HAMILTON GIRLS' HIGH SCHOOL

Position Description

Position Title:	Teacher in Charge Structured Literacy and Experienced English Teacher
Reporting to:	Deputy Principal - Teaching, Learning & Achievement
Working Relationship:	SLT, Faculty Team, Learning support and all staff
Duration:	Permanent, full time
Remuneration:	2 x Management Unit 1 x Middle Management Allowance
Position Purpose:	To lead, coordinate, and embed evidence-based Structured Literacy practices across the school, ensuring alignment with the refreshed New Zealand Curriculum (*Te Mātaiaho*) and Ministry of Education requirements. The Teacher in Charge (TiC) will build teacher capability, oversee school-wide assessment and tiered intervention systems, and drive equitable, measurable improvements in student reading, writing, and spelling outcomes.

Key Responsibilities	
Curriculum Leadership & Pedagogical Implementation	• Lead the design, implementation, and ongoing refinement of a cohesive, school-wide Structured Literacy scope and sequence across all year levels. • Ensure instructional practices align with the Science of Reading and *Te Mātaiaho*, covering explicit instruction in phonemic awareness, systematic synthetic phonics, decoding, fluency, vocabulary, syntax, and comprehension. • Model best-practice Structured Literacy lessons across classrooms to support consistency and high expectations in teaching delivery. • Audit, select, and manage school-wide Structured Literacy resources, including decodable texts, phonics programmes, and teacher reference materials.
Staff Capability & Professional Development	• Plan and facilitate ongoing, targeted Professional Learning and Development (PLD) for teaching staff and Learning Assistants (Teacher Aides). • Provide coaching, classroom observations, and constructive feedback to support teachers at varying stages of Structured Literacy implementation. • Liaise with external Ministry-accredited PLD facilitators and literacy specialists to ensure staff training remains current and rigorous.

Assessment, Data Analysis & Tiered Support	• Establish and oversee a systematic screening and progress-monitoring schedule (e.g., phonics checks, oral reading fluency, spelling inventories,) • Analyse school-wide literacy achievement data each term to identify trends, celebrate progress, and pinpoint cohorts or individuals requiring targeted support. • Collaborate with the HoF Learning Support to coordinate Tier 2 and Tier 3 small-group or individual interventions for priority learners, including neurodivergent students (e.g., dyslexia) and English Language Learners (ELLs). • Report termly on literacy progress, intervention impact, and resourcing needs to the Principal, SLT and Board of Trustees.
Whānau & Community Engagement	• Communicate clearly with parents and whānau about the school's Structured Literacy approach, explaining how reading and spelling are taught and how they can support learning at home. • Organise and run whānau workshops, information evenings, or digital resource hubs to build home-school partnerships in literacy.
Te Reo Me Ona Tikanga	• The appropriate and accurate use of Te Reo Maori • Observing tikanga maori where appropriate. • To support the creation of a positive learning environment for Maori students
Persons Specifications	• Proven classroom success implementing Structured Literacy and explicit teaching methodologies. • Experience using diagnostic literacy data to inform instruction and tiered interventions. • Strong interpersonal, communication, and facilitation skills. • Commitment to culturally responsive practice and honouring *Te Tiriti o Waitangi*.

Whakatauki / How we work/ Values / Te Reo

Resilience
Manawaroa

Challenges make you stronger
Ko Hāneanea Te Hoariri O Pitomata

Courage
Māia

Remember why you started
Pūruatia Te Moko

Identity
Tuakiritanga

Who am I? What's my purpose?
Ko Wai Au? He Aha taku Koha Ki Te Ao?

Creativity
Auahatanga

Explore what's possible
Maiangaitia Te Kura Huna

Curiosity
Manawareka

How can I grow
Māhea Atu Au Ki Te Au Mārama?

Excellence
Kairangi

Be the best that I can be
Whāia Rawatia Tōku Ake Pitomata