



MARLBOROUGH GIRLS' COLLEGE

Te Kāreti Kōhine o Wairau

ASSISTANT CURRICULUM LEADER VISUAL ARTS

Job Description

LAST UPDATED: JUNE 2026

School Values

At Marlborough Girls' College our values are Kotahitanga, Whanaungatanga and Manaakitanga. The expectation of all staff is to role model and support our values in action and support the school's commitment to Te Tiriti o Waitangi.

Key Objectives

The key objectives of this position are to provide support to the Curriculum Leader of Visual Arts by:

- Constructively contributing to strategic development of the Department
- Actively promoting the values and strategic goals of the school as outlined in the School Charter and detailed in school policies.
- Actively supporting the Curriculum Leader, Senior Lead Team in the smooth operation of the Department/School.

Accountability

The Assistant Curriculum Leader - Visual Arts will report and be accountable to the Curriculum Leader Arts.

Functional relationships

The Assistant Curriculum Leader - Visual Arts will develop and maintain relationships with the Curriculum Leader Arts, Ākonga, Teachers and other staff as required.

Tenure/Allowances

Full time permanent position with 1MU and 1MMA

Responsibilities specific to this role

- To oversee and manage the department budget and ensure the department is appropriately resourced
- Responsible for NCEA moderation and ensuring this meets expected standards
- Responsible for planning and implementing the visual arts curriculum
- Manage and maintain visual arts resources and materials
- Support, mentor and lead the visual arts team

Other roles and responsibilities as negotiated and agreed between both parties.

LEADERSHIP STANDARDS	
Building and sustaining high trust relationships	<ul style="list-style-type: none"> ● Build high trust relationships with students, teachers, other school leaders and whānau within the community ● Strong working relationships are established and sustained with individuals and groups outside of the school including support organisations, staff from other education services and other stakeholders
Building and sustaining collective leadership and professional community	<ul style="list-style-type: none"> ● Develop leadership and knowledge within the organisation and specific department of responsibility ● Ensure knowledge is shared to improve learning and provide opportunities for others to actively contribute to initiatives or extend their personal knowledge and skills
Strategic thinking and planning	<ul style="list-style-type: none"> ● Work closely with organisational leaders in the review of progress and identification of priority areas and roles to support team members ● Use curriculum and pedagogical expertise to actively share strategy for their department
Evaluating practice in relation to outcomes	<ul style="list-style-type: none"> ● Produce and analyse data for the department and identify what the data indicates about own work and impact on learners
Adept management of resources to achieve vision and goals	<ul style="list-style-type: none"> ● Use networks beyond the organisation to gather additional advice or resources relevant to the curriculum and teaching practice that will enrich practice for self and colleagues ● Ensure staff in the department feel valued and supported to grow their capability ● Work with the team to make most effective and efficient use of the time, space and material resources available to them
Embodying the organisation's values, and showing moral purpose, optimism, agency and resilience	<ul style="list-style-type: none"> ● Demonstrate through their behaviour how to treat others and the values expected by the College, as well as how to adapt
TEACHING STANDARDS	
Te Tiriti o Waitangi partnership Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand	<ul style="list-style-type: none"> ● Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand ● Practise and develop the use of te reo and tikanga Māori ● Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi
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"> ● Use inquiry and reflecting to ensure effective practice ● Participate in professional learning and apply any learning as appropriate ● Stay up to date with research and pedagogy to ensure all learners needs are being met ● Assess and respond to feedback from others through collaborative learning-focused problem solving discussions

<p>Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner</p>	<ul style="list-style-type: none"> ● Collaborative learning-focused relationships are developed with all stakeholders including learners, whānau, families, colleagues and other agencies or individuals ● Effectively communicate with others, communicating clearly and accurately around achievement
<p>Learning-focused culture Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety</p>	<ul style="list-style-type: none"> ● Develop learning-focused relationships with learners that grow their personal ownership and responsibility for learning ● Build trusting and respectful environment for learners ● Ensure high expectations for all learners ● Ensure environment is accessible for all learners and supports all identities and cultures
<p>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</p>	<ul style="list-style-type: none"> ● Use teaching approaches and resources based on thorough knowledge of curriculum content and learners needs ● Use appropriate assessment information to monitor progress and identify needs of learners ● Learning opportunities and activities are culturally responsive and student-centred
<p>Teaching Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace</p>	<ul style="list-style-type: none"> ● Monitor progress and pace of learning so that all learners achieve to the best of their ability ● Support and grow Māori learners to achieve success as Māori ● Use and modify a range of teaching strategies and approaches to ensure needs of individuals and groups of learners are met ● Use relevant contexts and connections with prior learning to support progress ● Collaborative teaching and learning is used effectively ● Assessment for learning provides effective feedback to support learning

Professional Development and Annual Review

The staff member is expected to set professional goals and participate in the Marlborough Girls' College Appraisal System.

Signed

Dated

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Assistant CL Arts - Visual Arts
