



Te Kura o Kirikiri Tatangi Seatoun School

Team Leader Job Description

Position	Terms of Employment	Responsibilities
Team Leader 2 Units	the interim framework of professional standards for deputy principals and assistant principals Primary Teachers Collective Agreement	To the Principal Responsible for: <ul style="list-style-type: none">· Team Leader of Year 3/4 team· Member of Senior Leadership Team (SLT)· Deputising for the principal as required· Coordination of a Professional Learning Group· Other support staff as agreed· Other areas as agreed to with the Principal

This job description sets out teacher duties and responsibilities and forms the reference point for performance appraisal.

At Seatoun School the ethos of Total Quality Service is adhered to

Service

“Work done by one person for the benefit of another”

Quality

“A measure of the extent to which a thing or experience meets a need, solves a problem, or adds value for someone”

Total Quality Service

“A state of affairs in which an organisation delivers superior value to its stakeholders: its customers, its owners and its employees”

Guiding Principles

Learning is at the core. We believe that everyone is capable of learning

Student Agency. We encourage our students to take ownership of their learning and strive to be the best they can be. Students know what they are learning, how they are doing and what their next learning steps are.

Teacher Effectiveness. Teachers continuously inquire into their own practice to ensure each child can be the best they can be.

High Functioning Teams. We strive to achieve a synergistic state, where we can achieve more because of the collective wisdom and knowledge of our team. We want teams to be high functioning and enjoyable places to work and learn.

Relationships:

1. Give priority to ensuring the well-being and educational achievements of their pupils.
2. Work constructively and have positive relationships with the staff.
3. Have positive relationships with parents.
4. Help to promote the interests and image of the school.

Person Specifications

Knowledge	Professional Attributes
<ul style="list-style-type: none"> ● A good working knowledge and appreciation of the New Zealand Curriculum ● A commitment to their own learning ● An understanding of how different eLearning tools can help facilitate connection, collaboration and creation ● Knowledge and experience in cultural diversity ● Supporting others in seeking and using multiple perspectives in decision-making and in learning ● The ability to collect and use quality data to make teaching, organisational and resourcing decisions. 	<ul style="list-style-type: none"> ● The ability to build trusting learning-focussed relationships with and between all stakeholders in the Seatoun community ● Positive early adopter to agreed change...whilst balancing expectations put on the teaching staff ● An inclusive and respectful approach to people leadership. Understanding and using a restorative approach when needed ● A passion for supporting people in connecting, collaborating and actively engaging with classroom teachers and learning ● Positive relationships with akonga/ learners ● Being flexible and adaptable in different learning situations ● Able to separate professional from personal ● Strong communication skills ● Strong personal teaching practice with a willingness to role-model ● Data analysis skills

Personal Attributes	Leadership
<ul style="list-style-type: none"> ● Have a sense of humour and like a bit of fun ● A balanced and healthy approach to life ● Strong empathy ● Attention to detail and meets deadlines ● Strong interpersonal skills, approachable and listens to others ● Positive, proactive attitude ● Cool, calm and collected ● Transparent, fair and honest ● Passionate about teaching and learning ● Respectful to others ● Able to cope under pressure over time ● Adaptability ● Excellent time management and organisational skills/ Can prioritise the many juggling demands of the job. 	<ul style="list-style-type: none"> ● A thoughtful, clear and strategic communicator ● Able to know when to use their initiative and when to seek support ● An interest in growing the leadership and learning capacity of staff, students and whanau ● Able to engage in a change leadership approach to ensure that organisational systems within the school are well communicated and enable staff to focus on teaching and learning ● A willingness to self-reflect, seek and use feedback from all stakeholders in order to improve performance and leadership ● Able to maintain confidence and confidentiality

Accountability

All teachers are accountable to the principal, who in turn is accountable to the Board of Trustees for the performance of all staff.

Primary Objectives:

- Model and promote positive and constructive relationships with staff, students and the community
- Actively engage in professional, open to learning conversations
- Value team-work and collaborate with others
- Share knowledge, skills and resources
- Explore, recognise and celebrate Māori identity, language and culture, including making good use of local expertise and the local context
- Apply the 'teaching as inquiry' process and strategies with a view to improving practice and student outcomes
- Use classroom practices and implement programmes that engage all learners, accelerate the learning of all students so that they experience success
- Use a range of strategies to support students to have a voice in co-constructing what and how they learn.

The next section of this document outlines the [interim framework of professional standards for deputy principals and assistant principals](#) and specific tasks and responsibilities related to the position.

