Job Description: Kelston Girls' College Head of Faculty

Kelston Girls' College

Vision: Culturally connected ākonga with the mōhiotanga to be agents of change

Responsible to:	Senior Leader aligned with Faculty
Direct Reports:	Kaiako within faculty and support staff aligned with the area
Key Relationships:	Ākonga, Senior Leader aligned with Faculty, fellow Heads of Faculty, Kaimanaaki, teaching colleagues, support staff, Senior Leadership Team, and whānau/caregivers.
Remuneration & Leadership Time Commitments	Remuneration and timetabled non-contact release time as specified in the individual letter of appointment. In accordance with STCA Clause 5.1.3, this leadership role includes commitments outside standard timetabled hours—such as attendance at scheduled middle leadership hui, evening whānau/community events, and strategic curriculum preparation or course confirmation during non-instructional periods (term breaks and pre-term start-up days) as reasonably required to fulfil the leadership scope of the position.
Purpose:	The Head of Faculty is a strategic curriculum and pedagogical leader who leads academic excellence, equity, and student agency across their faculty. For teaching Heads of Faculty, classroom teaching and any allocated academic mentoring responsibilities are outlined in the Kaiako (Classroom Teacher) Job Description as determined by individual timetabled allocations. This document defines the additional middle leadership responsibilities: guiding curriculum design, coaching team members, ensuring robust assessment and moderation practices, and managing operations. Anchored in restorative practice and our partnership with Te Kawerau ā Maki, the Head of Faculty ensures every student experiences rich, culturally sustaining learning in the pathway.

Job Description	
Curriculum & Pedagogical Leadership	• Leads the collaborative design, review, and enactment of an engaging, high-expectations curriculum across all year levels within the pathway. • Integrates foundational literacy, numeracy, and critical thinking throughout all pathway learning areas. • Champions culturally sustaining pedagogies and the integration of mātauranga Māori, supporting team members to weave te reo Māori and tikanga naturally into their practice. • Evaluates curriculum delivery and student engagement using internal data, leading pedagogical adaptations to ensure equitable progress for diverse learners. • Works alongside pathway kaiako to ensure classroom environments and routines are engaging, predictable, and conducive to deep learning.
Team Leadership, Coaching & Professional Growth	• Fosters a collaborative, high-trust team culture anchored in relational safety, open dialogue, and shared accountability. • Facilitates purposeful, regular pathway hui focused on pedagogical inquiry, student progress, and teaching practice. • Supports and conducts the annual Professional Growth Cycle (PGC) for direct reports, providing constructive feedback, classroom observations, and coaching. • Inducts and mentors new kaiako and provisionally certified teachers within the pathway in partnership with the senior leadership team. • Upholds relational trust, open communication, and restorative dialogue across the team to maintain a supportive, unified working environment.

Assessment, Moderation & Quality Assurance	• Establishes, monitors, and evaluates internal and external assessment procedures across the pathway to ensure consistency, validity, and equity. • Maintains strict compliance with school assessment and moderation policies and NZQA requirements, ensuring all assessment tasks and samples meet national benchmark standards. • Leads pathway analysis of student achievement data (including NCEA trends, PATs, and formative progress), identifies gaps early, and coordinates targeted interventions. • Oversees the quality and timeliness of pathway reporting to whānau, ensuring feedback is strength-based and actionable.
Pathway Operations, Budget & Resourcing	• Manages the pathway operational budget, prioritising resources that directly enhance student learning outcomes. • Coordinates pathway timetabling, course outlines and schemes, and subject selection information in collaboration with the Senior Leader aligned with the Pathway. • Leads pathway course confirmation, student academic placement, and prerequisite reviews prior to the start of the academic year and during intake periods. • Participates actively in regular middle leadership hui, extended strategic planning sessions, and key evening community events (such as Open Evenings, Subject Selection, and Prizegivings). • Maintains pathway physical environments, specialised equipment, inventory, and health and safety requirements in accordance with school policies. • Contributes collaboratively to wider whole-school strategic planning and senior curriculum reviews.

Person Specification	
Professional Teaching Standards	The Head of Pathway holds a current practising certificate and maintains ongoing competence across the eight Standards for the Teaching Profession (Ngā Paerewa), demonstrating them at an advanced, model level within their curriculum area. *(Note: In annual PGC endorsements, evidence of practice is evaluated directly against these national standards.)*
The Kelston Way	In addition to the teaching standards, a Kelston Girls' College Head of Pathway: • Upholds the status of Te Kawerau ā Maki as mana whenua, actively empowering team members to design learning that reflects tangata whenuatanga and affirms Māori ākonga succeeding as Māori. • Leads through influence, relational trust, and clear communication, creating a climate where staff feel psychologically safe, professionally challenged, and supported to grow. • Uses evidence, diagnostic tools, and student achievement data with discernment to inform strategic decision-making and eliminate systemic disparities. • Nurtures respectful relationships across the school community through open communication and restorative practice. • Champions equity for young women, driving curriculum innovation that equips ākonga with the mōhiotanga and confidence to be agents of change.