



## APPLICATION AND APPOINTMENT PROCEDURE

### Acting Head of Faculty, Social Science

#### 3MU+1MMA fixed term

Full-time, long-term relieving position for two years from start of Term 3 2019 to end of Term 2 2021

Rangiora High School is an equal opportunities employer. Applications will be considered on merit regardless of disability, handicap, marital or parental status, race, religion, gender or sexual orientation. Rangiora High School is an innovative and inclusive decile 9 co-ed school of 1700 students, just 30 minutes from Christchurch. We are committed to restorative practices and culturally responsive pedagogy. We are actively seeking innovative practitioners who have student voice and choice firmly at the heart of their practice. We have recently completed a significant ILE building project and redesigned our junior school curriculum as a flexible, connected model. Applicants must be passionate about improving student engagement and achievement, have a clear focus on learning, be able to see the “big picture” across all learning areas, and be willing to commit to co-curricular and extra-curricular activities.

#### 1. Closing date

- Applications for this position close at 12 noon on Monday 6 May 2019.

#### 2. Method of Application

- Applications are only accepted electronically through the NZSTA School Jobs Career Centre website <https://schooljobs.careercentre.net.nz>.
- Applicants may enclose additional curriculum vitae and other supporting material.
- A covering letter should be addressed to the Principal, Ms Karen Stewart.
- Application material will not be returned once the appointment has been made.

#### 3. Referees

- Applicants are asked to provide the names and addresses of three people who may be contacted to act as Referees.

#### 4. Shortlisting and Interview

- Short-listing and interviewing of applicants will occur in the week after applications close.
- Applicants invited to an interview for this position will have their travel costs reimbursed where necessary.
- Applicants wishing to bring whānau or other support to the interview may do so at their own expense and should contact Mrs Faye Wallcroft, PA to the Principal, at [wlf@rangiorahigh.school.nz](mailto:wlf@rangiorahigh.school.nz) in advance so that suitable arrangements can be made.

#### 5. Commencement of duties

- The appointee will be expected to commence duties on Monday 22 July 2019.

## **6. Tenure**

- This is a full-time long-term relieving (fixed term) position from the start of Term 3 2019 to the end of Term 2 2021, covering for a permanent staff member who is on two years' refreshment leave.
- The appointee will be offered an employment agreement with the Board of Trustees. The appointee will be asked if they wish to become a party to the Secondary Teachers' Collective Agreement or to be employed on an Individual Employment Agreement (which reflects the terms of the collective agreement).

## **7. Salary**

- The salary offered will be in accordance with the Secondary Teachers Collective Agreement as assessed by the Salary Assessment Unit of the Ministry of Education and as appropriate to the appointee's qualifications, training and experience.

## **8. Professional Learning and Development**

- All teachers new to the school will take part in an induction programme and will be provided with advice and guidance through the school's professional learning and development programme.

## **9. General**

- The school's Charter is available [here](#) on the school's website: [www.rangiorahigh.school.nz](http://www.rangiorahigh.school.nz)
- All staff are expected to be familiar with, and comply with, the Teaching Council of Aotearoa New Zealand's 'Code of Professional Responsibility and Standards for the Teaching Profession' available [here](#).

For further information or clarification, applicants are welcome to contact Mr Chris Quigley, Deputy Principal, on 03 3118888 or [qgc@rangiorahigh.school.nz](mailto:qgc@rangiorahigh.school.nz)



## POSITION DESCRIPTION

**POSITION:** Acting Head of Faculty, Social Science

**TENURE:** Full-time, long-term relieving position for two years from the start of Term 3 2019 to the end of Term 2 2021

### RESPONSIBLE TO:

1 Principal

### EXPECTED OUTCOMES:

- 1.1 Show support for the Rangiora High School and the decisions of the Strategic Leadership Team and the Board of Trustees.
- 1.2 Report to the Principal as required.
- 1.3 Ensure requests by the Principal are actioned by the deadline.
- 1.4 Lead the development of learning programmes and teaching and learning.
- 1.5 Attend Head of Faculty meetings and other meetings as required.

