WAIMEA COLLEGE
Job Description – HOD Food Technology

Name of Teacher:

Position: HoD Food Technology

Remuneration: 2MU 1MMA and 2 hours per week time allowance

Tenure: Permanent

Responsible to: Principal

PURPOSE

The Head of Department leads teaching, learning and culture within the department, building a high-trust, high-expectation professional community focused on student achievement.

The HoD's core work is instructional and people leadership — designing curriculum, growing teacher practice, and connecting the department to the school's strategic priorities.

Operational and administrative tasks are planned against an agreed annual calendar.

KEY PERFORMANCE AREAS

Teaching & Learning

Curriculum design, pedagogical leadership, data use, classroom visits

Leadership Capability Framework (Leading Teams)	Key Responsibilities	What Success Looks Like
• Building and sustaining collective leadership and professional community. • Evaluating practices in relation to outcomes. • Ensuring culturally responsive practice, with Te Tiriti o Waitangi as the foundation and Ngā Kawatau.	• Lead regular department discussions focussed on student achievement, engagement, attendance, wellbeing and assessment data, ensuring agreed actions are recorded and monitored through department meeting minutes. • Lead the development and implementation of high-quality pedagogy and best practice. • Lead the design, delivery and review of department curriculum across Years 9–13, aligned to The New Zealand Curriculum, NCEA *(new name)* and school strategic priorities. • Use achievement, engagement and wellbeing data to identify	• Department minutes provide clear evidence of regular analysis of student achievement data, evaluation of interventions and agreed improvement actions. • Department decisions are informed by evidence and show clear lines between data analysis, discussion, action and outcomes. • Staff can describe a shared instructional focus for the department and how their practice connects to it. • Achievement data shows a visible pattern of improvement, including more equitable outcomes for Māori learners. • Classroom visits are welcomed by staff as useful, two-way professional learning.

DRAFT

Leadership Capability Framework (Leading Teams)	Key Responsibilities	What Success Looks Like
	department priorities and lead a shared response. • Lead classroom visits and professional inquiry as a genuine practice-improvement conversation, not a compliance exercise. • Champion culturally responsive, inclusive pedagogy, with te reo and tikanga Māori embedded in department practice.	

People & Culture

Coaching staff, professional development, department culture, onboarding

Leadership Capability Framework (Leading Teams)	Key Responsibilities	What Success Looks Like
• Building and sustaining high-trust relationships (the anchor capability beneath the others). • Attending to their own learning as a leader, and their own wellbeing.	• Coach and grow individual teachers, through high-quality Professional Growth Cycle processes, ensuring professional inquiry, reflection and development are aligned to student outcomes and school priorities. • Build an open, high-trust department culture where staff take instructional risks and ask for help early. • Lead induction and ongoing support for new and beginning teachers in the department. • Actively develop their own leadership capability and protect their own wellbeing, modelling this for staff. • Support staff to navigate school pastoral processes and work effectively with Deans, Learning Support, Counsellors and other student support services to remove barriers to learning.	• Professional Growth Cycle documentation demonstrates meaningful professional reflection, inquiry and growth across the department. • The quality of individual staff PGCs reflects effective departmental leadership, coaching and support. • Teachers can articulate how their professional learning has influenced classroom practice and student outcomes. • Staff proactively bring the HoD professional questions and challenges, not only problems to be solved. • Department meetings and interactions visibly model trust, respect and collaboration. The HoD sustains the role over time without signs of burnout, and can point to their own ongoing learning. • Staff confidently access pastoral support pathways and use them appropriately to improve student engagement, wellbeing and achievement.

DRAFT

Strategic Contribution

Connecting department work to school goals, reporting, cross-curricular collaboration

Leadership Capability Framework (Leading Teams)	Key Responsibilities	What Success Looks Like
• Strategically thinking and planning. • Contributing to the development and wellbeing of education beyond the organisation.	• Develop an annual department plan with explicit, visible links to the school's strategic plan. • Represent the department's achievements, needs and priorities to senior leadership and as required, the Board. • Contribute actively to cross-curricular initiatives, HoD meetings and whole-school improvement work. • Build relationships with external organisations, tertiary providers or industry that add value for students.	• The department annual plan is recognisable as part of the school's wider strategic direction, not a stand-alone document. • The HoD is an active contributor — not just an attendee — in leadership meetings. • The department's profile and external relationships are visibly growing year on year.

Operational

Admin e.g. timetabling, budgets, resource allocation

Leadership Capability Framework (Leading Teams)	Key Responsibilities	What Success Looks Like
• Adept management of resources to achieve vision and goals.	• Manage the department budget responsibly within school financial processes. • Complete recurring administrative tasks (staffing and timetable input, ordering, asset management, reporting) against the department's Annual Operational Planner (Appendix A), delegating clearly owned items to the AHoD. • Ensure the department meets health & safety and school policy obligations.	• Admin tasks are completed on time because they are scheduled in advance, not chased at the last minute. • Time freed up from admin is visibly redirected into Teaching & Learning and People & Culture leadership. • No compliance, reporting or H&S item is missed across the year.

DRAFT

PERSON SPECIFICATION

- Thorough knowledge of The New Zealand Curriculum and NCEA requirements.
- A track record of leading or strongly contributing to improved teaching practice and student outcomes.
- Demonstrated ability to build high-trust relationships and lead through others, not just manage tasks.
- Strategic thinking, able to connect department work to whole-school direction.
- Commitment to Te Tiriti o Waitangi and culturally responsive practice.
- Organisational skill sufficient to keep operational work under control — without it becoming the main focus of the role.

DEPARTMENT SPECIFIC RESPONSIBILITIES

- Food Technology specific responsibilities will be added here.

HoD Food Technology: _____
[NAME]

Principal: _____
Fraser Hill

Date: _____

DRAFT