

Curriculum Leader - Job Description

Responsible to:

- Principal
- Deputy Principal responsible for the particular learning area

Functional Relationships

- Learning Area Teachers
- Leaders of Learning Communities
- Deputy Principals
- Other teachers across the school

The primary role of the Curriculum Leader is

- To provide professional leadership that is future focused for a specialist learning area
- To lead the pedagogical development within the learning area
- To create a learning environment that is responsive to the learning needs of students
- To support, model and promote the school principles, values and ethos.

Key Areas	Expected Outcomes
Learning Area Leadership	
<p>To operate as the recognized professional leader of the curriculum learning area, demonstrating effective leadership abilities and advanced communication skills</p> <p>Actively works towards achieving learning area goals that are aligned with the overall direction of the school development</p> <p>Actively involved in the development of a positive and vibrant school culture</p> <p>Contribution to the development of school practices and policy where relevant</p>	<ul style="list-style-type: none"> ● Leads regular learning area meetings that are purposeful and productive. Meeting outcomes are goal driven. ● Establishes and maintains professional and positive relationships with staff, students and parents/caregivers and whanau ● Evidence of being actively involved in the development of a positive and vibrant school culture ● Meets with the Deputy Principal responsible for the learning area as requested ● Is an active and contributing member of the Curriculum Leadership Group ● Has contributed to improving school practices and policy where relevant ● To take part in school wide events and activities that require leadership input and involvement
Student Learning and Curriculum	
<p>Students have access to the learning area requirements as stated in the <i>NZC</i></p> <p>Student learning is informed by the <i>NZC</i> and the school <i>Learner Profile</i></p>	<ul style="list-style-type: none"> ● Student learning programmes and activities are relevant and responsive to student learning needs ● Clear evidence exists in student learning programmes of links to the school <i>Learner Profile</i> ● All student learning programmes and activities are regularly reviewed and developed

<p>Develops and maintains appropriate methods for measuring, recording and reporting student achievement that is aligned with school policy</p>	<ul style="list-style-type: none"> ● Effective measures for measuring and monitoring student achievement exist and are being applied ● Effective reporting to parents/whanau on student achievement across the learning area occurs throughout the year ● All school expectations and requirements for assessment and reporting systems are met
Pedagogy and Growth	
<p>To provide professional advice and guidance on aspects of pedagogy specific to the learning area</p> <p>The development of professional practice for relevant learning area personnel</p> <p>Committed to the development of professional leadership capability</p>	<ul style="list-style-type: none"> ● Provide evidence of being up-to-date with current research and pedagogy ● Evidence of the development of pedagogy for learning area staff ● Provide an annual plan for the staff professional learning and development across the learning area. ● To participate fully in the school's performance management system as an appraiser and/or mentor for relevant staff ● Contributed to the school wide professional learning and development programme
Learning Area Organisation	
<p>A learning area overview document outlines the structure, organisation, learning and teaching programmes, and relevant resources</p> <p>Development and progress made against Learning area goals is reported accurately and in a timely fashion</p> <p>A learning area budget is managed effectively to procure and maintain suitable resources for the purpose of meeting student learning needs and learning area goals</p>	<ul style="list-style-type: none"> ● An accurate learning area overview document exists that outlines the approach to learning, annual goals, student learning programmes, staff, resources etc. ● Completion of an Annual Report against annual goals and student achievement information by end of the year ● The learning area is resourced with appropriate equipment etc. for student learning ● An annual learning area budget is prepared for following year ● School finance processes are followed with respect to ordering and purchasing, obtaining quotations, receiving goods and recording transactions. ● Assets and resources are maintained and stored appropriately. ● An inventory of relevant goods / equipment is kept.