Burnside High School
Te Kura o Waimairi-iri

Head of Faculty Social Sciences Position Description

Tenure:	Permanent, full-time teaching position, to start at the beginning of the 2027 school year
Responsible to:	The Principal, through the Associate Principal or Deputy Principal, in accordance with the Senior Leadership structure
Directly supervising:	Positions of responsibility / MU holders Assistant teachers Support staff within the learning area
Remuneration:	Current Secondary Teachers' Collective Agreement – 4 Management Units and 2 Middle Management Allowances

PURPOSE:

To provide professional leadership within the learning area and have overall responsibility for:

- Teaching and learning – leading curriculum development and implementation.
- The Professional Growth Cycle (PGC) and attestation of all staff within the Faculty.
- All budgets within the Faculty.
- Learning-linked resources within the Faculty.
- Health and safety issues relating to the Faculty.

RESPONSIBILITIES

1. Leading Teaching and Learning

To model teaching at the highest possible level and to ensure that a high standard of teaching and learning is maintained across the Faculty.

(a) Teacher development and capability

- Help appoint well-qualified, competent staff and ensure ongoing professional development, appraisal and attestation for staff and teachers-in-training.

- Encourage professional dialogue throughout the Faculty and with other curriculum leaders, both within and external to the school. This includes membership of subject associations and attendance at subject conferences; taking education paper(s) is encouraged.
- Provide advice, guidance and mentoring to MU holders and teaching staff.
- Lead, promote and participate in professional development activities within the Faculty. All professional development requests within the Faculty are to be approved by the HOF, ensuring a close link exists between the professional development activities and the Faculty and school priorities or goals.
- Provide and support a future-focused pedagogical environment where risk-taking, with respect to creative and innovative teaching and learning, is encouraged amongst teachers.
- Develop ways through which teachers' strengths and talents are promoted and achievements are celebrated.
- Have a particular focus on promoting and supporting the use of e-learning.
- Implement and support the school's self-review and Professional Growth Cycle procedures, using the professional standards and the requirements of the relevant Collective Agreements, with integrity and fairness. Regular classroom visits and observation of classroom teaching and professional practices, and feedback to teachers, are an integral part of this.
- Advise teachers on behaviour management strategies and support them in implementing the school's MSB system.
- Identify models of good practice and provide opportunities for all teachers to observe and learn from this good practice.

(b) Self-review

- Promote review and evaluation of Faculty programmes, including student evaluation of these programmes.
- Ensure that there is regular assessment appropriate to the various courses and students, and that grades are properly moderated, processed, stored and accessed.
- Promote the use and analysis of achievement data towards improvement in curriculum delivery and student achievement outcomes; ensure that assessment data for both senior and junior students is analysed appropriately and that the results of that analysis are reflected in Faculty planning and teaching.
- Place an emphasis on students, particularly priority learners, who are not achieving to expectation, and determine ways through which their achievement levels may be improved.

(c) Learning environment

- Ensure that all students have a pleasant and safe learning environment with proper resources, facilities and equipment.
- Provide extension/GATE activities and liaise with the GATE Coordinator as to the needs of individual students.

(d) Community links

- Recognise community expertise and resources and use these as appropriate to extend classroom opportunities.
- Seek and maintain links with other institutions to further student education.

2. Faculty Management / Leadership Responsibilities

- On an annual basis, develop Faculty plans and goals, ensuring these are related to the priorities or goals outlined in Burnside High School's Strategic Plan, and report on these to the Board.
- Lead curriculum design and implementation within each learning area and across the Faculty, with specific responsibility for the junior curriculum.
- Ensure the effective delivery of the New Zealand Curriculum.
- Ensure the development and updating of schemes of work for the delivery of all courses within the Faculty, and ensure these reflect national curriculum statements and are regularly updated as the need arises.
- Develop assessment techniques and methods of reporting student progress which are consistent with national requirements and with school-wide assessment and reporting policies.
- Critically evaluate programmes of assessment to ensure assessment activities remain relevant and appropriate for the learning which has occurred, and that the amount of assessment undertaken is sufficient, but not excessive, for the purpose for which the assessment is designed.
- Be an efficient manager of resources, including finances (e.g. prepare budgets, variance reports, oversee purchasing), staffing and rooming allocations.
- Be an active participant in the school's Professional Growth Cycle and professional development programme.
- Convene Faculty meetings, oversee relief work in the Faculty and facilitate the preparation of written materials for the school's newsletters and annual magazine.
- Liaise with the Deans and Senior Leadership Team by providing assessment information to assist with class placements at all year levels.
- Promote communication between the Faculty and parents/caregivers.

3. School-wide Management / Leadership Responsibilities

It is expected that the Head of Faculty will:

- Show support for Burnside High School and the decisions of the Senior Leadership Team.
- Develop a general understanding of school-wide issues and be involved in discussion and consultation on these issues. This will commonly occur at the Curriculum Leadership Team meetings.
- Advise the appropriate Senior Leaders (and Principal) on all significant matters relating to the Faculty and make recommendations as appropriate.

- Actively support the school's vibrant co-curricular programme.
- Create a caring atmosphere within which there are expected standards of behaviour reflecting tolerance, self-discipline, honesty, reliability, courtesy, concern and respect for others.
- Make students aware of the wide range of career possibilities and opportunities for further education and training relating to the Faculty.
- Actively promote cultural and gender equity.
- Carry out all administrative tasks required of the position efficiently and effectively, and ensure staff within the Faculty do the same.
- Support the implementation and sustainability of the New Zealand Curriculum at Burnside High School.
- Make the school curricula and organisation flexible and responsive to the varied needs of students.
- Support the implementation and sustainability of a Cambridge and NCA pathway.
- Work to support the Board's implementation plans and goals.
- Actively develop and support subjects to expand the Cambridge provision of the Faculty.

PERSON SPECIFICATIONS

Personal qualities

- Be a strong communicator of ideas and beliefs.
- Show enthusiasm and commitment to promoting their Faculty.
- Show leadership, respect and support to staff.
- Have a clear understanding of the wider issues of education in the school environment.

Qualifications

- Hold a relevant tertiary qualification or recognised equivalent qualification.
- Be trained as a teacher and registered with the Teaching Council of Aotearoa New Zealand.

Knowledge and understanding

- Have pedagogical expertise.
- Be able to show an understanding of education issues.
- Be up to date with new education developments, particularly as they apply to teaching and learning and the New Zealand Curriculum, and be supportive of a Cambridge dual pathway.
- Have a detailed knowledge and understanding of the New Zealand Curriculum and the National Qualifications Framework.
- Have detailed knowledge, understanding and experience of current teaching methodologies and assessment practices.

Skills

- Relate effectively to young people and colleagues.
- Have excellent oral and written communication skills.
- Be a strategic planner and thinker with a school-wide view.
- Relate effectively to parents.
- Establish priorities, define tasks and see them through to completion.
- Have the ability to effectively manage department resources and practical equipment.
- Have the requisite ICT skills.

Experience

- May have had experience as a middle manager.
- Have knowledge of how to develop and maintain effective financial control over a budget.

Equity

- Have an awareness of the intent and spirit of Te Tiriti o Waitangi.
- Be culturally sensitive to students from all cultural backgrounds.
- Demonstrate an awareness of the needs of male and female students.
- Demonstrate an awareness of the needs of students with physical and intellectual disabilities.
- Be able to work confidently and fairly with all staff, students, parents and caregivers.

DECLARATION

I accept this position as offered. I have read the content of this position/person description and understand and accept its parameters.

Signature: _____ Date: _____