



LONG BAY COLLEGE

Care, create, excel

Head of Faculty

Job Description

Position: Head of Faculty

Responsible to: Principal and Senior Leaders

Key relationships:

Job Purpose: To lead the Faculty 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 Head of Faculty

A Head of Faculty 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 faculty staff, Senior Leadership Team, 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 Faculty Leaders build and maintain a network of supportive-challenging relationships within and beyond Long Bay College.
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">• Ensures the faculty they are leading are confident in supporting all their learners to understand their cultural heritage and ensures their own understanding of what culturally responsive practice based on Te Tiriti o Waitangi means in practice, and why.• Uses this understanding to evaluate the quality of teaching and learning, student sense of belonging and engagement in learning within the faculty, to ensure that it is consistent for all learners - responsive to their identity.• Ensures that staff in their faculty develop and sustain a

	<p>shared understanding of culturally responsive practice based on Te Tiriti o Waitangi that is actively used in shaping strengths-based curriculum and pedagogy, work with whānau and iwi, and inquiry into effectiveness for learners.</p>
<p>Building and sustaining collective leadership and professional community.</p>	<ul style="list-style-type: none"> • Uses their deep educational expertise to develop leadership and knowledge within the faculty by: <ul style="list-style-type: none"> - Drawing on individual and collective strengths and providing opportunities for others to actively contribute to initiatives and extend their knowledge and skills. - Ensuring that problems impeding learning and wellbeing in the faculty are identified and resolved. - Taking the initiative to try things out on the basis of good inquiry related to current practice.
<p>Strategically thinking and planning.</p>	<ul style="list-style-type: none"> • Ensures active involvement of themselves and their faculty in strategic planning and review of progress. • Works closely with the Senior Leadership Team in the review of progress, and identification of well- founded priorities and works to support faculty members in the next phase.
<p>Evaluating practices in relation to outcomes.</p>	<ul style="list-style-type: none"> • Ensures that their team produces useful and robust information about curriculum content, progress and engagement of learners and their wellbeing, schoolwide practices and staff wellbeing. • Analyses the learner and faculty results in discussion with their faculty to identify actions to improve and the best way to allocate resources.
<p>Adept management of resources to achieve vision and goals.</p>	<ul style="list-style-type: none"> • Understands their faculties resourcing information and uses it in line with the Long Bay College vision goals, and values. • Ensures that their actions are consistent with legal and national frameworks, particularly around employment and health and safety. • Ensures that appraisal of the staff they are responsible for is carried out for improvement, not just compliance. and ensures that staff in their faculty feel valued and are supported to grow their capability to perform well. • Works with their faculty to make 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
<p>Attending to their own learning as leaders and their own wellbeing.</p>	<ul style="list-style-type: none"> • Keeps abreast of new evidence and research- based

	<p>knowledge that could challenge their thinking</p> <ul style="list-style-type: none"> • Uses critical friends to discuss leadership practice and extend their knowledge and capabilities. • Seeks and uses feedback for continued personal growth while reflecting on their own leadership practice. Ensures that their own performance review is carried out for improvement, and challenge, not just compliance. • Is mindful of their own well-being. • Maintains the personal and professional relationships that nurture and stretch them. • Plays an active role in Head of Faculty networks within the spirit of ako.
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. Learns from setbacks and things that do not turn out as expected. • Thinks of new actions within their sphere of influence and works with and supports staff who want to try new things that would advance Faculty Action Plans and the Long Bay College vision and goals.
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 lead educational teams to improve teaching and learning, and equity of educational outcomes at local, regional, or national levels.

Key Responsibilities:	
To be responsible for curriculum delivery within the Faculty.	<ul style="list-style-type: none"> • All courses within the Faculty operate efficiently with resources available and pre-planned assessment programmes.
To ensure schemes of work are current, contain statements about teaching strategies and assessment and are consistent with the New Zealand Curriculum Framework.	<ul style="list-style-type: none"> • Schemes and assessment statements reviewed 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 within the faculty.	<ul style="list-style-type: none"> • Maintain a faculty system for dealing with disruptive students. • Follow college policies regarding discipline and use of Study Centre.

	<ul style="list-style-type: none"> • Maintain system for dealing with students requiring extra support. • Students encouraged to achieve to their maximum potential.
To provide professional leadership and effectively delegate responsibilities within the Faculty.	<ul style="list-style-type: none"> • Assist with the development and implementation of college-wide policies. • Faculty meetings held regularly with agendas and minutes. • Good teamwork, regular consultation and communication within Faculty. • Represent Faculty at Policy Group meetings. • Initiate changes in classroom practice/course content to improve teaching and learning. • Development of appropriate resources. • Able to report on teacher strengths and weaknesses within Faculty. • To ensure that student achievement is at or above Decile 10 state secondary school averages for all courses in the Faculty.
To be responsible for evaluation of the learning programmes within the Faculty.	<ul style="list-style-type: none"> • 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. • Pass rates in external examinations reflect ability of the respective year groups.
To manage the budget and in particular the efficient purchase and use of resources within the Faculty.	<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • To co-ordinate staff appraisal and staff development within the Faculty. 	<ul style="list-style-type: none"> • All Faculty staff appraised annually. • List of faculty professional development needs prepared annually.
<ul style="list-style-type: none"> • To develop effective management systems to meet and maintain accreditation requirements set by the New 	<ul style="list-style-type: none"> • Faculty systems comply with the Long Bay College quality assurance accreditation document.

Zealand Qualifications Authority.	
<ul style="list-style-type: none"> To identify barriers to learning and develop systems aimed at eliminating them. 	<ul style="list-style-type: none"> Barriers to learning identified. Actions taken. Review of actions and conclusions minuted. Guidance on classroom management for teachers as necessary.
<ul style="list-style-type: none"> To report to the Principal and Board of Trustees as required. 	<ul style="list-style-type: none"> Objectives set, reviewed and reported. Report on faculty systems, activities and achievements as required.
<ul style="list-style-type: none"> To advise the Principal on suitability of applicants for vacant positions. 	<ul style="list-style-type: none"> Short-listing of recommended suitable applicants.

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

Other Responsibilities of the Head of Faculty

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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.