

RONGOTAI COLLEGE



HEAD OF MATHEMATICS

JOB DESCRIPTION:	Head of Mathematics and Mathematics Teacher
CURRICULUM RESPONSIBILITIES:	Mathematics
UNITS:	3 Management Units (Permanent) 1 Middle Management Allowance (Permanent)
RESPONSIBLE TO:	Principal
RELATING TO:	Principal and Board, SMLT, Teaching Staff (including Assistant Heads of Department), Non-teaching Staff and Students

PRIMARY OBJECTIVES:

- To be an effective teacher.
- To be an informed and professional leader.
- To ensure that all students are encouraged to learn and develop to their full potential.
- To take responsibility for promoting and developing programmes in those aspects of the curriculum which are best developed through the Mathematics Department.
- To facilitate the effective teaching, learning and assessment within the Mathematics Department.
- To provide leadership, support and development for teachers in the Mathematics Department.
- To develop short/long term budgeting and planning statements for the Mathematics Department.
- To be responsible for the evaluation of the effectiveness of the Mathematics Department.
- To contribute to the leadership and supportive networks of Rongotai College that furthers its general aims and philosophy.
- To be aware of, and adhere to, relevant school policies.

Component 1 – Being an Effective Classroom Teacher:

KEY TASKS	EXPECTED OUTCOMES	KEY PERFORMANCE INDICATORS
1. Exhibit the personal and professional qualities of a teacher.	<ul style="list-style-type: none"> • Be a strong communicator. • Have appropriate content and curriculum knowledge of the subject and keep informed and up-to-date with current initiatives and developments in teaching practice, curriculum and assessment in the subject. • Show enthusiasm for and commitment to promoting the subject across the school. • Show leadership, respect and support for colleagues. • Develop collegial atmosphere within the department, with appropriate tasks delegated to departmental members. • Have a clear understanding of the wider issues of education in a multi-cultural, boy's school environment. • An understanding of Māori protocols and Te Reo Māori is demonstrated. • Meet all information requests and deadlines for reporting to parents in a timely manner. • Demonstrate temperamental suitability for teaching. 	<ul style="list-style-type: none"> • Lesson observations show: • Strong communication skills • The curriculum expectations of subject schemes of work, NCEA standards and NZ Curriculum are met • A range of learning activities is used. • Enthusiasm • Expectations of high standards of achievement and behaviour are evident. • A purposeful working environment is created. • Learner evaluations reflect the qualities of "The Effective Teacher at Rongotai College". • Registered Teacher Criteria and Professional Standards are met. • All requests for information and deadlines for reporting to parents are met. • Duties performed diligently without prompting.
2. Plan and implement appropriate learning and assessment programmes.	<ul style="list-style-type: none"> • Plan sufficiently and prepare lessons that reflect <i>The New Zealand Curriculum</i>, Rongotai College Schemes of Work and appropriate pedagogy. • Assess students at each level on a regular basis and evaluate the effectiveness of the classroom programmes. • Prepare and carry out assessments according to <i>Rongotai College Guidelines for Managing and Assessing NZQF Assessments</i>. • Record results, and compile reports and profiles on student achievement. • Analyse and appropriately use assessment information (which has been gathered formally and informally) to improve learner outcomes 	<ul style="list-style-type: none"> • Lesson plans are prepared in accordance with subject schemes and the school charter. • Student work is regularly assessed and quality feedback is given. • Students' needs are assessed before and after teaching/learning and programmes are planned according to student need. • Assessment and reporting deadlines are met. • Adequate records of student progress are maintained and entered into KAMAR mark books in appropriate timeframes • NZQA entries are timely and accurate. • There is evidence of a contribution to department organisation by efficiently developing and managing subject resources. • Students and parents are well-informed of the demands of the subject. • Regarded as a team member by peers in the department, through attendance at meetings, contribution to the formulation of goals and their implementation. • Registered Teacher Criteria and Professional Standards are met.

