



Job Description - Leadership Team 2021

| | |
|-------------------|---|
| Position | Team Leader Year 5-6 |
| Responsible to | Principal and Deputy Principals |
| Responsible for | Staff in the team they lead. Key tasks to be discussed. |
| Mission statement | 'We are a community who learn and grow together' |

Position Statement

To take responsibility for working with the leadership team to support the learning of all students. This position requires collaboration with the leadership team, BOT and teaching staff to promote a positive and inclusive culture, improve student learning, help lead change and be responsible for day-to-day school administration and leadership across the school.

With Leadership Front and Centre

Team leaders are stewards of our school culture modelling of personal humility and professional will. With that in mind, our Team Leaders are expected to be active inquirers into best practice.

Key Team Leadership Qualities and Capabilities

Leadership in educational organisations in Aotearoa New Zealand is essentially influencing others to act, think, or feel in ways that advance the values, vision and goals of the organisation, and the learning and flourishing of each of its learners. Leadership is also about seeking sustainable and ongoing improvement and innovation. It is visible in a range of purposeful actions and ways of working

| | |
|---|---|
| <p>Building and sustaining high trust relationships</p> | <ul style="list-style-type: none"> ▪ High trust relationships are built and sustained with learners, the leader's team/s, and other organisational leaders and those who have responsibility for particular areas or initiatives. ▪ These relationships are based on credibility relating to deep educational expertise, treating others respectfully, openness, and good self-awareness. ▪ Team leaders build and maintain a network of supportive-challenging relationships within and beyond the organisation. |
| <p>Ensuring culturally responsive practice and understanding of Aotearoa New Zealand's cultural heritage, using Te Tiriti o Waitangi as the foundation</p> | <ul style="list-style-type: none"> ▪ Ensures the team they are responsible for is confident in supporting all their learners to understand their cultural heritage. ▪ Ensures their own understanding of what culturally responsive practice based on Te Tiriti o Waitangi means in practice, and why. ▪ Uses this understanding to evaluate the quality of teaching and learning, learner sense of belonging and engagement in learning in the area they are responsible for, to ensure that it is consistent for all learners - responsive to their identity. ▪ Ensures that staff in their team develop and sustain a shared understanding of culturally responsive practice based on Te Tiriti o Waitangi that is actively used in shaping strengths-based curriculum and |

| | |
|---|---|
| | pedagogy, work with whānau and iwi, and inquiry into effectiveness for learners. |
| Building and sustaining collective leadership and professional community | <ul style="list-style-type: none"> ▪ Uses their deep educational expertise to develop leadership and knowledge within the area they are responsible for by: ▪ drawing on individual and collective strengths ▪ providing opportunities for others to actively contribute to initiatives and extend their knowledge and skills ▪ ensuring that knowledge to improve learning is built and shared ▪ ensuring that problems impeding learning and wellbeing in the area are identified and resolved ▪ taking the initiative to try things out on the basis of good inquiry related to current practice. |
| Strategically thinking and planning | <ul style="list-style-type: none"> ▪ Ensures active involvement of themselves and their team in strategic planning and review of progress. ▪ Works closely with organisational leaders in the review of progress, and identification of well-founded priorities and works to support team members in the next phase. |
| Evaluating practices in relation to outcomes | <ul style="list-style-type: none"> ▪ Ensures that their team produces useful and robust information about: <ul style="list-style-type: none"> - curriculum content, progress and engagement of learners and their wellbeing - organisational practices - staff wellbeing ▪ Analyses the learner and practice data for the team/s or area they are responsible for, asking what they indicate about the area or team's progress towards the organisation's vision and goals. ▪ Identifies any puzzle of practice and finds out about what is happening in their area, and what is known about the causes of the puzzle and identifies effective responses to it by drawing on relevant research and working with trusted advisors beyond the organisation, either by themselves, or in collaboration with a team member. ▪ Uses this analysis and enlarging of their knowledge in discussion with their team to identify actions to improve, and the best way to allocate resources. |
| Adept management of resources to achieve vision and goals | <ul style="list-style-type: none"> ▪ Understands their area's resourcing information, and uses it in line with the organisation's vision, goals, and values. ▪ Ensures that their actions are consistent with legal and national frameworks, particularly around employment and health and safety. ▪ Ensures that staff in their area feel valued and are supported to grow their capability to perform well. ▪ Ensures that performance review of the staff they are responsible for is carried out for improvement, not just compliance. ▪ Works with their team to make the most effective and efficient use of the time, space and material resources they have. ▪ Uses networks beyond the organisation for expert advice or access to resources relevant to curriculum and teaching practice that would enrich their practice and that of their colleagues. |
| Attending to their own learning as leaders and their own wellbeing | <ul style="list-style-type: none"> ▪ Keeps abreast of new evidence and research based knowledge that could challenge their thinking ▪ Uses critical friends to discuss leadership practice and extend their knowledge and capabilities. ▪ Seeks and uses feedback for continued personal growth. ☑ Reflects on their own leadership practice. ▪ Sets aside some time each week for activities and rest that nurture their body and soul. ▪ Ensures that their own performance review is carried out for improvement, and challenge, not just compliance. |

