

Mana College

Job Description

Learning Area Head of Maths (3MU, 1MMA)



Responsible to	The Principal
Responsible for	<p>The professional leadership of the senior college and the management of Mathematics Years 9-13, including the implementation of policies and programmes, direction and supervision of staff which may include administrative and all other non-teaching personnel.</p> <p>The Principal directs the day to day operations of the school, taking direction from the school's charter, its policies, and the Board of Trustees. The Learning Area Head fulfils their position as middle leader through the professional dispositions, key outcomes and key tasks.</p>
Mana College Vision	Towards Flourishing
Purpose of this Position	<p>Mana College will lead the educational system in New Zealand to provide young people in our community with the dynamic learning experiences they deserve. We want to inspire and transform the lives of young people through purposeful pathways and meaningful experiences that build foundations for future success. Leadership is critical for achieving this vision and purpose, particularly around excellence and equity.</p> <p>Specifically, this position is responsible for providing leadership in the curriculum learning area of Maths and schoolwide numeracy.</p>
Overview	<p>This leadership position relates and communicates with alongside whanau, student groups, classroom teachers, Senior Leadership, LAH's, Deans and guidance networks to build the professional capacity and collective capability of our learning community, which encompasses the principles of the New Zealand Curriculum and the Mana College Strategic Plan and demonstrate a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>

Key Performance Area	Key Outcomes	Key Result Areas
Leadership	The Maths department is effectively led with specific focus on a strategic and annual plan	<ul style="list-style-type: none"> ● The Maths department operates effectively with mutual support and cooperation evident ● The Maths department makes progress in implementing learning areas and department goals ● All enrolled students are encouraged to achieve to their individual capacity in Maths.
	A suitable environment is provided to support students in their learning	<ul style="list-style-type: none"> ● Classrooms are well set out with current displays of student work ● Staff use appropriate teaching/learning styles in a climate of mutual support ● Suitable resources are used appropriate to student learning styles and abilities ● Students are encouraged to be on task and learning effectively
	Appropriate teaching pedagogy is modelled reflecting the Mana College learning culture	<ul style="list-style-type: none"> ● LAH acts as a mentor for other staff in the Team ● The Maths department are offered the opportunity to observe LAH's classes as part of their professional development ● LAH to observe Maths teachers to offer support and regarding teaching and learning design, pedagogy and learning culture
	Participation in professional learning and development and school management processes	<ul style="list-style-type: none"> ● Maths team members are seen to be involved in the wider life of the school and participate in school improvement initiatives ● LAH and Maths team contribute to the vision and strategic plan of the school ● Communicates effectively with all stakeholders ● The LAH contributes to LAH meetings and to the management of the school by implementing the charter and school policies

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Professional Learning	Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners	<ul style="list-style-type: none"> ● Inquire into and reflect on the effectiveness of teaching practice in the Maths department in an ongoing way using evidence from a range of sources ● Critically examine how personal assumptions and beliefs, including cultural beliefs, may impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures ● Lead professional learning and adaptively apply this learning in practice to the Maths department ● Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learner, including learners with disabilities and learning support needs; and wider education matters ● Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning-focused collegial discussions in leadership contexts. ● LAH and staff are well supported about the latest developments and resources ● Regular Maths department meetings are held, minuted and correspondence sent to member of the SLT ● Maths department members are encouraged to be involved in regional/national professional associations ● Staff become increasingly able to meet the needs of their students ● More effective learning occurring with other learning areas including Learning Support.
Numeracy	LAH to be responsible for schoolwide leadership for numeracy	<ul style="list-style-type: none"> ● Responsibility for administering e-asTTle assessments throughout the year for Years 9 and 10, and any new enrolments ● Report to the Board of Trustees twice yearly – July and November (to include in the Analysis of Variance) ● Consider innovation for accelerating student achievement in numeracy.
Professional Relationships	Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner	<ul style="list-style-type: none"> ● Engage in reciprocal, collaborative learning-focused relationships with staff, students, whanau ● Communicate effectively with others, particularly SLT line managers ● Actively contribute, and work collegially, in the pursuit of improving personal and organisational practice, showing leadership, particularly in areas of responsibility ● Communicate clear and accurate assessment for learning and achievement information.

