



LONG BAY COLLEGE

Care, create, excel

Head of Subject

Job Description

Position:	Head of Subject - Te Reo Māori
Faculty of:	English for Academic Purposes and Languages
Responsible to:	Principal, appropriate Heads of Faculties of your teaching subjects.
Key relationships:	Head of Faculty – English for Academic Purposes and Languages Deputy Principal – English for Academic Purposes and Languages Deputy Principal – Māori/Pasifika
Job Purpose:	To lead the subject 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:	

Specific Responsibilities of the Head of Subject

A Head of Subject teacher 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.	• 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. • Head of Subject 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.	• 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 whānau 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.	• 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.	• 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.	• 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.	• 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.	• 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.	• 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 setbacks 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.	• 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.

Key Responsibilities	
To be responsible for curriculum delivery of Te Reo Māori and Māori Studies.	• All courses within the department operate efficiently with resources available and pre-planned assessment programmes. • High degree of student and parent satisfaction.
To ensure schemes of work are current, contain statements about teaching strategies and assessment and are consistent with the New Zealand Curriculum Framework.	• Schemes and assessment statements revised annually. • Schemes contain teaching strategies. • Assessment statements are available for all courses at all levels and issued to students. • Essential skills are identified for each level. • Schemes refer to essential skills and teaching strategies. • Relevant external subject competitions are fostered.
To encourage a supportive and purposeful learning environment.	• Support a faculty system for dealing with disruptive students. • Follow school policies regarding discipline. • Provide a system for dealing with students requiring extra support in the subject(s). • Encourage high achievement and encourage students to excel in national examinations and competitions.
To provide professional leadership and effectively delegate responsibilities (unless the only teacher of the subject).	• Assist with implementation of school-wide policies. • Development of appropriate resources. <i>If more than one teacher involved:</i> • Subject meetings held regularly with agendas and minutes. • Good teamwork, regular consultation and communication between teachers. • Initiate changes in classroom practice/course content to improve teaching and learning. • Able to report on teacher strengths and weaknesses.
To be responsible for evaluation of the Te Reo Māori and Māori Studies learning programmes.	• All courses reviewed annually. • Student achievement recorded on computer database. • Analysis of subject results for each level at mid and end of year. • Reviews and actions to be taken minuted. • Annual review of external examination results. • External Exam pass rates exceed national averages by at least 5%.

To manage the budget and in particular the efficient purchase and use of resources. (Teachers in charge of subjects will have delegated authority for signing invoices, setting subject budgets and monitoring spending).	• Annual preparation of budget to meet learning needs of students. • Maintenance, security and organisation of resources, including textbooks. • Control spending within budget limits. • Prompt approval of invoices.
To assist with staff appraisal and staff development as required by the Head of Faculty.	• All subject staff appraised annually. • List of professional development needs submitted to Head of Faculty annually.
To develop effective management systems to meet and maintain accreditation requirements set by the New Zealand Qualifications Authority.	• Comply with the Long Bay College quality assurance accreditation document.
To identify barriers to learning and develop systems aimed at eliminating them.	• Barriers to learning identified. • Actions taken. • Review of actions and conclusions minuted. • Guidance on classroom management for teachers as necessary.
Report to the Principal and Board of Trustees as required.	• Objectives set, reviewed and reported annually. • Report on subject activities as required.

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

Other Responsibilities of the Head of Subject

1	Development of Te Reo Māori and Māori Studies in line with the focus and direction of EAP and Languages	• Growth in recruitment and retention of students. • Clear, meaningful pathways for students. • Strong contribution to Faculty goals and development. • Engagement with whānau to support the above in a culturally responsive manner.
2	Development of the mana and voice of Māori students and students choosing Te Reo Māori and Māori Studies.	• Māori students and students of Māori empowered to have a positive and constructive voice in the school. • Greater student engagement with Māori-related co-curricular activities. • Leadership opportunities developed for students within Māori.

		• Greater uptake of schoolwide leadership opportunities by Māori students and students of Māori.
3	Coordination of: • Kapa haka, including performances (but not limited to) at Polyfest and our Cultural Festival. • Powhiri (with SLT member). • Matariki celebrations (with SLT member). • Whānau Hui (with SLT member) • Te Wiki o Te Reo Māori (with HOF and SLT member).	• Students encouraged and supported to participate in Māori activities and events both in and beyond school. • Whānau engaged to promote and support Māori co-curricular activities and events.
4	Contribution to the development of cultural responsiveness and the principles of Te Tiriti in the school (with SLT member).	• Support provided with staff PLD (with SLT member). • Links to the local marae developed. • Understanding promoted across the school community of cultural responsiveness and the significance of Te Tiriti (with SLT member).
5	Collaboration with SLT members and Māori consultants to develop Te Ao and Te Reo Māori at Long Bay College in a culturally responsive manner.	• Māori students and students of Māori feel they are valued in the school community. • Whānau of Māori students and students of Māori understand how they can support students' learning and feel part of that process. • Connections to the local marae developed across the school. • Māori students feel a sense of belonging as Māori and experience success as Māori.

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.