WESTLAND HIGH SCHOOL
Te Kura Tuarua o Hokitika
EXPERIENCE SUCCESS TOGETHER
PIKI KOTAHI KI TE TAUMATA

Job Description **Middle Leader, Westland High School**

Name	
Position Title	Middle Leader (HoLA Physical Education/Health/Outdoor Education)
Reports to	Principal
Direct Reports	Learning area staff & teachers
Working Relationships	*Internal:* Principal, Senior Leaders, Middle Leaders, APL, Support Staff *External:* Whānau, Community, Ministry of Education, Kāhui Ako

Employment Status:

Employment Status	Permanent fulltime	Commenced:
Units	2 Permanent Management Units 1 Permanent Middle management allowance	28 January 2027

Purpose and Objectives
Middle leaders are responsible to the principal for empowering, transforming and working together with staff in a specific area of the curriculum to support the achievement of the schools Strategic Plan and Annual Implementation Plan strategic goals, which operate within the school policy and procedural framework.

Professional Responsibilities & Standards
All middle leaders are required to meet The Professional Standards for Secondary Teachers - The Criteria for Quality Teaching for experienced teachers, and "The Code of Professional Responsibility and Standards for the Teaching Profession" as described in "*Our Code Our Standards*" (Education Council, New Zealand).

RESPONSIBILITIES

Every middle leader is expected to undertake and meet the following responsibilities.

Responsibility	Expected Outcome
Curriculum	• plan a comprehensive learning programme across year 9-13 and liaise with Year 7-8 to support teachers in programme development • know relevant curriculum documents and guidelines and apply them. • prepare and share teaching resources with other teachers. • follow School and Learning area policy in relation to academic matters including assessment, scheme development and their implementation. • conduct learning area meetings to ensure that teachers are informed about school curriculum matters. Meetings are minuted and shared with the Principal. Attend other meetings as relevant. • development and regular maintenance of a department curriculum management document/scheme • provide oversight and support for the TIC of Outdoor Education.
Pedagogy	• identify individual learning needs and styles, and plan experiences that enable all students to achieve success. • know and understand a range of learning methodologies and technologies (ICT) and their application in the classroom. • address students' varying intellectual, emotional and physical abilities in teaching practice. • keep abreast of changes in general and subject-specific pedagogy.

	• accept ultimate responsibility for the quality of teaching across the Department. • attend professional development to enhance teaching and learning processes. • participate in professional learning groups as part of ongoing Middle Leadership development. • positively and collaboratively promote and support the school's technology programmes and associated pedagogy across the department. Contribute to the overall school technology(ICT) development as required from time to time.
Assessment	• maintain accurate and comprehensive records of student progress and achievement. • use varied assessment and reporting methods to regularly monitor learning progress. • use assessment tasks that are purposeful and relevant to the teaching and learning programme and the learning needs of students. • provide students with both positive and critical feedback on performance that reinforces student achievement and focuses on further learning. • provide parents and students with detailed, accurate and informative written and oral reports at appropriate times, as required by the School. • demonstrate a comprehensive knowledge of expectations of student performance and learning outcomes as indicated by national assessment measures and by interpreting and communicating them to colleagues • ensure that information about students' previous experiences and achievements in their subject is used to plan curriculum and improve student learning across a year level or within a learning area. • supervise the production of all assessment items produced in the Learning Area. • compile a department Assessment Schedule and Annual Year level Assessment Statements (KAMAR). • prepare examinations and assessments where necessary. • ensure Assessment Protocols are adhered to in the administration of the assessment program. • check that reporting data for the Learning Area is complete and accurate at the end of each term or as required by the Principal. • actively monitor student academic progress • take a lead role in educating staff in the analysis and evaluation of available data sets
Pastoral Care	• take responsibility for the pastoral needs of students in Whanau class • liaise between parents, subject teachers, APL/Deans across the school to support the learning and pastoral needs of students. • refer matters of concern in relation to students to APL/Deans • attend and participate in the extra-curricular life of the School through sporting and cultural activities. • implement any Pastoral Care Policies and Programs • establish and maintain an orderly, co-operative and task-oriented learning environment. • set and adhere to timelines for completion of work. • make all reasonable efforts to manage the behaviour of students effectively within the WHS policies and procedures. • Work within the schools PB4L and restorative framework to support student behaviour and engagement. • follow up matters in KAMAR related to behaviour and classroom learning, where necessary by contacting parents and other staff if required.
Effective and Efficient Administration	• complete administrative tasks accurately, according to necessary administrative deadlines, and maintain accurate records. • Undertake an annual review of all teaching and learning, report to the Principal recommendations for future improvements through Annual Implementation Plan goals. • model high standards of punctuality, dress, language and ensure teachers provide a clean, structured classroom and other standards and expectations in the School. • encourage in students an understanding of and support for the values of the School, teaching them as necessary • attend professional development activities to improve teaching and pastoral care skills • develop and maintain effective professional partnerships with other staff • develop and monitor the Learning Area budget. • undertake supervision duties, including duty, diligently and as required • attend staff meetings, parent-teacher interviews and other co-curricular activities, including active involvement in the extra-curricular programme or negotiated equivalent.

	● supervise additional classes as required on a relief basis.
Developing and Maintaining Positive Relationships	● work effectively and collegially as a member of a School team in a range of School activities. ● exercise effective communication skills with students, colleagues, parents or guardians, and others. ● establish positive and effective relationships with students, and encourage in them a positive and appropriate sense of self-worth. ● participate in partnerships with colleagues to reflect critically and constructively upon and improve teaching and learning practice. ● both maintain confidentiality in regard to sensitive or private information about students, families, colleagues and the School, and also communicate information appropriately when necessary in the interests and wellbeing of the Westland High School community
Teacher Development	● develop Annual Implementation Plan goals that are aligned to the School's strategic direction intent/goals ● meet with all staff in the Department to set personal and professional goals for the coming year as a part of teacher development including an analysis of professional development needs. ● Actively support staff on an annual basis to complete their Professional Growth Cycle as required. ● supervise the induction of all beginning teachers and new teachers within the Department. ● provide lesson observation feedback to each teacher within the Department at least once per term. ● participate in interview panels as appropriate. ● engage in professional conversations to identify the professional development needs of staff
Other	● and the performance of additional duties allocated by the Principal as required from time to time.

Declaration:

Approved by Principal:	*A.Pardoe-Burnett*
Date approved:	*November 2027*
Reviewed:	
Acceptance of Appointee:	