Te Rōhutu Whio

Job Description: Team Leader

Statement of responsibilities for Team Leader based on the interim professional standards

- Meets the 'Interim Professional Standards' for teachers from the Primary Teachers Collective Employment Agreement
- Provides, in conjunction with the principal and deputy principal, appropriate professional leadership, which is supportive of the school's strategic direction
- Participates and takes a lead role in development of policies and programmes for the ongoing effective management of the school
- Assists in the effective management of all school personnel policies, procedures and practices including the school's performance management system
- Takes a full and active role in fostering and developing effective and supportive relationships both within the school and its community
- Provide, in conjunction with the principal and deputy principal, effective internal communication links
- Participate, as appropriate in own personal professional development in line with school development needs and identified professional objectives
- Reflects on own performance assessment and demonstrates a commitment to own on-going learning in order to improve performance
- Carries out specific responsibilities delegated by the principal
- General
- Supports the principal in the leadership and management of the school and deputises when required • Assists the principal with PR roles within and outside the school to foster positive relationships
- Appraises and monitors teacher performance
- Oversees EOTC events within their team and checks EOTC policy is being adhered to • Maintains school tone and culture of learning – in conjunction with all staff
- Maintains positive links within the syndicate staff, students and with the rest of the staff and school • Motivates staff and students towards effective teaching and successful learning • Supports the principal with school-wide initiatives and in maintaining a positive, reflective learning environment
- Devolves responsibility and delegates tasks when appropriate
- Pastoral care of staff and students
- Day-to-day running of team they are responsible for
- Responsible for relief teacher organisation for their team

Key Tasks	Performance Indicators
Team Leader ● Maintain a high level of professional knowledge in curriculum areas particularly relating to years 4-8 ● Using quality information and data identify senior students and groups of students who: ○ are not achieving ○ are at risk of not achieving particularly in the areas of literacy and numeracy ● Provide leadership in their team and motivate staff and students to strive for excellence ● Kaiako coaching and support ● Liaise with whānau, and wider community ● Communicate effectively with parents to assist them to support their child's learning ● Organising and running fortnightly syndicate meetings ● Story Hui is done in depth each week and tamariki are identified who would benefit from strategies discussed.	● Professional development and reading undertaken ● High quality programmes, standards of work and achievement with individual student needs being met and safe, stimulating classroom environments which reflect the school goals and curriculum ● Support reflective discussions at staff/ syndicate meetings and arrange for kaiako to visit other rooms/schools or professional development as required ● Coach and monitor kaiako performance • There will be positive encounters for families with the school ● Parents and students will have a smooth transition between classes and there will be good communication developed between whānau and kaiako ● Staff are planned and organised, supported and reflective
Behaviour Management ● Maintain school tone – in conjunction with other management staff ● Supporting kaiako with behaviour management ● Supporting students demonstrating difficult to manage behaviours	● Successful and supportive learning environment maintained for staff and students • Reports regularly to the BoT so progress is made and student agency is developed ● Minimal behaviour concerns across the school with students and staff able to focus on learning ● Staff are up-skilled and supported when dealing with difficult behaviour ● Students are supported to manage their own behaviour

Key Tasks	Performance Indicators
• Participate in own PLD as appropriate ○ Lead some of the PLD within the school • Keep staff up to date with current trends by leading professional learning • Communicate effectively with principal about any resource requirements • Support reflective discussions at staff meetings • Liaise with the school's PLD providers • Timetables: revise and set up timetables and rosters for staff	• Kaiako professional development will be well planned, there will be improved kaiako effectiveness which is sustainable • Building own understanding, knowledge and capability • Build the knowledge, understanding and capability of others • Staff will be knowledgeable and informed and continually look to improve their teaching • Quality resources are requested and available for students and staff to use • Staff will inquire as to the effectiveness of their methods to meet the students' learning needs • Staff have access to experts as required to support kaiako inquiry • Duty rosters, swimming, library, room and reward afternoon timetables are updated as required
• Resources are available for kaiako when they need them for assessment • Principal and deputy principal receives clear and analysed results to inform next steps • Identify priority learners • Daily hui are held to identify learners next steps and ensure all kaiako are responsive to these needs in the space • With the Learning Support Coordinator and principal, develop ways to best support these students	• Formative and summative assessment is analysed and able to be reported on to staff and BoT • School wide formative assessment practices are consistent and used to inform teaching and identify and target priority learners • Priority learners have improved outcomes

Job description agreed to by

_____ _____Team Leader

_____ _____ Date