RODNEY COLLEGE

Position Description: Head of Department Māori (Fixed Term)

Position details

Position	Head of Department Māori (Acting), with 2 units and 1 Middle Management Allowance (MMA)
Reports to	Principal
Responsible for	Te reo Māori programmes across Years 9 to 13, and any teachers, relievers and tutors working in the Māori department
Works closely with	Senior leadership team, other Heads of Department, deans, whānau teachers, the Principal's Nominee, the Executive Officer, whānau and the local Māori community
Remuneration	Base salary as provided in the current Secondary Teachers' Collective Agreement (STCA) or Individual Employment Agreement, plus 2 units (clause 4.3) and 1 MMA (clause 4.3A). The units and MMA are fixed term and are paid for the period of the appointment
Tenure	Fixed term, full time, from the start of Term 1 2027 to the end of Term 2 2027, or until a permanent Head of Department takes up the role, whichever is earlier. The fixed term is for a genuine reason, consistent with s66 of the Employment Relations Act 2000: to cover a vacancy while the permanent position is recruited. Appointment to this fixed-term position carries no expectation of permanent employment
Hours and time	Timetable, contact and non-contact time as provided in the current STCA. Time expectations attached to the units and MMA are set out in this position description and agreed in writing (clause 5.1.3)
Review	Through the Professional Growth Cycle (PGC), with the Principal

Purpose of the role

To lead the teaching and learning of te reo Māori at Rodney College so that every student achieves the best possible outcomes, and to lead tikanga Māori across the school so that students, staff and whānau see te reo and tikanga valued in the daily life of the school.

At Rodney College the classroom comes first, students are known by name, and families are genuine partners in learning.

What success looks like in this role

- Students choose te reo Māori, stay with it and achieve well in it.
- Māori students achieve well and are proud of who they are at school.
- Pōwhiri and formal occasions are done well, and new students, families and visitors feel welcomed.
- Staff are more confident with te reo and tikanga because they've had good guidance.
- Whānau and the local Māori community know the department and feel part of it.
- Assessment is accurate, timely and trusted.
- The department is well organised and ready to hand on to the permanent Head of Department.

Key result areas

Key result area	What we expect	How we'll know
1. Teaching and learning	Leads by example as a teacher of te reo Māori across Years 9 to 13, with well-planned, engaging programmes and high expectations of every student. Keeps up to date with effective language teaching and shares it, including through subject associations and links with other schools. Teaching spaces are welcoming, well ordered and show recent student work.	Students are engaged and making progress. Observations and student voice reflect quality teaching. Numbers choosing and continuing with te reo Māori are healthy. Professional networks are active.
2. Curriculum design and change	Keeps schemes of work current for every course, with clear aims, content, teaching approaches, links to the national curriculum, and methods and frequency of assessment. Leads curriculum and qualification change in the department as it is introduced. Sets department goals and plans each year, with a one to three year outlook, in line with the school's strategic direction.	Schemes are working documents and planning is available on request. Department goals and plans are discussed with the Principal and reviewed each year. Courses are ready when national changes take effect.
3. Achievement and assessment	Sets and reports on academic goals for the department. Monitors and analyses internal and external results, and changes teaching in response. Junior programmes use regular formative assessment to find and meet learning needs, and prepare students well for senior qualifications. All senior assessment and moderation follows NZQA requirements and the Staff Assessment and Moderation Guide. Results are entered in KAMAR as they are assessed, and reporting to families follows school policy.	Results compare well with national figures. Internal and NZQA moderation is complete and results hold up. KAMAR records are accurate and up to date. Students and whānau know how they're going, and students who need help are identified early.
4. Leading people	Supports and guides any teachers, relievers, tutors and student teachers working in the department, including through the PGC where that applies. Because this is a small department, builds professional connections beyond the school so that practice stays fresh. Contributes as a middle leader to whole-school development.	Anyone teaching in the department feels supported and well prepared. Relief work is set and classes keep learning when the HOD is away. HOD meetings are attended and contributions are constructive.

Key result area	What we expect	How we'll know
5. Hauora, inclusion and Te Tiriti o Waitangi	Safe, settled classrooms where every student is known by name. Champions equitable outcomes for Māori students in the department, and offers advice to deans and senior leadership when asked. Supports the school's commitment to Te Tiriti o Waitangi, and helps the Board make instruction in te reo Māori available to students whose parents ask for it.	Students feel valued and safe. Achievement, attendance and retention in te reo Māori courses are tracked and discussed with the Principal. Requests from whānau for te reo Māori are met wherever reasonably possible.
6. Health and safety	Safe practice in classrooms and at any trips, noho marae, kapa haka events and other EOTC (education outside the classroom), following school procedures. Reports hazards and incidents promptly. Makes sure tikanga is followed at school occasions so that students, staff and visitors are looked after.	EOTC planning and approvals are complete before events. Hazards and incidents are reported without delay. Events run safely and well.
7. Tikanga Māori across the school	Leads and guides the school in pōwhiri, karakia and other formal occasions. Supports staff and students to grow their confidence in te reo and tikanga. Advises the Principal and senior leadership on tikanga, and on the school's relationships with mana whenua. Leads or supports kapa haka and Māori cultural events, as agreed.	Pōwhiri and formal occasions are well planned and well run. Staff report growing confidence. Students take part and take on leadership roles. Advice is timely and trusted.
8. Resources and systems	Prepares and monitors the department budget with the Executive Officer, with spending decisions linked to student achievement. Keeps teaching resources current and well organised. Meets deadlines and administrative requirements.	The department performs within budget. Resources are current and cared for. Deadlines are met.
9. Communication and community	Is an effective link between senior leadership and the department: attends HOD meetings, meets with senior leadership as required and actively supports school policy, strategic targets and plans. Enrols the family through regular, positive contact with whānau. Builds and maintains relationships with the local Māori community.	Senior leadership is kept informed of issues and developments. Whānau hear from us early and often, and take part in department events. Community relationships are active and positive.

