



Rangi Ruru  
Girls' School

## Head of Learning Area Position Description

A **Head of a Learning Area (HOLA)** is a person in charge of a Learning Area consisting of staff from one or more subject areas. The Head of a Learning Area is accountable for achieving the **desired outcomes** of the learning area through liaison with relevant subject teachers within the Learning Area.

This position description sets out the core responsibilities for a Head of Learning Area. The Key Performance Areas in the position descriptions for Teachers and for Heads of Subjects also apply to Heads of Learning Areas.

Head of Learning Areas will undergo an annual review of their position.

**Key Relationships:** Head of Subjects  
Learning Area teachers  
Assistant Principal – Curriculum  
Assistant Principal – Teaching and Learning  
Deputy Principal  
Principal

### Primary Objectives:

1. To provide effective leadership of the Learning Area in accordance with the school's vision and values.
2. To encourage, support and assist staff in the Learning Area to achieve a high standard of curriculum design and delivery.
3. To ensure the effective and efficient management of all assessment processes.
4. To promote the professional and pastoral wellbeing of learners and teachers.
5. To ensure that the resourcing and budgeting for the needs of the learning area are managed effectively.

Key Performance Areas	Desired Outcomes	Key Indicators
<p><b>1. Leadership of the Teaching Team and Curriculum Design</b></p> <ul style="list-style-type: none"> <li>• Engage effectively with school management and other HOLAs to progress the strategic direction of the school.</li> <li>• Promote a collaborative, inclusive and supportive learning environment.</li> <li>• Ensure Te Tiriti o Waitangi is honoured with the learning area and ensure Mātauranga Māori is embedded into English learning experience.</li> <li>• employ a consultative approach to decision making.</li> <li>• ensure that the teaching environment is safe for students and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• School wide initiatives are effectively implemented resulting in improved student learning outcomes.</li> <li>• An inclusive learning environment based on trust, respect, and cooperation.</li> <li>• The faculty promotes biculturalism for staff and learners.</li> <li>• The teaching team works effectively together.</li> </ul>	<ul style="list-style-type: none"> <li>• Open and efficient communication enables effective management.</li> <li>• Liaison with other HOLAs on school- wide initiatives as required.</li> <li>• Learners and staff experience learning and growth in Mātauranga Māori.</li> <li>• Observe teachers within the learning area and provide feedback and guidance.</li> </ul>

<ul style="list-style-type: none"> <li>• Lead best practice in your learning area and provide mentoring for teachers with the learning area.</li> <li>• Liaise with the Assistant Principal – Curriculum and Timetabler to ensure suitable teaching programmes for teachers.</li> <li>• Ensure Health and Safety is maintained.</li> <li>• Lead responsive curriculum development.</li> <li>• Ensure full participation of Learning Area staff in curriculum development, planning and implementation of school-wide initiatives.</li> <li>• Respond in a positive and appropriate manner to student related issues in consultation with relevant staff.</li> <li>• Monitor the role of Heads of Subjects and/or those with specific responsibilities in the Learning Area against their position descriptions.</li> <li>• Support teachers' professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>• The teaching team feel valued and encouraged.</li> <li>• The teaching team feel challenged, affirmed and mentored in their roles as classroom teachers.</li> <li>• Staff allocations meet the needs of the learners.</li> <li>• Staff follow health and safety procedures.</li> <li>• Curriculum development, planning and school-wide participation by the teaching team benefit learners.</li> <li>• There is a collaborative approach to planning, assessing and delivery of learning programmes.</li> <li>• Students engage in deep learning</li> <li>• Issues involving students are effectively resolved.</li> <li>• Staff feel fully supported in dealing with all aspects of behaviour management.</li> <li>• Students are managed at all times with courtesy, consideration and dignity in a manner which respects cultural diversity and the rights of the individual.</li> <li>• The school behaviour management policies and procedures are followed.</li> <li>• Heads of Subjects and teachers with allocated responsibilities within the Learning Area feel supported and fulfilled in their roles.</li> <li>• Innovative tools and strategies are used to positively impact teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• As far as possible, staff are assigned teaching loads appropriate to their levels of responsibility and a suitable range of classes.</li> <li>• Staff are familiar with health and safety regulations.</li> <li>• Teachers actively engage in and contribute to curriculum design, planning and implementation of school wide initiatives.</li> <li>• Teachers keep up to date with all Curriculum and Assessment developments.</li> <li>• Learners' needs are met, and learners achieve above their potential, including priority learners and Māori learners.</li> <li>• Student related concerns are discussed with subject teachers and strategies determined to meet the needs of all involved.</li> <li>• Heads of Subjects meet position description outcomes.</li> <li>• Teachers engage in purposeful and targeted professional learning.</li> </ul>
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<p><b>2. Effective management of Assessment processes</b></p>		
<ul style="list-style-type: none"> <li>• Monitor the effectiveness of all assessment processes.</li> <li>• Ensure that valid assessment procedures to measure and track student learning and achievement are carried out.</li> <li>• Ensure moderation processes are consistent and followed.</li> <li>• Ensure that students' progress in learning is effectively shared with learners and their parents.</li> </ul>	<ul style="list-style-type: none"> <li>• compliance processes are adhered to within the expected timeframe.</li> <li>• valid formative and summative assessment procedures to measure student learning and achievement are carried out at all year levels.</li> <li>• Accurate records are kept, and analysis assists in identifying student learning needs, which are then used to inform planning.</li> <li>• Learners and parents receive meaningful written and verbal feedback on progress with learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers enable appropriate formative and summative assessment opportunities.</li> <li>• valid data about student learning and achievement is maintained.</li> <li>• Learning Area reports are prepared in consultation with Heads of Subjects.</li> <li>• In conjunction with the Assistant Principal - Curriculum evaluate the quality of assurance processes.</li> <li>• teachers write subject reports and attend Learning Progress Interviews to provide information on learners' progress.</li> </ul>
<p><b>3. Management of Faculty Resourcing</b></p>		
<ul style="list-style-type: none"> <li>• Produce an annual budget in consultation with staff.</li> <li>• Distribute resources within the Learning Area appropriately.</li> <li>• Base resource management on consultation with all staff.</li> </ul>	<ul style="list-style-type: none"> <li>• The Learning Area is effectively managed.</li> <li>• The Learning Area is well resourced for effective and sustained teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• An annual budget is produced and monitored throughout the year.</li> <li>• An inventory of resources is maintained.</li> <li>• Equipment and learning resources are updated as necessary for effective student learning.</li> <li>• The effectiveness of resources and equipment is evaluated following new purchases.</li> </ul>