| | |
|--|---|
| | <ul style="list-style-type: none"> ▪ Maintains the personal and professional relationships that nurture and stretch them. ▪ Plays an active role in team leader networks within the spirit of ako. |
| Embodying the organisation's values, and showing moral purpose, optimism, agency and resilience | <ul style="list-style-type: none"> ▪ Shows by their behaviour and how they treat others the values expected by the organisation's vision and goals. ▪ Shows courage, determination and hope in the face of difficulties. ▪ Shows what it means to learn from set-backs and things that do not turn out as expected. ▪ Thinks of new actions within their sphere of influence and works with and supports staff who want to try new things that would advance the organisation's vision and goals. |
| Contributing to the development and wellbeing of education beyond their organisation | <ul style="list-style-type: none"> ▪ Contributes to the sharing and building together of knowledge of how to lead educational teams to improve teaching and learning, and equity of educational outcomes at local, regional, or national levels. ▪ Contributes to the building of new knowledge for the teaching profession |

Team leaders are to use the 'Educational Leadership Capability Framework' indicators as a resource.

https://educationcouncil.org.nz/sites/default/files/Leadership_Capability_Framework.pdf

Specific Responsibilities

Administration

| Key Objectives | Results Expected |
|---|---|
| CRT management Ensure assessment timetable is followed Team events entered on calendar | <ul style="list-style-type: none"> ▪ Develop and organise roster term by term ▪ Monitor E-tap assessment data to ensure it is entered accurately and in a timely manner |
| Assembly (Deputy Principal liaison) | <ul style="list-style-type: none"> ▪ Duty roster for classes to take assembly ▪ Organise syndicate assembly |

Professional

| Key Objectives | Results Expected |
|---|---|
| Be the lead learner | <ul style="list-style-type: none"> ▪ Responsible for mentoring and monitoring of teaching performance of your team members ▪ ‘Walk the talk’ of school wide PLD |
| Contribute to the vision, values and direction of the school | <ul style="list-style-type: none"> ▪ Responsible for contributing towards meeting the strategic goals, targets and annual plans as laid out in the school charter |
| Responsible for pupils and teachers | <ul style="list-style-type: none"> ▪ Using positive reinforcement / affirmation ▪ Balanced curriculum ▪ Implement consistent approach to behaviour management via PB4L principles ▪ Model and communicate high expectations |
| Lead syndicate Liaison with other syndicates Support staff inductions | <ul style="list-style-type: none"> ▪ Syndicate meetings – develop term focus in response to syndicate goals – develop agenda – collate minutes – maintain communication between team members – promote PLD focus ▪ Utilizing staff strengths ▪ Positive syndicate tone and mind set ▪ Meeting with other team leaders / DP ▪ Support new teachers to the syndicate / school – develop familiarity with school systems / school, syndicate expectations |
| Co-ordination of planning, testing, data gathering and recording within syndicate Work towards effective and efficient processes to provide timely information to inform practice. | <ul style="list-style-type: none"> ▪ Junior learning journal for each child/use of Seesaw ▪ Support staff to move from teacher based assessment practice to students becoming assessment literate ▪ Analyse qualitative and quantitative information – analyse data across the syndicate – establish target groups ▪ Discuss findings of data and act on area that requires improvement. ▪ Create long term plans with team members |
| Written reports | <ul style="list-style-type: none"> ▪ Read team members reports ensuring professional standard. |
| Communicate with parents and other staff | <ul style="list-style-type: none"> ▪ Parent evenings ▪ Interviews ▪ Curriculum information evening ▪ Keep all staff informed of relevant information. |

Principal _____

Date _____

Team Leader Yr _____

Date _____