



LONG BAY COLLEGE

Care, create, excel

Assistant Head of Faculty

Job Description

Position:	Assistant Head of Faculty - [Faculty]
Responsible to:	Principal, appropriate Heads of Faculties of your teaching subjects.
Key relationships:	Head of Faculty, Faculty Members, Deputy Principal - English
Job Purpose:	To assist and support the head of faculty and associated leadership team in the delivery of exceptional learning for all and promoting an extraordinary culture of care. Role model college values with a commitment to the achievement of personal excellence.
Name:	_____
Faculty of:	_____

Specific Responsibilities of the Assistant HOF

An Assistant HOF at Long Bay College has a number of specific responsibilities, including those listed below.

Educational Leadership Capabilities	Performance Indicators
Building and sustaining high trust relationships.	<ul style="list-style-type: none">• High trust relationships are built and sustained with staff, students, and whānau in the community. Treating others respectfully, with openness and good self-awareness.• Relationships are based on credibility relating to deep educational expertise.• Assistant HOF Leaders build and maintain a network of supportive relationships within and beyond Long Bay College, e.g. with curriculum or pedagogical experts.
Ensuring culturally responsive practice and understanding of Aotearoa New Zealand's cultural heritage, using Te Tiriti o Waitangi as the foundation.	<ul style="list-style-type: none">• Uses understanding of learners' cultural heritage and knowledge of culturally responsive practice based on Te Tiriti o Waitangi to provide a strengths-based curriculum and pedagogy, involving whanau and others in the community.• Inquire into the effectiveness of this work for learners, to ensure that it is consistent for all learners, responsive to their identity.

Building and sustaining collective leadership and professional community.	<ul style="list-style-type: none"> • Uses deep knowledge of the subject area they are responsible for and applies this expertise to enthuse others and provide meaningful opportunities for them to contribute to the work, including inquiry into its effectiveness. • Judges whether the work is improving learning and engagement in learning. • To be able to learn from failure as well as success.
Strategically thinking and planning.	<ul style="list-style-type: none"> • Uses their curriculum and pedagogical expertise to actively shape strategy for their area. • Contributes their expertise to the Long Bay College strategic plan including well- founded identification of actions that could advance the vision and goals.
Evaluating practices in relation to outcomes.	<ul style="list-style-type: none"> • Produces and analyses the data, asking what the data indicates about their own work and its impacts for the staff that they are leading and learners.
Adept management of resources to achieve vision and goals.	<ul style="list-style-type: none"> • Makes the most effective and efficient use of the time, space and material resources they have. • Uses networks beyond Long Bay College for expert advice or access to resources relevant to curriculum and teaching practice that would enrich their practice and that of their colleagues.
Attending to their own learning as leaders and their own wellbeing.	<ul style="list-style-type: none"> • Keeps abreast of new evidence and research- based knowledge that could challenge their thinking. • Uses critical friends to discuss leadership practice and extend their knowledge and capabilities. • Seeks and uses feedback for continued personal growth. • Reflects on their own leadership practice and ensures that their own performance review is carried out for improvement and challenge, not just compliance. • Is mindful of their own wellbeing and encourages staff they are leading to do the same.
Embodying the organisation's values, and showing moral purpose, optimism, agency and resilience.	<ul style="list-style-type: none"> • Shows by their behaviour and how they treat others the values expected by the Long Bay College vision and goals. • Shows courage, determination and hope in the face of difficulties. • Shows what it means to learn from set-backs and things that do not turn out as expected. • Thinks of new actions within their sphere of influence which would advance the Long Bay College vision and goals and gets support to try them.

Contributing to the development and wellbeing of education beyond their organisation.	<ul style="list-style-type: none"> • Contributes to the sharing and building together of knowledge of how to work with others to improve teaching and learning, and equity of educational outcomes at local, regional, or national levels.
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Key Responsibilities:	
<ul style="list-style-type: none"> • Lead [subject] Curriculum 	<ul style="list-style-type: none"> • Ensuring that the [subject] Curriculum aligns with the college's values and that it is supported in faculty policies and procedures. • Generating curriculum links for each topic including consideration of the college strategic plan, principles, values, key competencies, links to other curriculum areas, literacy in English, effective pedagogy and assessment, teaching as inquiry, key concepts in [subject] as well as the [subject] achievement objectives. • Establishing Specific Learning Outcomes which reflect the aims of the New Zealand Curriculum. • Producing, monitoring and amending of teaching and learning sequences for each topic which address the Specific Learning Outcomes and reflect the aims of the New Zealand Curriculum.
<ul style="list-style-type: none"> • Support teachers to effectively deliver [subject] Programme 	<ul style="list-style-type: none"> • Determining, monitoring and amending the order of topics and appropriate timelines at the beginning of the school year as well as throughout the year as the need arises, supporting faculty staff in covering that course with a high degree of alignment and a commitment to best practice. • Reporting on progress and achievement in [subject] to the Head of Faculty. • Supporting faculty staff in the delivery and implementation of junior major and minor projects.
<ul style="list-style-type: none"> • Assist Head of Faculty in delivering meaningful assessment as a tool for learning 	<ul style="list-style-type: none"> • Leading staff in generating a variety of formative and summative assessments which allow students to show their learning in different ways (e.g. formal test, poster, multimedia display, hardcopy or digital portfolio etc). • Monitoring assessment practices to ensure fair assessment conditions for all students. • Producing, monitoring and amending assessment schedules for formative and summative topic assessments as required. • Ensures consistent high-quality standards of internal moderation of all Junior assessment across faculty.

<ul style="list-style-type: none"> Foster a supportive, motivated and student focused environment within the Faculty 	<ul style="list-style-type: none"> To be a role model and guardian of the school values to the faculty and wider college community. To visibly model high standards of collegiality and professionalism with faculty and the wider college community. Actively engage as a beacon of outstanding practice with wider professional networks. Encouraging teachers to be reflective of their practice and provide feedback about the junior curriculum on an ongoing basis to allow further improvement and development of junior schemes.
<ul style="list-style-type: none"> Support Head of Faculty to: 	<ul style="list-style-type: none"> Lead pedagogical shift and college curriculum change. Ensures faculty staff consistently, and in line with school systems and policies (reporting and pastoral), complete KAMAR related data entry for junior levels in [subject] classes. Supporting the Head of Faculty as required. To deputise for the Head of Faculty in the event of their absence. To assist with staff appraisal and staff development as required by the Head of Faculty.

Long Bay College Values
Promote and display the school values: Respect, Care, Creativity, Community.

Job Description Approved by:

Signed: _____ **[name]** Date: _____

Signed: _____ CJ Healey, Principal Date: _____

NOTE: This job description is to be read in conjunction with the Classroom Teacher job description. This job description is not intended to be restrictive nor limit the tasks and responsibilities to only those described above.