KEY TASKS	EXPECTED OUTCOMES	KEY PERFORMANCE INDICATORS
3. Implement effective student management strategies.	<ul style="list-style-type: none"> Establish and maintain a safe, positive and purposeful working atmosphere conducive to learning, by: <ul style="list-style-type: none"> setting high expectations of student behaviour, encouraging students to take responsibility for their own behaviour, consistently applying appropriate consequences, resolving conflicts as they arise. Maintain an accurate record of student attendance, in a timely manner. Ensure that all learning activities are conducted in a safe manner. 	<ul style="list-style-type: none"> All school guidelines on behaviour management are upheld in everyday interactions between teachers and students. Conflicts are resolved in appropriate ways. Referrals to HOD and SMT occur in a timely manner. Accurate records of student attendance are completed in a timely manner, as per school attendance recording guidelines.
4. Assist in the provision, development and management of resources that support teaching and learning.	<ul style="list-style-type: none"> Appropriate, well maintained teaching resources are provided to students. Take all reasonable care with all resources – rooms, equipment, print material, resource sets, etc. and promote respect of resources by students. 	<ul style="list-style-type: none"> Resources are developed and managed in accordance with school and department guidelines. Resources are managed effectively and accurate records of resources issued to students are kept.
5. Establish and maintain professional relationships focussed on the learning and well-being of learners.	<ul style="list-style-type: none"> All relationships with students and colleagues are based on mutual respect Maintain effective working relationships with colleagues that promote effective teaching and learning programmes. Support and assist colleagues to improve teaching and learning. 	<ul style="list-style-type: none"> Leads by example supporting standards expected of students. Regarded as an effective colleague by peers in school through attendance and involvement at staff briefings and meetings, contributing to the formulation of school-wide goals and their implementation.
6. Communicate clearly with all members of the community to improve learning.	<ul style="list-style-type: none"> Report to parents on development, progress and achievement of learners with reference to Rongotai College reporting guidelines. Communicate with clear spoken and written language to learners, colleagues, parents and the wider community (including endeavouring to pronounce names/words correctly). 	<ul style="list-style-type: none"> Reports to parents/caregivers on student progress four times per years, following the format established by the school. Attends Parent/Teacher Interviews and gives feedback to parents/caregivers on student progress

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7. Carry out Form Teacher and House responsibilities.	<ul style="list-style-type: none"> Participate and contribute to the effective pastoral care and management of students. Contribute to the development and maintenance of house culture by involvement in house activities. 	<ul style="list-style-type: none"> Regards the form teacher role as an important part of being a teacher at Rongotai College: <ul style="list-style-type: none"> Contacts parents of all new students at the start of the year Accurately records student attendance at form period Checks weekly attendance of Form class, as per school attendance guidelines Reads daily notices Is actively involved in "Study Skills" activities with form class Provides advice and guidance to form class Is involved in House activities
8. Demonstrate a commitment to on-going personal professional learning and development and the improvement of teaching practice.	<ul style="list-style-type: none"> Participate in annual appraisal cycle designed to highlight personal strengths and achievements, identify any professional development needs and focus on the key tasks and responsibilities required by this position. Undertake appropriate professional development to enhance individual evaluation of own teaching. Participate in, and contribute to, Rongotai College Professional Learning programme. Actively and critically engage with evidence of many kinds to reflect on and refine teaching practice through the "Teaching as Inquiry" cycle. Participate in curriculum structures outside the school, e.g. subject association(s). 	<ul style="list-style-type: none"> Full participation in the annual appraisal cycle. Actively follows up on the outcomes of appraisal. Is involved in the Rongotai College Professional Learning Programme: <ul style="list-style-type: none"> Attends and participates in professional learning meetings scheduled by the Principal Undertakes Professional reading helps keep abreast of subject and educational developments Actively involved in the "Teaching as Inquiry" Process, and uses evidence to inform professional learning Is involved in Professional Development provided by external providers where appropriate and supported by Professional Development Committee. Registered Teacher Criteria and Professional Standards are met.
9. Demonstrate a willingness to participate in the wider life of the school.	<ul style="list-style-type: none"> Assist students to identify positively with the college and its activities. Participate and contribute to co-curricular activities (i.e. arts, cultural, service or sports activities). 	<ul style="list-style-type: none"> Supports the wider educational, collegial and cultural life of the school, by participating in whole school events and supporting school programmes. Participates in negotiated co-curricular activities
10. Carry out specific and reasonable tasks delegated by the Principal or others with delegated authority.	<ul style="list-style-type: none"> Carry out delegated tasks effectively and in a timely manner. 	<ul style="list-style-type: none"> All tasks completed by due deadlines