### FUNCTIONAL RELATIONSHIPS:

2 Curriculum Leaders

### EXPECTED OUTCOMES:

- 2.1 Provide advice, guidance and mentoring to Curriculum Leaders.
- 2.2 Timetable regular meetings to plan and review.
- 2.3 Ensure annual appraisal systems are implemented.
- 2.4 Make opportunities for Professional Learning available.
- 2.5 Support Curriculum Leaders in their professional practice.
- 2.6 Oversee curriculum design.

3 Teaching Staff

- 3.1 Provide advice, guidance and mentoring to teaching staff.
- 3.2 Timetable regular Faculty meetings to plan and review.
- 3.3 Ensure annual appraisal systems are implemented.
- 3.4 Make opportunities for Professional Learning available.
- 3.5 Support staff in their professional practice.
- 3.6 Oversee curriculum design.

4 Community

- 4.1 Liaise and consult as appropriate with the community, including tangata whenua.

HOF Tasks	Performance Indicators	Expected Outcomes
<p><b>1 Strategic Leadership</b>  <i>Provides effective strategic leadership for staff and students by setting high standards and expectations.</i></p>	<ul style="list-style-type: none"> <li>a Develop Faculty plans and strategic objectives, in relation to Rangiora High School's strategic vision.</li> <li>b Establish and develop a Faculty culture where staff work together to provide programmes and courses which reflect Rangiora High School's Strategic Objectives.</li> <li>c Lead and influence new programme development, processes, delivery methodologies and content, to satisfy changing needs and requirements in pursuit of excellence.</li> <li>d Provide staff with clear leadership in relation to the vision and strategic objectives of the Faculty that support the attainment of Rangiora High School's Strategic Objectives and Annual Plan.</li> <li>e Lead, develop and motivate the Faculty staff so that they meet their team and individual goals.</li> <li>f Provide leadership and contribute at Faculty level to the professional learning of staff through planning, workshops and other avenues of advice and professional development.</li> <li>g Provide effective leadership in planning and evaluating learning opportunities through Strategic, Annual and Emergent review.</li> </ul>	<ul style="list-style-type: none"> <li>a Faculty plans and strategic objectives, in relation to Rangiora High School's strategic vision, are developed.</li> <li>b A Faculty culture where staff work together to provide programmes and courses which reflect Rangiora High School's Strategic Objectives is established and developed.</li> <li>c New programme development, processes, delivery methodologies and content, to satisfy changing needs and requirements in pursuit of excellence are led and influenced.</li> <li>d Staff are provided with clear leadership in relation to the vision and strategic objectives of the Faculty that support the attainment of Rangiora High School's Strategic Objectives and Annual Plan.</li> <li>e The Faculty staff are led, developed and motivated so that they meet their team and individual goals.</li> <li>f Lead regular Faculty-wide PLD through planning, workshops and other avenues of advice and professional development.</li> <li>g Effective leadership in planning and evaluation of learning opportunities is provided through Strategic, Annual and Emergent review.</li> </ul>