How the units and allowance are allocated

The 2 units and 1 MMA attached to this position are fixed term for the period of the appointment, because the appointment covers a vacancy while the permanent position is recruited. Each is tied to ongoing responsibilities of the role.

Unit or allowance	Ongoing responsibilities it covers
2 units	Leadership of the Māori department: teaching quality, curriculum, achievement and assessment, people, hauora and inclusion, health and safety, resources, and communication (key result areas 1, 2, 3, 4, 5, 6, 8 and 9)
1 MMA	Leading tikanga Māori across the school: pōwhiri, karakia and formal occasions, guidance for staff and students, and advice to the Principal and senior leadership (key result area 7)

Workload is kept in proportion to the units and allowance paid. School-wide cultural leadership is recognised through the MMA and is not an unpaid extra.

Hours and time expectations

Under clause 5.1.3 of the current STCA, responsibilities attached to units or allowances that must be worked at a particular time or place are agreed and recorded in writing. For this position they are:

- HOD meetings, as scheduled in the school calendar.
- Pōwhiri for new students, staff and visitors, including at the start of the school year and at other times as needed.
- Formal school occasions where tikanga is led, such as prizegivings and openings.
- Whānau hui and Māori cultural events, some of which fall outside the school day, as agreed in advance.
- Any noho marae or trips, as agreed in advance.

Signing this position description records the written agreement of the Principal and the appointee to these time expectations. Any additional hours are agreed in advance, and workload is managed in line with the hours of work provisions of the current STCA.

As a classroom teacher

The appointee also meets the Rodney College Teacher Job Description, including teaching other subjects as required.

Professional and legal responsibilities

- Meets the code of conduct and teaching standards that currently apply, and holds a current practising certificate.
- Meets the professional standards for unit holders in Supplement 1 of the current STCA.
- Meets safety checking and child protection requirements under the Children's Act 2014.
- Takes reasonable care for their own health and safety and that of others, under s45 of the Health and Safety at Work Act 2015.
- Handles student and staff information in line with the Privacy Act 2020, including in KAMAR.
- Works within Board policies and supports the Board's objectives under s127 of the Education and Training Act 2020, including equitable outcomes for Māori students.

Annual priorities

Annual priorities are agreed through the PGC. They sit within the key result areas and do not change the duties of the position.

Year	2027 (Terms 1 and 2)
Priority 1	Year 9 and 10 te reo Māori programmes and assessment updated and taught to the updated national curriculum, which schools start using in 2027

Priority 2	Senior te reo Māori courses and assessment running smoothly, with planning under way for the new Year 11 curriculum and qualifications in 2028
Priority 3	To be agreed with the appointee

Variation

The duties of this position may be reasonably varied by the Principal after consultation with the appointee, consistent with the current STCA, and confirmed in writing.

Agreement

We agree that this position description, including the hours and time expectations, describes the position.

	Signature	**Date**
Principal		
Appointee		
Next review	With the permanent appointment, or by the end of Term 2 2027	

Person Specification: Head of Department Māori (Fixed Term)

This describes the knowledge, skills and qualities we're looking for in the person who leads our Māori department. Rodney College is a small, semi-rural Year 9 to 13 school where the Head of Department Māori is usually the only specialist teacher of te reo Māori, so the role suits someone who can work independently, build strong relationships and lead tikanga for the whole school.

Area	Essential	Desirable
Registration and eligibility	A registered teacher with a current practising certificate, or eligible for one before the start of Term 1 2027. Able to meet safety checking requirements under the Children's Act 2014	
Te reo Māori	The fluency and accuracy in te reo Māori, spoken and written, to teach it with confidence to Year 13	A tertiary qualification in te reo Māori or Māori studies
Tikanga Māori	The knowledge of tikanga, and the confidence, to lead and guide the school in pōwhiri, karakia and other formal occasions	Knowledge of, or connections with, mana whenua and the Māori community of Wellsford and the wider Rodney district. Experience leading or supporting kapa haka
Teaching and assessment	Able to plan and teach te reo Māori across Years 9 to 13, with a sound understanding of the national curriculum and of NCEA assessment and moderation	Experience teaching senior te reo Māori. Experience putting curriculum change into practice. Able to teach a second subject
Leadership and organisation	Able to lead a department: plan a programme, manage assessment and moderation, look after a budget and resources, and meet deadlines. Able to work independently as the school's specialist in te reo Māori	Experience in a middle leadership role, or of running a subject as the sole teacher. Experience guiding relievers, tutors or student teachers
Students and families	High expectations of every student, and a commitment to knowing students by name and to genuine partnership with whānau	Experience in a whānau teacher or form teacher role. Experience in a small or rural school
Equity and cultural leadership	A commitment to equitable outcomes for Māori students, and the ability to support colleagues to grow their confidence in te reo and tikanga	Familiarity with Tātaiako. Experience leading professional learning for staff
Personal qualities	Positive, organised and reliable. A clear communicator who builds trust quickly with students, staff, whānau and the community	Willingness to contribute to the wider life of the school

The Rodney College Board is a good employer and welcomes applications from all suitably qualified people. Selection is based on the requirements of the position. Appointment is subject to reference checks and to safety checking under the Children's Act 2014. Appointment to this fixed-term position carries no expectation of permanent employment.