



# Rutherford College

## **Person Specification** **Curriculum Leader**

### **Leadership within the School**

- To uphold Mana-orite mā te Mātauranga Māori o Te Kōtuku in Rutherford College.
- To model the school's vision, values and goals. Take an active role in developing and implementing those visions, values and goals.
- To model the high expectations culture for raising student achievement.
- Support the achievement of the school's strategic plan.
- Be loyal to the school, be loyal to and visibly support the SLT and expect the same in return.
- Make a valuable contribution to the wider life of the school.

### **Leading Learning**

- Keep up to date professionally with curriculum, assessment, pedagogy and pastoral care.
- Develop learning partnerships with students.
- Focus on effort, progress and achievement.
- Know the teachers, the students and be informed about where each individual student's learning is at. (Spend time in classrooms.)
- Lead professional development/learning.
- Lead change.
- Be active in professional networks.
- Liaise with Deans on teacher performance and then student behaviour.

### **Build constructive and supportive relationships.**

- Establish a relationship and develop personal knowledge of individual students' learning needs.
- Communicate effectively with staff, students and the wider school community by establishing and maintaining clear and open lines of communication.
- Know the teachers in your department personally and professionally.
- Value and build on the individual strengths of teachers within your faculty.
- Actively involve parents and whanau with student achievement.
- Seek fundamental solutions rather than work on the symptoms.
- Front issues and follow through with both students and staff.
- Develop and maintain effective relationships with the wider community.

### **Possess strong documentation and systems skills**

- Set up and maintain quality systems and ways of operating that support the goals above.

### **Professional Development and Meeting the Professional Standards**

- Participate in the professional growth cycle designed to highlight personal strengths and achievements, identify any professional development needs and focus on the key tasks and responsibilities required by this position.
- Undertake appropriate professional development to enhance individual evaluation of own teaching and expertise in areas of management, administration and education.
- Identify and support the department's PL needs.
- Participate in the Professional Growth Cycle with the aim of continuing Professional Development and growth.

## TASKS MAY INCLUDE BUT ARE NOT LIMITED TO:

### Curriculum Management Key Tasks

- Prepare, revise and update schemes of work. Prepare subject goals, course objectives and outlines for courses following curriculum and school guidelines.
- Apply the Curriculum Framework; develop and deliver appropriate programmes that cater for the range of students' abilities, viz gifted, mainstream and less able students.
- Develop, revise, implement and report on the assessment programmes in your Curriculum area according to the NCEA requirements.
- Provide professional leadership to staff within the department. Assist staff with curriculum and assessment requirements.
- Actively support staff re: classroom management, following the scheme, delivery, assessment, reporting, especially staff new to the subject and/or new to teaching.

### Student Achievement

- Respond in a timely fashion to enquiries regarding student achievement and courses.
- Provide quality information for students, teachers and parents.
- SARONAS – establish and maintain a SARONA portfolio within your learning areas and develop strategies to accelerate student outcomes.
- Support SLT with the organisation of the Parent -Student-Teacher meetings that occur throughout the year e.g. PST Conference, Option Evening, Meet the Tutor Teacher.
- Identify individual students who are achieving well academically and highlight and acknowledge this progress.
- Collect, collate, analyse, interpret and use student data to support improved teacher practice.
- Identify individual students whose achievement is not satisfactory and follow up with SLT, Deans and individual teachers, involving students and parents in the process as necessary.
- Report on student achievement including directions on how improvements can be attained.

### Operational

- Consult and advise students regarding option choices.
- Placement of students in option subjects.
- Liaise with careers, pupils and parents as required.
- Establish and maintain effective relationships with the community.
- Keep accurate records.
- Keep accurate minutes of meetings.
- Regular attendance at weekly school assemblies.
- Attend Curriculum Leaders meetings.
- Complete tasks as negotiated with the Deputy Principal at Direct Report meetings.
- Represent the school at agreed school events.
- Write and manage an annual budget. Organise and manage resources effectively.
- Develop, maintain and organise the effective use of specialised facilities and equipment associated with the subject.
- Be actively involved in staff selection and appointment.
- Allocate staff to classes in a fair and open manner with consultation.
- Effectively appraise designated staff members on an annual basis.
- Write an annual report for the subject.
- Coordinate co-curricular opportunities for students with appropriate subject staff.

Signed: \_\_\_\_\_

Employee

Principal

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