Dimension	Standard	Specific Tasks
		<i>Negotiable to align with applicant's strengths and abilities</i>

Professional Leadership	<ul style="list-style-type: none"> ● Demonstrates a thorough understanding of current approaches to effective teaching and learning ● Provides professional leadership to staff within the delegated areas of responsibility ● Makes constructive contributions to the work of the senior management team in a manner that supports effective school organisation and improved learning outcomes for students ● Understands, and applies where appropriate, current practices for effective management from both within and beyond education ● Supports the Principal in the leadership and management of the school and deputises when required ● Identifies and acts on opportunities for improving teaching and learning ● Reflects on own performance assessment and demonstrates a commitment to own on-going learning in order to improve performance 	<ul style="list-style-type: none"> ● Understand and promote through professional practice and integrity, the vision, values, beliefs and practices of Seatoun Primary School. ● With the Senior Leadership Team (SLT) to oversee staff professional development and implementation of strategies and techniques to develop student agency. ● Work with the SLT to implement specific programmes to support groups of students ● Lead school-wide curriculum planning with and alongside staff in Years 3-4 ● Oversee integrated curriculum planning for team and school-wide (when agreed) ● Working alongside the Principal and other school leaders, contribute to school-wide assessment, data gathering and reporting practices including identifying, analysing and reviewing the impact teaching programmes are having on student learning ● Actively contribute to and support curriculum review ● Organise, implement and follow up on informal and formal restorative meetings as may be necessary. ● Works with the Motu Kairangi Kāhui Ako across school and within school teachers to support progress toward shared achievement challenges. ● Promptly deal with behaviour issues following school procedures ● Communicate effectively with our school, our Kāhui Ako and the school community. ● Acts as a role model for staff of professional behaviour and teaching practice. ● Keeps up to date with leadership and professional practices. ● Uses research and evidence of best practice to support ongoing school improvement and decision-making. ● Actively support the principal and other school leaders.
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<p>Policy and programme management</p>	<ul style="list-style-type: none"> ● Initiates, plans and manages in association with the Principal and other staff, policies and programmes that meet national requirements, are consistent with the school's charter and strategic planning, and which reflect the school's commitment to effective teaching and learning ● Understand the implications of New Zealand's changing cultural, social and economic context and ensure that these changes are reflected in the policies and programmes within the delegated areas of responsibility 	<ul style="list-style-type: none"> ● Understands and contributes to school reviews of its policies and procedures ● With the SLT, take an active role in reviewing school annual plans and next steps ● Ensure the Tātaiako cultural competencies are woven through all we do. ● Understand and demonstrate culturally responsive leadership and teaching practice
<p>Staff management</p>	<ul style="list-style-type: none"> ● Participates in the school's performance management systems and makes recommendations to the Principal on appropriate professional development opportunities for staff ● Motivates and encourages staff to improve the quality of teaching and learning ● Devolves responsibilities and delegates tasks when appropriate ● Be an active member of the leadership team, partaking in leadership meetings, school-wide developments, whole-school events. 	<ul style="list-style-type: none"> ● Works alongside other school leaders to identify and meet staff professional development needs. ● Models a high quality of professional practice through own appraisal process and teaching/leading as inquiry. ● Actively listens to, supports and seeks the views of staff ● Works with the Principal to maintain effective communication.

Relationship Management	<ul style="list-style-type: none"> • Fosters relationships between the school and the community • Communicates effectively both orally and in writing to a range of audiences • Provides information to the Principal on areas of delegated responsibility in order to assist with effective day-to-day management and strategic planning in the school • Understands and operates within the limits of the delegated authorities and adopts a consultative approach with the Principal and other staff on issues relating to school policy • Establishes and maintains good communication processes with staff, and between staff and members of the senior management team 	<ul style="list-style-type: none"> • Ensures and supports positive, mutually respectful professional relationships throughout the school. • Promotes and models collaborative approaches to teaching and learning. • Support the professional learning needs in staff by building positive working relationships. • Model and support the mutually agreed team expectations through personal actions.
Financial and asset management	<ul style="list-style-type: none"> • Effectively and efficiently uses available financial resources and assets, within delegated areas of authority, to support improved learning outcomes for students 	<ul style="list-style-type: none"> • Manage budgets in areas of responsibility effectively • Support and assist the principal with the annual budget as required.

Signed: (Staff member)

Date:

Sign.....(Principal)

Date:.....

The [code and standards](#) for the teaching profession should also be viewed in conjunction with the '[Primary Teachers' Collective Agreement Interim Framework of Professional Standards for Teachers](#)'. This document provides the terms and conditions of employment for teachers in state and state integrated primary schools in New Zealand.

Tataiako:

Maori Learners achieving education success as Māori and Cultural Competencies

Ako – Practice in the classroom and beyond. Taking responsibility of their own learning and that of Maori. Links to RTC 2,4,5,6,7,8,12.

Whanaungatanga – Relationships (students, school-wide community) with high expectations. Actively engaging in respectful working relationships with Maori learners, parents, whanau and the Maori community. Links to RTC 1 and 6

Tangata Whenuatanga – Place-based, social cultural awareness and knowledge. Affirming Maori learners as Maori. Providing contexts for learning where the language, identity and culture is affirmed. Links to RTC 1,3,9,10

Manaakitanga – Values, integrity, trust, sincerity, equity. Showing respect to Maori beliefs, language and culture. Links to RTC 2,3,4,6 and 7

Wananga- communication, problem solving, innovation. Participating with learners and communities in robust dialogue for the benefit of Maori learners. Links to RTC 5,6,7,11 and 12

The Tataiako Competencies sit within our school values, culture for all learners at Seatoun School