Component 2 – Being an Effective Head of English Department:

Key Tasks	Expected Outcomes	Performance Indicators
1. Being an effective teacher.	<ul style="list-style-type: none"> Maintaining the qualities of a registered and qualified teacher. 	<ul style="list-style-type: none"> Successful appraisal against teaching standards for Experienced Classroom Teacher (see Teacher Job Description).
2. Being an informed and professional leader.	<ul style="list-style-type: none"> Appreciates and accepts a professional leadership role; displays suitability, efficiency and responsibility; and provides direction and purpose. 	<ul style="list-style-type: none"> Positive appraisal against teaching standards for Unit Holder.
	<ul style="list-style-type: none"> Informed of national developments and changes and up-to-date with educational issues, including membership of appropriate subject associations. 	<ul style="list-style-type: none"> Implementation where relevant, of current initiatives and developments in subject. Department Annual Report reflects department development goals
	<ul style="list-style-type: none"> Information on professional and administrative matters disseminated to both teaching and non-teaching staff. 	<ul style="list-style-type: none"> Minutes of Department Meetings show discussion around new developments and initiatives has occurred.
3. Day to day administration of the Social Sciences Department.	<ul style="list-style-type: none"> Smooth running of the Department through pro-active planning and advice to staff and students. 	<ul style="list-style-type: none"> Positive staff evaluation of department.
4. To develop and implement the philosophy, goals, objectives and policies of the Social Sciences Department.	<ul style="list-style-type: none"> Development of goals and objectives. 	<ul style="list-style-type: none"> Department goals and objectives reflected in management documents and Department Annual Report
	<ul style="list-style-type: none"> Development of appropriate management policies 	<ul style="list-style-type: none"> Management policies included in Management Document
5. To make schemes of work and teaching programmes available, detailing the aims, units of work, and resources, organisation etc., of the Social Sciences Department.	<ul style="list-style-type: none"> Appropriate schemes of work, Management Document developed 	<ul style="list-style-type: none"> School assessment, reporting and evaluation procedures, National Standards, NZQF Accreditation Document, Appraisal process and are annually updated and reflected in Management Documents, Records of Assessment kept
	<ul style="list-style-type: none"> Effective implementation and delivery of teaching programmes within classrooms. 	<ul style="list-style-type: none"> Positive annual staff and student evaluations of courses Annual Review of NZQF results completed and published in Department Annual Report
	<ul style="list-style-type: none"> Schemes of work and Curriculum Documents are up-to-date and relate to National Guidelines, Charter, Strategic and Annual Plans. 	<ul style="list-style-type: none"> Department schemes and management documents relate to assessment statements
6. To provide resources and facilitate resource development including the selection and ordering of equipment, materials and textbooks.	<ul style="list-style-type: none"> Teaching programmes are effectively resourced. 	<ul style="list-style-type: none"> Budget request and allocation completed by specified date each year.