HOF Tasks	Performance Indicators	Expected Outcomes
<p><b>2 Strategic Participation</b>  <i>Participates in initiatives and ventures which support the school strategic vision and focus on best practice in teaching and learning.</i></p>	<ul style="list-style-type: none"> <li>a Work with the Strategic Leadership Team and other Heads of Faculty.</li> <li>b Contribute to the strategic analysis of Rangiora High School's curriculum and assessment delivery, ensuring the curriculum delivery and assessment programme reflects the students' needs and the demands of current best practice in teaching and learning.</li> <li>c Drive a culture consistent with the values and principles of the New Zealand Curriculum document.</li> <li>d Contribute to the development of a connected curriculum approach to teaching and learning.</li> <li>e Ensure the introduction and implementation of best practice teaching and learning strategies.</li> <li>f Build and enhance existing relationships with all stakeholders, including subject associations.</li> <li>g Meet, as requested, with the Strategic Leadership Team, other Heads of Faculties and Curriculum Leaders to progress opportunities for collaborative ventures of learning.</li> </ul>	<ul style="list-style-type: none"> <li>a Works with the Strategic Leadership Team and other Heads of Faculty.</li> <li>b Contribution is made to the strategic analysis of Rangiora High School's curriculum and assessment delivery, ensuring the curriculum delivery and assessment programme reflects the students' needs and the demands of current best practice in teaching and learning.</li> <li>c A culture consistent with the values and principles of the New Zealand Curriculum document is established and maintained.</li> <li>d A connected curriculum approach to teaching and learning is integrated at all levels of the curriculum.</li> <li>e Best practice teaching and learning strategies are introduced and implemented.</li> <li>f Relationships with all stakeholders, including subject associations, are built and enhanced.</li> <li>g Contribution is made to meetings with the Strategic Leadership Team, other Heads of Faculties and Curriculum Leaders to progress opportunities for collaborative ventures of learning.</li> </ul>
<p><b>3 Organisational Leadership</b>  <i>Provides effective communication and relationship management.</i></p>	<ul style="list-style-type: none"> <li>a Effective communication within the Faculty, Rangiora High School and with external organisations.</li> <li>b Demonstrate effective management of all relationships.</li> <li>c Demonstrate fair and reasonable standards of action and behaviour in line with school procedures, current employment legislation and the Privacy Act, seeking advice from the Strategic Leadership Team when necessary.</li> <li>d Ensure high standards of curriculum delivery and teaching best practise across the whole Faculty through moderation, assessment, quality teaching methods, appraisal and evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>a Effective communication occurs within the Faculty, Rangiora High School and with external organisations.</li> <li>b Effective management of all relationships is demonstrated.</li> <li>c Fair and reasonable standards of action and behaviour in line with school procedures, current employment legislation and the Privacy Act are demonstrated, and advice is sought from the Strategic Leadership Team when necessary.</li> <li>d High standards of curriculum delivery and teaching best practise occur across the whole Faculty through moderation, assessment, quality teaching methods, appraisal and evaluation.</li> </ul>

HOF Tasks	Performance Indicators	Expected Outcomes
<p><b>4 Professional Learning and Development</b>  <i>Undertakes, facilitates and monitors Professional Learning across the Faculty.</i></p>	<p>a Maintain up-to-date knowledge of area of learning area, curriculum, assessment and leadership through approved professional learning and development.</p> <p>b Plan regular professional learning and development for Faculty staff through Faculty meetings.</p> <p>c Support and encourage staff in planning and utilisation of professional learning and development opportunities.</p>	<p>a Up-to-date knowledge of best practice in the learning area, curriculum, assessment and leadership is maintained through approved professional learning and development.</p> <p>b Faculty staff are informed and adopt best practice in the learning area, curriculum, and assessment. A Faculty-wide PLD Plan is implemented.</p> <p>c Staff professional learning and development needs are identified and actioned.</p>
<p><b>5 Teaching</b>  <i>Undertake teaching duties at the appropriate level, meeting the requirements as set down in the Professional Standards for teachers.</i></p>	<p>a Teach within the Faculty, in line with academic strengths, availability and the Faculty needs.</p> <p>b Demonstrate leadership and expertise in teaching and expertise in teaching techniques, sharing knowledge, experience and methodologies with colleagues.</p>	<p>a Work with the SLT and Timetabler to ensure an equitable teaching programme across the Faculty.</p> <p>b Leadership and expertise in teaching and expertise in teaching techniques, sharing knowledge, experience and methodologies with colleagues is demonstrated through a culture of team teaching and classroom observation.</p>
<p><b>6 Committee Participation</b>  <i>Participates in discussions on school-wide issues with SLT and other HOFs.</i></p>	<p>a Advocate for the Faculty in discussions on school-wide issues at Faculty meetings.</p>	<p>a The Faculty is advocated for in discussions on school-wide issues at Faculty meetings.</p>
<p><b>7 Tasks Assigned by Principal</b>  <i>Undertakes tasks as may be assigned by the Principal from time to time.</i></p>	<p>a Duties as allocated will be completed in a professional and timely manner.</p>	<p>a All duties allocated are completed in a professional and timely manner</p>

