WAIMATE HIGH SCHOOL
TE KURA MATAURANGA O WAIMATE

LEARN • GROW • SUCCEED

Position Description: **HEAD OF DEPARTMENT**
Tenure: **PERMANENT**
Entitlements: **2 PMU, 2 PMMA, TIME**

Reports to: **Deputy Principal- Curriculum, Principal**
Functional relationships: **Teaching Staff**
Students
Parents
Arts Coordinator
Principal's Nominee
Support Staff
Curriculum organisations (Local, Regional, National)

The Head of Department is a middle leadership position whereby they are the learning leader of a specific curriculum area. They have the mandate to set the strategic direction of their subject based on their specific curriculum knowledge, in conjunction with the wider strategic goals and direction of the School.

This document should be read in conjunction with the Waimate High School Head of Department Handbook and the Secondary Teachers Collective Contract.

LEADERSHIP OF LEARNING	
Key tasks	**Expected outcomes**
• Articulate a vision/ philosophy for the curriculum area and subjects within it appropriate to the School's unique context • Formulate and facilitate key activities, tactics and plans for the delivery of effective teaching practice by the staff in the department • Implement the wider strategic goals, practices and processes of the School as set by the Principal and Board of Trustees within the specific curriculum area • Guide, direct and motivate staff to use a range of teaching and assessment methods and techniques that cater for different learning styles • Foster a culture of experimentation and innovation among teaching staff to deliver contextual, engaging learning experiences and assessments for students • To be up to date in teaching and curriculum developments within the specific curriculum • Oversee the development and improvements of	★ Curriculum area staff are able to articulate why they teach their subject subject and the outcomes that they wish to achieve, consistent with department vision, goals and documents ★ There is a consistency in teaching practice among curriculum area staff and classes with clear strategies, tactics and resources linked to the vision ★ Students are engaged in the teaching and learning activities provided by teachers and are able to articulate why they are learning the skills and content. ★ Student assessments cater for a wide range of learning styles and give a sense of relevance to the wider world ★ Assessment of student learning is moderated/verified following School processes in terms of task development and marking ★ Curriculum area teaching reflects sector and curriculum best practice

lesson plans, schemes of work and assessment tasks • Actively participate in RELA Meetings • Undertake professional learning in curriculum best practice and innovation, and effective leadership philosophy and practices • Consistently use a data driven approach to implementing strategies and practices that drive high student achievement.	★ Evidence of reflection and refinement is present in teacher use of contexts to make learning relevant to the students ★ A consistent template is present for all curriculum area planning documentation and it is able to accessed by all staff in the relevant Google folder ★ HoD involves themselves in consultation opportunities in developing School strategic plan ★ Clear leadership goals to implement and motivate changes within the curriculum area documented in the HoD's PGC. ★ Data analysis is presented to the Principal on an annual basis that reviews student performance and links to goals for the curriculum area.

DEPARTMENT ORGANISATION AND ASSURANCE	
Key tasks	**Expected outcomes**
• Regular meetings are held that encourage professional reflection, discussion and a shared understanding of activities and processes • Formulate, review and maintain a curriculum area specific 'Handbook' that outlines specific approaches, actions and processes • Actively participate in RELA Meetings and other opportunities for consultation on School wide issues • Formulate specific strategic documentation and review its relevance • Conduct lesson observations of staff in the curriculum area and offer constructive and relative feedback and feedforward using the School processes and documents • Individual meetings are held with staff members as required • Set up curriculum areas markbooks on KAMAR and ensure that they are maintained accurately by the relevant staff to meet deadlines • Facilitate effective and appropriate assessment and moderation practices • Ensure that healthy and safety practices are current and comply with legislative, Ministry and other relevant standards. • Formulate and manage curriculum area	★ Meeting minutes are kept in the appropriate Google folder and able to be accessed by all relevant staff, the Deputy Principal - Curriculum and Principal ★ Staff feel they have an opportunity to participate in the decisions and workings of the curriculum area. ★ The department handbook is available in the appropriate Google folder. ★ There is consistency in the way relevant staff apply both curriculum area and School wide processes. ★ Curriculum area staff feel informed about decisions and issues that affect the school as a whole ★ Curriculum area staff are supported in assembling evidence for their teacher certification ★ Annual and long term plans with specific goals and targets are current and consistent with School wide documents, and stored in the appropriate Googledrive ★ Reports on results and progress towards goals are clear and specific, showing ongoing reflection ★ Relevant staff have an understanding of the mandate of the HoD and feel that

