



Team Leader Job Description 2017

Your name:

Organisational Capability

How effectively does the leadership inspire a strong shared vision of accelerated learner progress and achievement, and then prioritise resources and drive through change to realise the vision?

Performance area	Expected outcome	Applicants – choose 2 areas to comment on your skills in this area
<p><u>Engagement</u> There is a consistently strong learner voice/ influence, engagement & achievement is seen across all classrooms.</p>	<p>Teachers within the team have high levels of learner engagement in their classrooms and ensure strong achievement across their team, particularly for Māori learners, Pasifika learners and learners with special education needs.</p>	
<p><u>Identifying Need</u> Leaders identify the most pressing priorities to accelerate achievement, addressing those priorities first and fast in a way that takes into account the most important root causes.</p>	<p>Leaders are skilled and proactive in identifying the most pressing priorities in their teams and focusing on addressing them first and fast with the best- fit solutions and approaches.</p>	
<p><u>Managing Change</u> Leaders embed positive and sustainable change in their teams.</p>	<p>Leaders drive change by instilling a sense of urgency in their teams, drawing together the team getting buy-in to the change by effectively communicating school expectations and progress.</p>	
<p><u>Using Evidence</u> Making smart decisions that support learner acceleration.</p>	<p>Teachers within the team are highly focused on teaching and learning and make good use of individual data to plan and teach.</p>	
<p><u>Team Management</u> Routine tasks are completed on time to ensure smooth running of the team.</p>	<p>Team meetings and minutes target key areas for development and teacher next steps. Minutes are distributed to the team members and management team within 2 days of the meeting. Team leaders attend leaders meetings and are prepared and proactive.</p>	

Evaluative Capability

How effectively do you capture and use evidence to make sound decisions that accelerate progress and ensure achievement of outcomes for all students?

Performance area	Expected outcome	Applicants – choose 1 area to comment on your skills in this area
<u>Results</u> Team Leaders have a clear picture of progress, achievement, and what's working for whom and why; teachers are confident to talk about how well they are doing and where to next.	All teachers are clear about and have evidence about how well learners are achieving. There is a clear understanding of what each group of learners needs to get to the next level and a planned approach to respond to these needs in the team.	
<u>Tracking change</u> Leaders will track change to know what is working, how well, for who and why; and make responses to ensure it works for the full range of learners in the team.	A Teaching as Inquiry approach is applied for continuous improvement of the team-classroom practices, learning outcomes, capability building, systems and procedures. (P.35 NZC)	

Cultural and linguistic responsiveness and inclusiveness

How well have you created a sense of belonging for all learners to help them connect with what they learn, how they learn, and who they learn with?

Performance area	Expected outcome	Applicants – choose 1 area to comment on your skills
<u>Identifying with students</u> Leaders will ensure all learners identities, languages and cultures and are brought to life and highly valued in teaching and learning, curriculum, plans, protocols and processes.	The identities, languages and cultures of all learners are reflected and infused into the 'way we do things around here'. All learners, their parents, whanau and families feel a genuine sense of belonging in the team. The identities, languages and cultures of all students are genuinely reflected, infused and brought to life in the team. All students are exposed to Te Reo Maori and Tikanga as part of the weekly programme.	
<u>Adapting to needs</u> Leaders will be proactive in adapting environments and approaches for learners who need it most.	Students are closely monitored and supported throughout the year to ensure they reach their full potential. This would be evidenced in things such as data analysis and special programmes.	

Instructional Capability

How effectively does the leadership inspire a strong shared vision of accelerated learner progress and achievement, and then prioritise resources and drive change to realise the vision?

Performance area	Expected outcome	Applicants – choose 2 areas to comment on your skills
<u>Behaviours</u> A culture of inclusiveness and high expectations for all learners.	Teachers within the team demonstrate Aroha and Tautoko toward all their learners, and work with them in mana-enhancing ways. They have high expectations of them and are fully committed to ensuring they succeed.	
<u>Relationships</u> Leaders are skilled at connecting with and effectively teaching learners.	Teachers within the team are skilled at the specifics of connecting with and forging genuine personal relationships with students.	
<u>Curriculum Knowledge</u> Leaders have sound curriculum content & pedagogical knowledge, proficiency in language(s) of instruction, formative assessment.	Team leaders have sound curriculum content knowledge (across the entire primary curriculum) and pedagogical skills and support teachers in their teams. Team leaders have strong knowledge of assessment tools and assessment practices and can support teachers in their teams.	
<u>Professional Dialogue</u> Team leaders engage colleagues in dialogue about their practice.	Leaders will observe their colleagues teach using a range of approaches. Leaders engage in dialogue with colleagues (learning conversations) to effect change in teaching practice.	
<u>Professional Conduct</u> Team leaders model support for the school, management, BoT and community.	Teachers within the team follow the school policies, procedures and initiatives. Team leaders are positive role models for their team in the teaching, planning, reporting, classbooks and environment. Team leaders speak positively about the school, BoT, parents and community at all times.	

Parents, family and whanau

How well have you created a welcoming and inclusive environment for parents, families and whanau to engage in their children's learning?

Performance area	Expected outcome	Applicants – choose 2 areas to comment on your skills
<u>Information</u> Whanau are well informed, confident, involved and influential in their child's	Whanau are well informed about their children's learning using plain language and in timely ways about their child's progress and achievement. Whanau attendance at team activities, student led conferences and pupil	

education.	progress discussions are high and this is monitored by the team leader.	
<u>Responsive</u> Teams engage in powerful and reciprocal partnerships that value the expertise of whanau.	Leaders use whanau engagement as an important lever for supporting all learners to realise their potential. There is a rapid response and appropriate two way communication when any particular learning, behaviour or wellbeing needs are picked up. Where conflict arises, PLG leaders work effectively to resolve the situation for the benefit of the learner and in mana enhancing ways for all parties.	
<u>Supporting Learning</u> Developing opportunities for parents to support their child's learning.	High quality experiences are delivered to empower whanau and to determine how best to contribute to their child's learning. Leaders find innovative opportunities to involve whanau in teaching and learning. All teachers in the team are open to learning conversations and are able to empathetically provide whanau with honest and constructive information about how learners are doing.	
<u>Special Needs Support</u> The team has a focus on learners with special education needs.	There is a team-based approach for the inclusion of learners with special education needs. The team draws on specialist expertise to develop and implement individualised programmes and adapted classroom approaches so that each learner's capabilities are met.	

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