**The Head of Faculty will also provide leadership, guidance and mentoring to the Faculty's Curriculum Leaders as the Curriculum Leaders complete the following tasks:**

Curriculum Leader Tasks	Performance Indicators	Expected Outcomes
<p><b>1 To support the School Charter and provide leadership in determining how Charter goals are to be achieved.</b></p>	<p>a Leadership is provided.</p>	<p>a Charter goals relating to student achievement are supported and progressed.</p>
<p><b>2 Professional Leadership</b> <i>Provides effective leadership for staff and students by setting high standards and expectations.</i></p>	<p>a Assumes a leadership role through a cohesive team-building approach and supportive staff relationships when required.</p> <p>b Develops colleagues leadership to contribute to decision-making and leadership of the Faculty.</p> <p>c Ensures sound leadership practices through effective communications as delegated.</p> <p>d Organises regular meetings, Faculty PLD and classroom support visits as delegated.</p> <p>e Provides for pro-active programme planning and evaluation where required.</p> <p>f Focuses policies, guidelines and procedures towards achieving beneficial learning outcomes for students where delegated.</p>	<p>a Leadership roles are assumed through a cohesive team-building approach and supportive staff relationships.</p> <p>b Colleagues are developed to contribute to decision-making and leadership of Faculty initiatives.</p> <p>c Sound leadership practices are achieved through effective communications as delegated.</p> <p>d There is a plan in place for regular meetings, Faculty PLD and classroom support visits as delegated and the plan in implemented.</p> <p>e Pro-active programme planning and evaluation are provided where required.</p> <p>f Policies, guidelines and procedures are focused towards achieving beneficial learning outcomes for students where delegated.</p>

**The Head of Faculty will also provide leadership, guidance and mentoring to the Faculty's Curriculum Leaders as the Curriculum Leaders complete the following tasks:**

Curriculum Leader Tasks	Performance Indicators	Expected Outcomes
<p><b>3 Instructional Leadership and Curriculum Guidance</b>  <i>Provides instructional leadership in a specific curriculum area ensuring high standards of teaching and learning are maintained at all levels in the Faculty.</i></p>	<ul style="list-style-type: none"> <li>a Provides an informed perspective on broad curriculum developments.</li> <li>b Provides Faculty programmes with an appropriate profile in the school curriculum.</li> <li>c Encourages the use of a variety of learning and teaching methods by staff as delegated.</li> <li>d Implements and monitors classroom programmes to ensure learning is accessible to all students as delegated.</li> <li>e Takes responsibility for evaluation procedures as delegated.</li> <li>f Initiates and guides professional learning and development particularly related to classroom practice.</li> <li>g Support all staff to use computer technology for resource development and student learning.</li> </ul>	<ul style="list-style-type: none"> <li>a Curriculum development is an ongoing and key focus.</li> <li>b Faculty programmes are provided with an appropriate profile in the school curriculum.</li> <li>c A variety of learning and teaching methods by staff as delegated is embedded.</li> <li>d Classroom programmes are implemented and monitored to ensure learning is accessible to all students as delegated.</li> <li>e Evaluation procedures are followed.</li> <li>f Best practice pedagogies are implemented.</li> <li>g Staff use computer technology and e-learning pedagogy for resource development and student learning.</li> </ul>
<p><b>4 Learning Environment</b>  <i>Develops and maintains a quality learning environment.</i></p>	<ul style="list-style-type: none"> <li>a Implements school policies designed to provide an orderly learning environment supportive of the needs of all students.</li> <li>b Assists staff to take initiatives in maintaining an attractive and stimulating learning environment.</li> <li>c Develops systems, guidelines, procedures and classroom routines designed to enhance learning opportunities</li> <li>d Ensures facilities, equipment and resources are available to all staff and students as delegated.</li> </ul>	<ul style="list-style-type: none"> <li>a An orderly learning environment, supportive of the needs of all students, is implemented across the Faculty.</li> <li>b An attractive and stimulating learning environment is implemented across the Faculty.</li> <li>c Systems, guidelines, procedures and classroom routines are designed to enhance learning opportunities are implemented.</li> <li>d Facilities, equipment and resources are available to all staff and students as delegated.</li> </ul>