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7. To implement classroom programmes to ensure learning is accessible to all.	<ul style="list-style-type: none"> Classes allocated to utilise strengths of individual staff members, planning places high emphasis on meeting individual needs. 	<ul style="list-style-type: none"> Classes allocated appropriately
	<ul style="list-style-type: none"> Students identified and placed in appropriate classes. 	<ul style="list-style-type: none"> Students identified and placed in appropriate classes
	<ul style="list-style-type: none"> Effective assessment and tracking of achievement 	<ul style="list-style-type: none"> Records of assessment kept in KAMAR Annual Review of NZQF results in Department Annual Reports
8. To foster an effective learning environment in the subject area.	<ul style="list-style-type: none"> Effective teaching and learning occurs 	<ul style="list-style-type: none"> Teaching staff appraisal completed by specified date.
9. To promote professional development and staff in-service training for teachers (including in-class observations).	<ul style="list-style-type: none"> Development of competent and effective teaching in the department 	<ul style="list-style-type: none"> Teaching staff appraisals (including teacher development goals) completed by specified date. Effective liaison with Professional Development Committee
10. To hold regular departmental meetings, and disseminate information on professional and administrative matters	<ul style="list-style-type: none"> Keep staff informed and fully involved in work of department; involve staff in chairing meetings. 	<ul style="list-style-type: none"> Minutes of meetings kept and filed. Staff informed of matters of professional and administrative importance.
11. To evaluate the effectiveness of department operations and classroom programmes.	<ul style="list-style-type: none"> Organise staff and student reviews and evaluation of teaching programme 	<ul style="list-style-type: none"> Annual staff student evaluations of courses are reported in Annual Report of department.
	<ul style="list-style-type: none"> Publish Annual Report to Board of Trustees 	<ul style="list-style-type: none"> Annual Report to Board of Trustees completed by deadline
12. To promote the subject in the wider school curriculum and community.	<ul style="list-style-type: none"> The maintenance of a strong vibrant department. 	<ul style="list-style-type: none"> Attendance at Parent evenings Material regarding department included in Subject selection material, CD and staff meetings, Principal's Newsletter.
13. Oversight and control of budget.	<ul style="list-style-type: none"> Annual Budget produced for Department, in consultation with Business Manager, Principal, Teachers and any external providers. 	<ul style="list-style-type: none"> Annual budget document provided by specified deadline
	<ul style="list-style-type: none"> Spending kept within budgetary limits. 	<ul style="list-style-type: none"> Department spending within budgeted limits.
14. To oversee the welfare and safety of teaching and non-teaching staff and students in the department.	<ul style="list-style-type: none"> A safe learning and working environment is maintained for all staff and students 	<ul style="list-style-type: none"> All issues with Health & Safety are reported to Health and Safety Officer as soon as possible.

Key Tasks	Expected Outcomes	Performance Indicators
15. To keep an inventory of resources.	<ul style="list-style-type: none"> Inventory kept up-to-date. 	<ul style="list-style-type: none"> Up-to-date Inventory in management document and copied to Business Manager.
16. To participate in the leadership and management of the school.	<ul style="list-style-type: none"> Contributes to the effective and smooth running of the school. 	<ul style="list-style-type: none"> Attendance at Department, Curriculum Delivery and staff meetings.
	<ul style="list-style-type: none"> Provide leadership in supporting student learning across the school 	<ul style="list-style-type: none"> Requests for assistance or information from SMT, HoDs, Deans and other staff provided in a timely manner.
	<ul style="list-style-type: none"> Be involved in facilitating the Professional Development of staff relating of aspects of Social Sciences. 	<ul style="list-style-type: none"> Facilitates Professional Development as required staff in aspects of Social Sciences.
17. To liaise with and participate in curriculum structures outside the school, eg. subject association(s), staff from other schools	<ul style="list-style-type: none"> Familiarity with current initiatives and developments in teaching practice, curriculum and assessment. 	<ul style="list-style-type: none"> Personal appraisal reflects wider involvement in subject area and a commitment to your own Professional Learning and Development.
18. To demonstrate a willingness to participate in the wider life of the school.	<ul style="list-style-type: none"> Participation in a range of school activities. 	<ul style="list-style-type: none"> Involvement reflected in appraisal.
19. To carry out specific and reasonable tasks delegated by the Principal or others with delegated authority.	<ul style="list-style-type: none"> Delegated tasks carried out effectively. 	<ul style="list-style-type: none"> Tasks completed within specified time frames.

LIMITS TO AUTHORITY AS HEAD OF DEPARTMENT:

1. No overspending unless authorised by the Principal.
2. No spending on capital items unless authorised by the Principal
3. Principal has final authority on classroom programmes, in consultation with Heads of Department.