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	A collegial atmosphere is developed within the team, with appropriate tasks delegated to team members	<ul style="list-style-type: none"> ● Effective communication and working relationships within the Maths team are established ● Resources and ideas are shared ● Effective delegation of task occurs and an outline of delegated responsibilities is available to all Learning Support team members.
	The LAH is an effective performance management appraiser	<ul style="list-style-type: none"> ● Maths teachers are effectively appraised. ● Staff being appraised will receive specific and written feedback that will identify strengths and indicate areas for improvement ● Job specifications within the Maths team are negotiated and documented ● Personal development goals are documented and evaluated as part of the performance appraisal system ● A copy of the appraisal feedback is provided to SLT.
	Provide assistance with the appointment of new staff	<ul style="list-style-type: none"> ● The LAH is involved in the process regarding selection of new staff within the Maths department.
Design for Learning	Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures	<ul style="list-style-type: none"> ● Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners ● Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required ● Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand ● Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners ● Design learning that is informed by national policies and priorities.
	Programmes at all levels are developed in accordance with national curriculum statements. There is a scheme of work written for all courses within the curriculum area which have been checked to ensure they meet the requirements set out in the school curriculum procedure statement	<ul style="list-style-type: none"> ● All schemes of work are linked to the national curriculum statements and course objectives and clearly show these links ● A scheme of work for all classes meets the standards set out in the curriculum procedure and is targeted at a range of learner needs ● Schemes of work and departmental policies contain clear and adequate guidelines for staff ● Leadership for Maths is supported in design delivery and evaluative stages ● New course design follows schoolwide processes for inclusion in curriculum and evaluation.

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	To ensure that student programming is relevant to the needs of students and that constant reviews are undertaken.	<ul style="list-style-type: none"> ● Liaising with appropriate groups or organisations to provide assessment, programme development and monitoring on a regular basis as required ● Ensuring the maintenance of adequate records on KAMAR regarding student academic, pastoral notes, etc ● Ensuring that the level of care provided is sufficient to meet the educational, emotional, social and physical needs of students. ● Ensuring that the parents and families of students are involved and engaged in the planning and implementation of programmes.
	The implementation of the curriculum is monitored, reviewed and effectively evaluated	<ul style="list-style-type: none"> ● Departmental goals are set, monitored and evaluated ● Department report is submitted annually.
Assessment	All assessment documentation has been checked to ensure it meets the requirements of the school assessment procedure statement	<ul style="list-style-type: none"> ● Assessment activities are based on the national curriculum. ● Assessment activities are valid, fair and consistent ● Appropriate assessment methods are used ● Students are well aware of assessment requirements and the assessments used are free from bias and are used in a consistent manner for all students. Students receive a course outline. ● Accurate records of assessment results are maintained on CM where appropriate. Longitudinal records of achievement are developed and will contribute to departmental planning. ● Reporting is based on the assessment records for each student ● LAH adheres to the school's NZQA assessment policies and protocols.
Finance	Accurate financial records are maintained and approved expenditure is within the allocated budget	<ul style="list-style-type: none"> ● Departmental budget is prepared and managed throughout the year ● Accurate financial records are kept ● Financial policy and ordering protocols are adhered to by all team members ● Appropriate administrative and accounting procedures are followed.
Resources	Teaching resources appropriate to the schemes of work are developed and maintained	<ul style="list-style-type: none"> ● Curriculum resources are effectively managed and accounted for ● Teaching resources link clearly to the schemes of work, showing the curriculum objectives being taught ● A variety of teaching resources are available to cater for individual learning styles, ability levels and seek to meet all learning needs.

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Students	Programmes are in place to support student achievement	<ul style="list-style-type: none"> ● Analyse student performance and contribute to school-wide policies to assist students in learning ● Students are well managed in accordance with Mana College EOTC, Health & Safety plan, Child Protection and Bullying and Harassment operational policies.
Extra-Curricular	Participate in the co-curricular and extra-curricular life of the school	<ul style="list-style-type: none"> ● Participate fully in the life of the school and in student activities ● LAH to ensure that leadership is distributed for speech competitions and other valuable components of co-curricular and extra-curricular life of the school.