**The Head of Faculty will also provide leadership, guidance and mentoring to the Faculty's Curriculum Leaders as the Curriculum Leaders complete the following tasks:**

Curriculum Leader Tasks	Performance Indicators	Expected Outcomes
<p><b>5 Advice and Guidance</b> <i>Provides advice and guidance for teachers.</i></p>	<p>a Leads the development of Faculty systems, procedures and delegations of the school for the guidance of teachers.</p> <p>b Assists teachers with issues raised during appraisal reviews and provides them with recommendations following appraisals.</p> <p>c Provides advice and guidance support in the interests of improved student learning.</p>	<p>a Systems are in place to ensure best practice is embedded across the Faculty.</p> <p>b Appraisals are completed and assistance is given to teachers with issues raised during appraisal reviews to achieve the recommendations made following appraisals.</p> <p>c Advice, guidance and support are provided in the interests of improved student learning.</p>
<p><b>6 Management and Administration</b> <i>Achieves effective management and efficient administration of the Faculty.</i></p>	<p>a Follows the school management plans and Faculty goals within a school management context.</p> <p>b Recognises communication as the key to good management.</p> <p>c Encourages colleagues to be involved in decision-making.</p> <p>d Ensures resources are managed effectively as delegated.</p> <p>e Strategically plans and promotes future facilities and equipment development as delegated.</p> <p>f Ensures health and safety guidelines are understood by staff and adhered to by staff.</p> <p>g Ensures delegations are understood and carried out effectively.</p>	<p>a The school management plans and Faculty goals within a school management context are followed.</p> <p>b Communication is recognised as the key to good management.</p> <p>c Collaborative decision-making is evident across the Faculty.</p> <p>d Resources are managed effectively, within budget, as delegated.</p> <p>e Future facilities and equipment development plans are developed in consultation with the Strategic Leadership Team and Faculty members.</p> <p>f Health and safety guidelines are disseminated to staff and adhered to by staff.</p> <p>g Delegations are carried out effectively.</p>

**The Head of Faculty will also provide leadership, guidance and mentoring to the Faculty's Curriculum Leaders as the Curriculum Leaders complete the following tasks:**