spending	communication is clear, appropriate and relevant ★ Grades for the curriculum area are entered accurately on KAMAR in a timely fashion ★ Marking and moderation processes are consistent with School and MNA best practices and standards ★ Student reports for the curriculum area are accurate, complete and meet School deadlines ★ A budget is prepared to outline costs and desired spending, and submitted to the Board of Trustees in a timely fashion. ★ Curriculum area spending is kept within budget.

SUPPORTING STAFF DEVELOPMENT	
Key tasks	**Expected outcomes**
• Maintaining good practice among all staff members of the department. • Support department staff with developing solutions to issues with classroom behaviour and learning. • Seek out professional learning opportunities that are relevant and appropriate for department staff. • Be involved in matters of performance or compliance	★ The process of Impact Coaching is used to assist staff with self reflection on their teaching practice and facilitate professional learning goals. ★ Feedback loops are regularly collected from students about relevant teaching staff and the results discussed with the respective teacher. ★ Professional conversations are held in a timely manner to address concerns about practice and adherence to processes. ★ Staff feel confident to contact and meet with parents to discuss concerns around student learning and behaviour. ★ Staff feel confident to employ a range of strategies to address issues with classroom behaviour and learning ★ Staff attend professional learning sessions and employ the strategies in their classroom practice. ★ Inform senior leadership of any concerns or complaints involving staff in a timely manner.

SPECIFIC CURRICULUM AREA RESPONSIBILITIES	
Key tasks	**Expected outcomes**
• Work closely with the Arts Coordinator to create opportunities and initiatives to support and	★ The Head of Arts, Arts Coordinator and Arts Leaders meet regularly to discuss ideas, events

profile the Arts. ● Support various subject specialists with their ideas to promote and showcase the Arts both within school and to the wider community. ● Take a lead role in developing a team who create a major production each year. ● Lead and facilitate the Student Arts Council.	and initiatives. ★ Newsletter articles are written regularly to profile happenings and achievements of students involved in the Arts. ★ Music performances occur during Assemblies each term. ★ House events are scheduled and occur: Arts Race, House Choir, Pavement Art ★ A major drama and performance production occurs each year; alternating a review with a more traditional musical. ★ The Art Show is organised to enable student artists to display and sell their Art. ★ The Soiree is organised to facilitate performance music standards and provide an opportunity for students taught by itinerants to perform. ★ Talent Quest is organised at lunchtimes to select winners of Music prizes. ★ Arts Week is organised to promote appreciation and involvement in the Arts. ★ Staff as a whole feel that they have an opportunity to be involved in Arts activities if they wish. ★ Students have an open forum to express ideas for Arts initiatives and feel empowered and supported to organise initiatives for the Arts with some sense of independence. ★ The Students Arts Leaders feel supported in the development of leadership qualities.

DESIRED SKILLS AND ATTRIBUTES	
Key skill/ attribute	**Expected outcomes**
● A sense of empathy ● Able to engage in positive conversations with a range of people ● Reliable ● Calm under pressure ● Able to be innovative and pragmatic in thinking ● Organised and system oriented ● Maintain a sense of flexibility with the needs of the students and the School as a whole as a	★ Staff feel that the Head of Department is approachable and reliable ★ Staff feel that they are aware of their expectations and fulfil these ★ Communication with senior leadership is clear, timely and honest ★ Issues with staff are met with a solution focused mindset and initiative ★ Will participate in and complete any further tasks as requested by the Principal

priority	

I accept the role as the Head of Arts and the entitlements and responsibilities that accompany the position as detailed above.

Name:

Signed: _____ Date: _____