

LYTTON HIGH SCHOOL
Acting Asst HoF APPOINTMENT FOR 2027
INFORMATION PACKAGE FOR APPLICANTS

Lytton High School is an innovative and successful school dedicated to meeting the diverse needs of our students, so that each may develop to their potential and achieve success.

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LYTTON HIGH SCHOOL
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APPOINTMENT TIMELINE



Advertising	22nd October 2026
Applications close	1.30pm Wednesday 11th November 2026
Shortlisting	12th November
Reference checking	13th November
Non-shortlisted applicants advised by	13th November
Interviews (tbc)	TBC
Interviewed candidates advised of decision	TBC
Start Date	28th January 2027

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APPLICATION PROCESS

Application for Employment

Please complete all sections of the enclosed Application for Employment form.

Your Ideas:

Please also send in a written response to the following questions. Please answer concisely – certainly no more than 250 words per question are required.

1. Describe your teaching philosophy.
2. What will you bring to the position of Asst HoF at Lytton High School? You should consider commenting as to how your abilities, knowledge, experience and educational philosophy will benefit Lytton High School and its current direction.
3. Professional qualities – please describe your extra involvement in educational areas and in the community.

Your Portfolio:

Please also provide, in an accessible format, a portfolio of your own work. Please be selective in the preparation. We are very interested in the scope of your work.

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PERSON SPECIFICATION

Lytton High School is seeking a curriculum Leader who:

- Truly cares about our students, respects and engages with them as individuals, and is keen to celebrate their successes.
- Is passionate about promoting excellence in teaching and learning and has a clear vision as to how this can be achieved.
- Will be an effective, visible and approachable leadership presence, gaining the respect of staff, students and the community and proactively reinforcing Lytton High School's key values and positive school tone.
- Has demonstrated a commitment to meeting the increasing diversity of students' needs including experience in working with Māori students and Whānau.
- Has an effective and innovative management style ensuring the ability to solve problems, promote ideas and manage relationships, delegations and resources.
- Has a thorough understanding of current educational developments, appreciating the wider context within which schools function.
- Is a registered teacher with appropriate qualifications.
- Is fair and consistent when interacting with students, parents and staff, and is able to address difficult issues and make hard decisions.
- Has integrity, strong people skills and a sense of humour.
- Understands schools obligations under the Treaty of Waitangi and has the passion, drive and commitment to support Māori students and their whānau to achieve and succeed.

LYTTON HIGH SCHOOL
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JOB DESCRIPTION

SCHOOL MISSION STATEMENT

To prepare students for their future by providing a balanced education that encourages the full development of each student within a caring environment and in partnership with the community.

RESPONSIBLE TO:

The Lytton High School Board of Trustees through the Principal.

DIRECT RELATIONSHIPS WITH:

- The Principal
- The Senior Leadership Team Members
- Student Support Staff/Network
- All Teaching Staff of the Department
- Relevant Support Staff as pertaining to the Key Tasks/Relationships below.

RESPONSIBLE FOR:

All matters outlined below in the context of the PE & Health Faculty

1. Leadership of Learning

Key Tasks	Performance Indicators
a. Actively involved in developing their own practice as a teacher, keeping abreast of pedagogical and content knowledge. b. Participates in whole school thinking c. Lead teaching and learning in the Department.	a. HOF actively pursues professional learning to enable him /her to develop the capacity and willingness to lead in both content and pedagogy. b. HOF attends HOF meetings and contributes constructively to supporting the overall vision and targets. c. HOF i. Works with teachers to create a rationale and vision for the learning in their department. ii. Works with teachers in dept. to set targets and / or contribute to the achievement of the learning goals/targets of the strategic plan. iii. Ensures teachers in the department are clear about their roles in promoting student learning, and the tasks required of them iv. Leads inquiring into how to best meet the learning needs of their students in the department by -using student data to determine on-going learning needs. -modelling with his/her own inquiry -allocating time to discussing the teachers' inquiries. -promoting and organising class observations and on-going dialogue about observations relating to student and teacher learning -using failure as a learning opportunity v. Develops links and possibilities for learning with other department(s).

2.Management of Learning

Key Tasks	Performance Indicators
Manage all aspects of the department	
a. Learning and teaching,	a. The students in the department are settled and learning. Robust routines are followed when things don't go as expected.
b. Assessment and reporting,	b. Assessment routines are clear, understood by all teachers in the departments. Deadlines are met.
c. Curriculum planning and development	c. Curriculum documentation is up to date, clear and provides guidance to teachers, and encourages development of new ideas and pedagogy
d. Resources	d. Resource acquisition is based on student and teacher learning needs and is planned and carried out. Resource storage allows for easy access and use.
e. Behaviour, discipline	e. Robust routines are followed when learning is disrupted or behaviour is not as expected.
f. EOTC	f. Safety procedures relevant to the department are known and followed
g. Professional learning & development	g. Professional learning is planned to meet the needs of the teachers
h. Appraisal	h. Teachers are engaged in all aspects of the Appraisal System.

3.Review and Evaluation

Key Tasks	Performance Indicators
Review and evaluate and report on department a. Goals b. Student learning and achievement in Yrs 9 & 10, NCEA c. Teacher learning through inquiry d. Teaching programmes in the light of changing student needs e. Pathways. f. Resourcing g. Improvements	Reports to Principal and BOT contain / describe a. Progress on department goals and targets b. Analysed data about student learning and achievement, c. The impact of teacher inquiry on teacher and student learning d. Changes to teaching and learning programmes e. Pathways through the subject area / to other subject areas f. Resourcing needs g. Actual and planned improvements.

4.Teaching

Key Tasks	Performance Indicators
Teach classes	Successful outcomes in terms of school's expectations e.g. in -High levels of student engagement and learning -Engagement in inquiry into the relationship between teaching actions and student learning -ICT integration in the classroom -Assessment for learning

5.Liaison with external stakeholders

Key Tasks	Performance Indicators
a. Liaison with parents	a. Parents/caregivers are consulted and informed, and issues around student learning are resolved.
b. Liaison with other schools and professional associations	b. Individuals and groups outside the school are accessed to meet current and projected learning needs of students and school as a whole.

6.Professional Leadership Learning

Key Tasks	Performance Indicators
Engage in inquiry into own practice of leadership (e.g. leading development / change in the department / faculty)	a. Engages in inquiry into own leadership and its impact on the work of teachers and the learning of student. b. Reports and discusses learning and progress with his/her appraisal leader/coach.

Terms and conditions of employment

- The Head of Department is employed under either the Terms and Conditions of the current Secondary School Teachers Collective Agreement, or, under the Terms and Conditions as set down in an Individual Employment Agreement.
- This permanent tenure position carries **3** Permanent Management Units, non-contact time equivalence of **eight** 1 hour periods.
- The Head of Department is required to be a part of the School's overall Performance Management System as set down in School Policies.

Signed: _____
(HoF)

Date: _____

Signed: _____
(Principal)

Date: _____

It should be noted that the HoD Job Description is required to be signed off annually.