Curriculum Leader Tasks	Performance Indicators	Expected Outcomes
<p><b>7 School Climate</b>  <i>Supports the Principal in developing a school climate conducive to effective learning and supportive of all students.</i></p>	<p>a Assists, through classroom practice and systems followed within the Faculty, the development of a positive school climate.</p> <p>b Assists in ensuring the curriculum is appropriate, well planned and effectively delivered across the Faculty.</p> <p>c Leads feedback on the performance of the Faculty in meeting learning needs of students.</p> <p>d Assists in the implementation of policies supportive of staff and students.</p> <p>e A transformative style of leadership is used to lead change.</p> <p>f Works co-operatively with other Faculty unit holders and staff to ensure the functions of the Faculty operate efficiently.</p>	<p>a A positive Faculty climate is developed.</p> <p>b The curriculum is appropriate, well planned and effectively delivered across the Faculty.</p> <p>c Student and parent/caregiver agency is actively sought and implemented.</p> <p>d School policies are followed.</p> <p>e Change is evident as a result of transformative leadership.</p> <p>f Co-operation with other Faculty unit holders and staff ensures the functions of the Faculty operate efficiently.</p>
<p><b>8 Community Involvement</b>  <i>Assist the Principal to enhance the school-community partnership.</i></p>	<p>a Establishes effective links with the community.</p> <p>b Increases parental awareness of the curriculum and assessment policies of the Faculty.</p> <p>c Involves the community as a resource within teaching programmes.</p> <p>d Encourages consultation, continuing dialogue and agency with parents/caregivers.</p> <p>e Accepts and accommodates, as far as practicable, the views of parents.</p> <p>f Ensures that parents feel welcome in the school.</p>	<p>a Effective links with the community are established.</p> <p>b Parental awareness of the curriculum and assessment policies of the Faculty is increased.</p> <p>c The community as a resource within teaching programmes is involved.</p> <p>d Parent/caregiver agency informs developments.</p> <p>e The views of parents and students are accepted and accommodated.</p> <p>f Parents feel welcome in the school.</p>

**The Head of Faculty will also provide leadership, guidance and mentoring to the Faculty’s Curriculum Leaders as the Curriculum Leaders complete the following tasks:**

Curriculum Leader Tasks	Performance Indicators	Expected Outcomes
<p><b>9 Assessment</b> <i>Monitors and guides the Faculty’s assessment of student achievement.</i></p>	<p>a Ensures assessment practice in the Faculty conforms to school policy and contributes to the assessment plan.</p> <p>b Ensures assessment procedures are understood by colleagues and students and parents are kept informed.</p> <p>c Oversees ongoing monitoring of KAMAR assessment data for each student to ensure they provide positive feedback.</p> <p>d Reports assessment concerns to students and their parents.</p>	<p>a Assessment practice in the Faculty conforms to school policy and contributes to the assessment plan.</p> <p>b Assessment procedures are understood by colleagues and students and parents are kept informed.</p> <p>c Faculty evaluates student and individual subject/level assessment data to inform next steps.</p> <p>d Assessment concerns are reported to students and their parents.</p>
<p><b>10 Resource Management</b> <i>Provides and manages the material resources necessary to delivery the curriculum effectively.</i></p>	<p>a Uses the school’s resources allocation system effectively.</p> <p>b Assists in providing resources to meet the learning and special needs of all students.</p> <p>c Implements resource management systems and ensures guidelines are known.</p> <p>d Supports the management of Faculty resources through clear delegations of responsibility where appropriate.</p> <p>e Ensures the Faculty resources are fully accounted for as required.</p> <p>f Ensures Faculty spending is fiscally responsible.</p> <p>g Make applications for appropriate funding and administer such funds.</p>	<p>a Resources are managed within budget.</p> <p>b Resources are provided to meet the learning and special needs of all students.</p> <p>c Resource management systems and guidelines are known.</p> <p>d The management of Faculty resources through clear delegations of responsibility where appropriate is achieved.</p> <p>e The Faculty resources are fully accounted for as required.</p> <p>g Faculty spending is fiscally responsible.</p> <p>h Applications for appropriate funding are made and these funds are administered as per the school’s finance and budget requirements.</p>

**The Head of Faculty will also provide leadership, guidance and mentoring to the Faculty's Curriculum Leaders as the Curriculum Leaders complete the following tasks:**

