



MARLBOROUGH GIRLS' COLLEGE

Te Kāreti Kōhine o Wairau

CURRICULUM LEADER LEARNING SUPPORT

Job Description

LAST UPDATED: October 2024

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 schools commitment to Tiriti o Waitangi.

Purpose of Position

The purpose of this position is to ensure the Learning Support Department provides essential services to support the learning and progress of all learners in the school, within the framework of inclusive models of educational provision and the vision for learning for our school. This role also has significant responsibility for the health and safety of students with additional needs.

Tenure and Allowances

Permanent full-time position with 2MU and 1 MMA.

Person Specification

The Curriculum Leader (CL) will be an experienced and effective teacher who has clearly developed skills in classroom teaching and assessment, and a passion for supporting learners to progress. A background in literacy and numeracy development would be beneficial.

Accountability

The Curriculum Leader Learning Support will report and be accountable to the Principal and DP with responsibility for Learning Support.

Functional Relationships

The Curriculum Leader Learning Support will develop and maintain relationships with the Principal, Senior Leadership Team, Curriculum Leaders, Deans, Teachers, Guidance and Hauora team members, Support staff including Teacher Aides, Whānau, and all relevant external agencies.

Responsibilities specific to this role

- Ensure a highly functioning Learning Services Department which provides a comprehensive service to support students' learning progress. monitors impacts and communicates effectively with teachers so they are empowered to provide ongoing classroom support for those learners.
- Provide professional leadership to staff and maintain collaborative learning focused working relationships.
- Promote student learning, progress and achievement.
- Provide effective resource management and administration systems.
- Facilitate the performance management of staff and maintain regular review cycles.
- Encourage a purposeful and supportive learning environment that engages student success.

The CL shall, within the area of responsibility:

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

<p>Professional Learning Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners</p>	<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
<p>SCHOOL SPECIFIC STANDARDS</p>	
<p>Specific Responsibilities</p>	<ul style="list-style-type: none"> ●

TEACHING STANDARDS	
<p>Teaching</p> <p>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
<p>Participate in the Middle Leadership of the school</p>	<ul style="list-style-type: none"> ● Attend HoF meetings and contribute faculty views to discussions ● Participate in Curriculum Focus Group work where appropriate ● Engage in staff appraisal, performance management and feedback
<p>Transition of Year 9 students</p>	<ul style="list-style-type: none"> ● Responding to enquiries from whānāu of prospective students ● Enrolment Interviews for students who will be on the Special Needs register but are not ORS funded ● Meetings with families of students who are likely to enrol and the collation of achievement data and documentation such as Ed Psych reports ● Distribution of forms to Y8 teachers of enrolling students to gather academic data, social profile, strengths and interest and other qualitative data ● Visits with Year 9 Dean in Term 4 to main contributing schools to interview teachers and gather informal data for enrolling students
	<ul style="list-style-type: none"> ● Collation of data; enrolment forms, interviews notes, reports.) Entering student information into KAMAR to be available to all staff prior to meeting their classes ● Assisting Y9 Dean in composition of classes, taking into account a spread of ability, gender balance, positive relationships and other known factors ● -ssisting in the transition of students who have difficulties or anxiety and ensuring appropriate supports are in place ● 'Case-loading' of identified students ● Management of In-class Support Teacher Aides to Year 9 ● Planning and implementation of overall in class support roles in Year 9 and Year 10 ● Liaising with SLT re staffing, ensuring continuity and succession planning. ● Induction of staff and ongoing support, guidance and training

Provision and delivery of Professional Development and regular meeting times	<ul style="list-style-type: none"> ● Organisation of timesheets, leave, individual requests ● Ensuring resources are used equitably and transparently ● Responding to classroom teachers' requests for particular support needs, including EOTC
Management of Special Assessment Condition process	<ul style="list-style-type: none"> ● Liaison with families and students in making applications for SAC ● Work with NZQA in meeting application requirements and manage internal and external communications ● Working collaboratively with team members to provide special assessment conditions in both internal and practise assessments and in NCEA externals ● Work with Curriculum Leaders in the planning and delivery of SAC provisions
Liaison with Literacy Coordinator	<ul style="list-style-type: none"> ● Oversight of role and operation of Literacy support ● Provide advice and guidance and carry out appraisal process through discussion, prioritising of workload and resources ● As part of the development of Learning Services , GaTE programmes contribute to the future vision of Leaning Services so collaboration is critical ● Continue to identify students who are Gifted and Talented and ensure staff are aware of student needs, plan and deliver enrichment opportunities
Liaison with Deans and Guidance Team	<ul style="list-style-type: none"> ● Work closely with year level Deans to ensure there is clear and ongoing communication about learning and behaviour needs in their cohort ● Attend fortnightly Deans and SLT meetings
Liaison with Gifted and Talented Coordinator	<ul style="list-style-type: none"> ● Provide support for students who are experiencing difficulties, anxiety and stress through transition in and out of Alternative Ed, return from stand-down,grief etc. ● Attend and contribute to weekly meetings with Deans and Guidance (Y9-11) (GRA Y12 and 13) ● In consultation, develop, monitor and review plans for individual students and/or groups of students
Relationships with Whānāu	<ul style="list-style-type: none"> ● Be the 'go to' person for parents and caregivers of students on the Special Needs Register and undertake appropriate actions as required ● Liaise between whānāu and staff in relation to learning needs and education plans. ● Arrange and facilitate meetings as appropriate
Management of Learning Services Budget	<ul style="list-style-type: none"> ● Develop annual budget for approval and monitor expenditure.

Classroom Observations and Feedback	<ul style="list-style-type: none"> ● Conduct observations where there are concerns about students or groups of students who are causing concern or when the teacher, Dean or SLT requests data or feedback ● Provide appropriate and relevant data based on these observations and collaboratively design, monitor and review interventions and strategies to assist ● Supporting Staff with Strategies and Interventions and Planning for identified students (including ‘differentiation’) as requested – either through individual teacher request / TKT teams – or Deans / HoFs
Classroom Teaching	<ul style="list-style-type: none"> ● Teach classes in junior school Literacy as part of the language rotation, and/or senior classes in Workplace Literacy or Numeracy as negotiated with the timetable team
Planning and Delivery of Professional Development	<ul style="list-style-type: none"> ● Provide timely information about learning conditions and syndromes to the teachers of identified students ● Presentations at staff meetings, faculty groups as necessary ● Referrals and Liaison with External Agencies as Required ● Liaison with and referrals to the RTLB service

This schedule encompasses the current role of the Head of Learning Services and scope of the work of the Learning Services team. Specific task allocations are to be negotiated in terms of individual staff’s strengths, interests and abilities.

Professional Development and Annual Review

The Staff member is expected to set professional goals and participate in the Marlborough Girls’ College Performance Management System.

Signed: _____

Dated: _____

Curriculum Leader Learning Centre