both a leader of learning and a leader of people, ensuring alignment between faculty practice, school strategy, Te Mātaiaho, and Stratford High School's HEART values.

PROFESSIONAL EXPECTATIONS

The Head of Faculty:

- Acts as a guardian of both the Faculty and the wider school.
- Demonstrates agentic leadership and professional accountability.
- Builds leadership capability in others through distributed leadership practices.
- Maintains a positive, solution-focused approach to challenge and improvement.
- Models effective communication and professional relationships.
- Promotes collective responsibility for student success.
- Demonstrates commitment to Te Tiriti o Waitangi and culturally responsive practice.
- Avoids deficit theorising and actively advocates for equitable outcomes for all learners.
- Leads through influence, collaboration and evidence-informed practice.

CURRICULUM LEADERSHIP

1. Strategic Curriculum Leadership

The Head of Faculty will:

- Develop and implement a Faculty vision aligned with the Stratford High School Strategic Plan.
- Lead curriculum development and review across all learning areas within the Faculty.
- Ensure programmes align with Te Mātaiaho and local curriculum priorities.
- Establish coherent learning pathways from Years 9-13.
- Ensure curriculum programmes are knowledge-rich, explicit and sequential.
- Lead faculty self-review and strategic planning processes.
- Ensure curriculum design promotes literacy, numeracy, wellbeing, cultural responsiveness and student agency.
- Guide faculty implementation of school-wide pedagogical priorities.
- Collaborate with other Faculty leads to identify common curriculum practices and links.
- Ensure consistency and coherence across courses and subjects.
- Lead annual faculty planning and evaluation cycles.

2. Leading Teaching and Learning

The Head of Faculty will:

- Champion evidence-informed teaching and learning practices.
- Promote high-quality pedagogy that supports equity and excellence.
- Lead classroom observation, feedback and coaching processes.
- Ensure consistent implementation of agreed school teaching practices.
- Support teachers to improve instructional effectiveness.
- Promote collaborative planning and professional inquiry.
- Lead development and review of schemes of work.
- Lead the collaboration, development and maintaining of common teaching resources.
- Ensure effective assessment design and practice.
- Promote deliberate teaching approaches that build student knowledge and success.
- Support staff to implement teaching strategies that improve retention, engagement and achievement.

3. Quality Assurance and Continuous Improvement

The Head of Faculty will:

- Lead all Faculty Quality Assurance (QA) processes.
- Prepare and maintain Faculty QA documentation.
- Analyse achievement, attendance, engagement and wellbeing data.
- Lead faculty action planning and strategic improvement initiatives.
- Monitor progress against Faculty goals and action plans.
- Participate fully in QA reviews, audits and feedback cycles.
- Ensure faculty compliance with school assessment and moderation requirements.
- Coordinate responses to QA findings and recommendations.

- Use a leadership-as-inquiry approach to drive improvement.
- Ensure evidence informs decision-making and evaluation.

4. Student Achievement, Engagement and Pathways

The Head of Faculty will:

- Monitor achievement trends across courses, year levels and priority learner groups.
- Lead interventions that improve achievement outcomes.
- Analyse course performance including GPA, endorsement and credit attainment data.
- Support improved outcomes for Māori learners and other students requiring acceleration.
- Ensure robust monitoring of students at risk of underachievement.
- Promote excellence pathways and scholarship opportunities.
- Develop programmes that support student engagement, attendance and belonging.
- Ensure meaningful student voice is included within curriculum review and development.
- Support successful transitions within and beyond school.

5. Data Analysis and Evidence-Informed Improvement

The Head of Faculty will:

- Use multiple sources of evidence ("Ways of Knowing") to inform decisions.
- Analyse student achievement data, attendance patterns and engagement indicators.
- Facilitate faculty discussions focused on evidence rather than opinion.
- Identify patterns, trends and areas for intervention.
- Support staff to interpret and use data effectively.
- Ensure data conversations focus on improvement rather than blame.
- Triangulate achievement information with pastoral, attendance and curriculum data.
- Develop evidence-based responses to identified challenges.

6. Equity and Inclusion

The Head of Faculty will:

- Promote equitable outcomes for all students.
- Ensure curriculum and teaching practices support learner success.
- Actively challenge deficit thinking and practice.
- Promote high expectations for every learner.
- Ensure culturally sustaining and inclusive teaching approaches.
- Support diverse learning needs through differentiated and responsive practice.
- Monitor and respond to achievement disparities.
- Advocate for students whose educational success requires acceleration.

PROFESSIONAL LEADERSHIP

1. Leadership of People

The Head of Faculty will:

- Build a high-performing and collaborative Faculty culture.
- Mentor, coach and support teachers within the Faculty.
- Lead professional growth and development processes.
- Identify and respond to staff capability needs.
- Develop aspiring leaders and future curriculum leaders.
- Foster reflective practice and professional inquiry.
- Facilitate difficult conversations professionally and constructively.
- Support staff wellbeing and professional resilience.
- Encourage participation in professional learning opportunities.
- Ensure faculty staff understand and contribute to school-wide priorities.

2. Faculty Leadership and Management

The Head of Faculty will:

- Organise and chair Faculty meetings.
- Ensure meetings focus on strategic priorities and student outcomes.
- Lead implementation of agreed Faculty action plans.
- Manage Faculty resources and budgets effectively.
- Contribute to staffing, curriculum and timetable planning.
- Maintain accurate records and documentation.
- Ensure Faculty compliance with school policies and procedures.
- Coordinate moderation, reporting and assessment processes.
- Monitor workload and effectiveness of Faculty systems.
- Ensure operational management supports educational priorities.

3. Community, Whānau and Partnerships

The Head of Faculty will:

- Build positive relationships with parents, caregivers and whānau.
- Engage effectively with iwi, community organisations and employers.
- Foster partnerships that enhance curriculum opportunities.
- Promote pathways to tertiary education, employment and training.
- Represent the Faculty and school positively within the wider community.
- Support communication that strengthens trust and engagement.

4. Corporate Life of the School

The Head of Faculty will:

- Support the Strategic Plan and annual school goals.
- Uphold and promote the HEART values.
- Participate actively in school-wide leadership initiatives.
- Contribute to co-curricular and extra-curricular programmes.
- Support school events, assemblies and community activities.
- Demonstrate visible leadership throughout the school.
- Promote collaboration across faculties.
- Contribute positively to school culture and continuous improvement.

MEASURES OF SUCCESS

Success in this role will be demonstrated through:

Student Outcomes

- Improved student achievement and progress.
- Increased engagement, attendance and retention.
- Positive outcomes for priority learner groups.
- Strong NCEA achievement and pathway success.

Curriculum Leadership

- High-quality curriculum documentation and schemes of work.
- Successful implementation of Te Mātaiaho.
- Consistent and effective teaching practices across the Faculty.

Staff Capability

- Improved staff confidence and professional practice.
- Effective professional growth and leadership development.
- Strong collaborative culture and faculty cohesion.

Quality Assurance

- Completion of all QA requirements to a high standard.
- Effective implementation of Faculty action plans.
- Strong use of evidence and data to inform improvement.

School Contribution

- Positive contribution to school-wide initiatives.
- Strong partnerships with whānau and community.
- Active promotion of Stratford High School values and strategic priorities.

Signed:

Employee: _____

Principal: _____

Date: _____

This document will be kept under review and updated as and when necessary.