Curriculum Leader Tasks	Performance Indicators	Expected Outcomes
<p><b>11 Teaching Duties</b>  <i>Undertake teaching duties at the appropriate level, meeting the requirements as set down in the Professional Standards for teachers.</i></p>	<p>a Fulfil classroom responsibilities to students.</p> <p>b Meet planning, curriculum and organizational responsibilities including taking responsibility for a form class.</p> <p>c Undertake professional learning and development.</p> <p>d Make a general contribution to school life including participating in extra-curricular activities.</p> <p>e Assist in communicating effectively with students, parents and the community.</p> <p>f Teach subjects commensurate with the teacher's training and qualifications by agreement with senior management.</p>	<p>a Classroom responsibilities are fulfilled to students.</p> <p>b Planning, curriculum and organizational responsibilities including taking responsibility for a form class are filled.</p> <p>c Professional learning and development is undertaken.</p> <p>d A general contribution to school life including participating in extra-curricular activities is made.</p> <p>e Communication is effective with students, parents and the community.</p> <p>f Subjects commensurate with the teacher's training and qualifications by agreement with senior management are taught.</p>
<p><b>12 Tasks Assigned by Principal</b>  <i>Undertakes tasks as may be assigned by the Principal from time to time.</i></p>	<p>b Duties as allocated will be completed in a professional and timely manner.</p>	<p>b All duties allocated are completed in a professional and timely manner</p>

**DECLARATION:**

I accept this position description.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **PERSON DESCRIPTION**

### **Personal Qualities**

The person appointed to this position will:

- show a commitment to our school's values: Aspire/Wawatahia, Respect/Whakautea, Contribute/Tohaina.
- show a commitment to our school's vision to be a caring, community-based environment inspiring life-long learning.
- show a commitment to the school's ethos of students at the centre.
- show a commitment to positive student relationships.
- show a commitment to the vision, values and principles of the New Zealand Curriculum.

### **Qualifications**

The person appointed to this position will:

- hold a relevant tertiary qualification.
- be trained as a teacher and be registered with the Teaching Council of Aotearoa New Zealand (or have applied for such registration).
- hold a current practising certificate from the Teaching Council of Aotearoa New Zealand.

### **Knowledge and Understanding**

The person appointed to this position will:

- have a knowledge and understanding of the New Zealand Curriculum.
- have knowledge, understanding and experience of current assessment practices in NCEA and in the junior school.
- be up-to-date with new educational developments particularly as they apply to the New Zealand Curriculum and the National Qualifications Framework.
- be able to show an interest in, and an understanding of, wider educational issues.
- be familiar with, and comply with, the Code of Professional Responsibility and Standards for the Teaching Profession.

### **Skills**

The person appointed to this position will:

- have excellent oral and written communication skills.
- be a strategic planner and thinker.
- relate effectively to parents, whānau and caregivers.
- establish priorities, define tasks and see them through to completion.
- have the ability to effectively manage curriculum resources and practical equipment.
- have the required ICT skills.

### **Equity**

The person appointed to this position will:

- demonstrate a commitment of the intent and spirit of the Treaty of Waitangi.
- demonstrate a commitment to culturally responsive behaviour.
- demonstrate a commitment to the needs of all genders.
- demonstrate a commitment to the inclusion of students with physical and intellectual difference.
- be able to work confidently and fairly with all staff, students, parents, whānau and caregivers.

## FOCUS

The Head of Faculty will focus on the following:

- Developing the Faculty vision in terms of creating learning opportunities that are equitable and relevant with clear pathways to future learning, training and employment by developing and implementing dynamic learning programmes to create an engaging learning environment for all students.
- Students experiencing success and gain achievement in qualifications to effectively transition to further learning.
- Supporting teachers to make a difference to student learning through effective and innovative teaching practice informed by “spirals of inquiry” to improve student retention, achievement and transition.
- Assisting the Curriculum Leaders and teaching staff within the Faculty to practise evidence-based teaching.
- Addressing the recommendations in Rangiora High School’s latest ERO Review.
- Providing strong active leadership of the provision of professional learning and development to improve teaching and learning.
- Acknowledging and rewarding staff for excellent teaching.