Primary Team Leader – Karamea Area School

Summary of Job Description (2MU)

The Primary Team Leader is responsible for providing strong educational and professional leadership across Years 1–6, ensuring that students receive high-quality, student-centred education that develops their literacy, numeracy, social skills and overall potential.

The role combines classroom teaching with curriculum leadership, staff management, student achievement monitoring, pastoral care, administration and communication between the primary team, Senior Leadership Team (SLT), Board of Trustees (BoT), whānau and wider community.

1. Educational and Curriculum Leadership

- Lead and support the development, delivery and evaluation of the primary curriculum.
- Ensure teaching and learning programmes align with the school's strategic direction, annual plan and achievement targets.
- Lead professional learning and development, particularly in literacy and writing.
- Promote effective, innovative and engaging teaching practices.
- Monitor classroom programmes, planning, assessment and curriculum coverage.
- Support teachers through classroom observations, appraisals, feedback and professional discussions.
- Ensure programmes cater for students with diverse abilities and learning needs.
- Promote opportunities that celebrate Karamea's unique location and community.

2. Student Achievement and Progress

- Monitor and evaluate academic progress and achievement across Years 1–6.
- Collect, analyse and report student achievement data.
- Ensure assessment information is accurately recorded in the school's student management system.
- Identify students at risk of not achieving and coordinate appropriate interventions and support.
- Ensure effective assessment moderation and consistent reporting practices.
- Report student achievement and progress to the principal and Board of Trustees.
- Support teachers to use assessment information to inform teaching and learning.

3. Student Welfare and Pastoral Care

- Monitor student behaviour, attendance, wellbeing and pastoral concerns.
- Support teachers in managing behavioural and learning challenges.

- Work collaboratively with the SENCO and external agencies, including RTLB, speech-language therapists and other support services.
- Ensure appropriate individual education plans (IEPs), behaviour records and support systems are maintained.
- Address serious behavioural or disciplinary matters in consultation with the SLT.
- Promote positive behaviour management approaches.
- Maintain a safe, inclusive and supportive learning environment.

4. Staff Leadership and Management

- Provide professional leadership, guidance and encouragement to primary staff.
- Model high-quality teaching, professional conduct and school expectations.
- Lead regular team meetings, ensuring teaching and learning discussions are prioritised.
- Set agendas, maintain minutes and ensure staff are informed of decisions and expectations.
- Conduct staff appraisals and provide constructive feedback.
- Monitor staff planning, performance and professional responsibilities.
- Recognise individual staff strengths and encourage collaboration, innovation and professional growth.
- Raise staff performance concerns with the principal when necessary.

5. Team Organisation and Administration

- Coordinate the day-to-day organisation of the primary team.
- Ensure deadlines, reporting requirements and school responsibilities are met.
- Oversee team calendars, meeting schedules and communication.
- Ensure excursions, camps and events are appropriately planned, risk-assessed and documented.
- Oversee primary resources, resource audits and allocated budgets.
- Manage the primary teaching resource area.

6. Communication and Relationships

- Act as the key link between the primary team and the SLT.
- Communicate school decisions, developments and expectations to staff.
- Ensure teachers' perspectives and concerns are represented at leadership meetings.
- Keep the principal and SLT informed about primary team progress, activities and concerns.

- Communicate effectively with parents and whānau about student achievement, behaviour and school activities.
- Foster positive relationships with families, community organisations and external agencies.
- Support community involvement in school activities and initiatives.

7. Senior Leadership Team Responsibilities

As a member of the SLT, the Primary Team Leader is expected to:

- Contribute actively to whole-school leadership, planning and decision-making.
- Take responsibility for agreed leadership actions and report on progress.
- Support and implement leadership decisions.
- Lead staff and curriculum meetings as required.
- Report primary curriculum progress and developments to the principal and BoT.
- Support the acting principal when requested.
- Contribute ideas and opportunities that strengthen the direction of the school.

Overall expectations of the role

The Primary Team Leader is expected to be a:

- **Leader of learning:** Driving improvements in teaching quality, curriculum delivery and student achievement.
- **Leader of people:** Supporting, developing and managing teachers while building a collaborative team culture.
- **Advocate for students:** Ensuring every child is supported academically, socially and emotionally.
- **Organiser and coordinator:** Ensuring the primary team's operational, administrative and curriculum responsibilities are fulfilled.
- **Communicator:** Maintaining strong relationships between staff, leadership, whānau and the wider community.
- **Role model:** Demonstrating professionalism, integrity, high expectations and a commitment to the school's values and direction.

In one sentence

The Primary Team Leader at Karamea Area School provides educational, professional and operational leadership for Years 1–6, ensuring high-quality teaching, improved student achievement, effective staff development, positive student wellbeing and strong connections between the school, whānau and community.

A key distinction: This is not simply a senior classroom teaching position. It is a middle-leadership role with responsibility for the performance, development and coordination of the entire primary team, alongside active participation in whole-school leadership.