

POSITION DESCRIPTION

Assistant Head of Learning Area (AHoLA)

Reports to: Head of Learning Area (HoLA)

Purpose

The Assistant Head of Learning Area (AHoLA) is accountable for what is taught in the classroom and the people who teach it. Their primary function is to lead effective Whangaparāoa College curriculum design and implementation from Years 7–13. The AHoLA is accountable for mapping, designing and implementing their specific curriculum area(s) of responsibility and supporting the HoLA to ensure a curriculum which encourages both teacher and learner engagement and success, and ‘will inspire every learner to flourish’.

Strategic Alignment

This includes the development, planning and implementation of the curriculum, ensuring alignment with our Curriculum Philosophy, Curriculum Design Criteria, Effective Teacher Profile (ETP) and Assessment Kaupapa. The AHoLA takes responsibility for the consistent achievement of both school-wide and faculty-specific strategic goals. The role operates in strategic alignment with the Senior Leadership Team, Head of Learning Area (HoLA), the Specialist Classroom Teacher and Teaching and Learning Leads to drive continuous improvement in teacher capability and engagement, learner engagement and achievement.

Our values guide how we lead:

- **Ngātahi (Together)** – we work in partnership and collaboration.
- **Whakapono (Believe)** – we build confidence and trust.
- **Tutuki (Achieve)** – we aim high and strive for excellence.

Senior and Middle Leaders each model and embed these values in all aspects of leadership.

In this role, the AHoLA would:

- Support the HoLA to ensure coherence and clarity of curriculum design and implementation from Years 7–13.
- Hold direct leadership¹ of the Middle School, Years 9 and 10, in their Learning Area.
- Take responsibility as a pivotal connection between the Senior School (Years 11–13) and Junior School (Years 7–8) to ensure the successful scope and sequencing of their Learning Area across year levels 7–13.
- Be accountable for all aspects of curriculum design and implementation in the Middle School, collaborating with Curriculum Leads of specific subjects/strands taught in Years 9 and 10.

¹ **Direct leadership** is defined here as the leadership of the specific subjects/strands, year levels and people which are taught directly in this area and where there are no other positions of direct leadership of people or course(s). eg Curriculum Lead History 7-13 has direct leadership of Year 11-13 History; leads the History component of Years 9 and 10 in collaboration with the HoLA and AHoLA who have direct leadership of the Middle School Social Sciences course; and collaborates with the HoLA to ensure their curriculum expertise supports the effective scope, sequence and implementation of the Year 7 and 8 History strand, but the Junior School Team Leaders have direct leadership of Junior Social Sciences in collaboration with the HoLA Social Sciences.

- Lead, know and grow Middle School teachers in their Learning Area.
- Maintain professional standards, support teacher growth and capability, and foster an extended family-like, whānau context for learning with high expectations for both staff and learners.
- Interact with staff and learners in accordance with Āhuatanga Whangaparāoa, and using principles and practices that make a difference for learning (Bishop, 2023).

PART 1 - Core Leadership Responsibilities

Curriculum Design and Implementation

- Know and lead the design and implementation of a Years 7–13 curriculum aligned with the New Zealand Curriculum (NZC) / Te Marautanga o Aotearoa (TMoA).
- Design and implement a mapped curriculum, ensuring appropriate scope and sequence, that reflects our Whangaparāoa College Curriculum Philosophy and Design Criteria.
- Lead all aspects of the Middle School curriculum, working collaboratively with Curriculum Leads. This includes curriculum design, planning, implementation, subject-specific pedagogy, assessment and reporting.
- Seek and include the expertise and knowledge of Curriculum Leads in across school collaboration to ensure each strand is effectively mapped and planned across Years 7-13.
- Support and build teacher capability through effective collaboration, delegation and leadership.
- Engage with professional learning, their HoLA, Curriculum Leads, the Specialist Classroom Teacher and Teaching & Learning Leads to ensure curriculum delivery embeds the Effective Teacher Profile (ETP).
- Accountable for delivering a high-quality curriculum that fosters exceptional learner outcomes and high engagement.

Curriculum Assessment

- Lead the development of assessment tasks and feedback that meet our Whangaparāoa College assessment criteria.
- Ensure formative and summative assessment is clear and directly aligned with the curriculum, and is used to inform teaching and progress learning.
- Ensure the integrity of assessment through rigorous internal and external moderation processes.
- Ensure all assessment records are set and entered according to the school process.
- Accountable for delivering robust assessment systems that meet national and school requirements, and improve learner achievement.

Data analysis of learner achievement

- Regularly analyse and synthesise learner achievement data in the Middle School to inform immediate reflection and pedagogical changes.
- Utilise data insights to set clear, evidence-based goals that align with the wider Learner Area goals and school strategic vision, in collaboration with the HoLA.
- Accountable for reviewing data and goals, and using data to drive improved learner engagement and achievement.

Reporting

- Produce thorough Middle School reports for the HoLA to support reporting to the Board and SLT that accurately reflect progress, next steps, goals and strategic alignment.
- Support the HoLA with management of staff and systems to ensure accurate and timely reporting to whānau.
- Support and contribute to the development of changes to reporting systems and processes.
- Accountable for meeting all reporting accountabilities, deadlines and communication standards set by the HoLA and SLT.

Leadership of teachers

- Plan, lead and facilitate effective planning and moderation meetings.
- Support consistency of practice and professional support across the faculty by working with other Curriculum Leads and their HoLA.
- Lead, know and grow teachers through effective delegation of planning and marking responsibilities, ensuring teachers are supported as collaborative partners in curriculum design, planning, implementation, and assessment.
- Accountable for clear, reasonable and specific delegations and expectations that supports professional capability, growth, and exceptional practice.

Teacher professional learning and development

- Reflect on staff strengths, hauora, needs and areas of improvement to create a culture of 'know and grow' in an inclusive, supportive and professional environment.
- Lead, role model, coach, observe and support teachers to ensure highly effective teacher practice according to our Curriculum Design Criteria, Effective Teacher Profile and Middle School expectations.
- Seek and promote professional learning and development opportunities for staff, engaging internal and external expertise and opportunities as relevant.
- Accountable for 'leading to the North-East' to maintain high standards of teaching, professionalism, continuous learning, and high expectations.

Learning resources and co-curricular

- Ensure subject-specific resources, materials, technology, equipment, and learning spaces are well-stocked, maintained, and reviewed to support effective learning.
- Plan and deliver EOTC and co-curricular opportunities for learners to support and enhance curricular learning and experience.
- Support learners' access to relevant extra-curricular events and opportunities.

Other responsibilities:

- Support the planning and facilitation of meetings to achieve schoolwide and faculty goals and targets.
- Support the HoLA with managing staffing, budgets and resourcing.
- Maintain consistent, professional communication with the HoLA and the Deputy/Associate Principal -Middle School to ensure alignment and shared progress toward goals.
- Take initiative to identify and lead projects aligned with faculty and school policy and goals.
- Support faculty administrative tasks - collaborate with SLT and administrative staff to support workload.

This role is not responsible for:

- Direct leadership of people or curriculum design and delivery where areas/year levels/strands of this Learning Area are taught but there are other leadership positions that hold direct leadership i.e. the Junior School relationship is collaborative and not one of direct leadership.
- Pastoral care or learner behaviour that goes beyond teacher practice, curriculum or hauora support.

PART 2 - What you bring to the role:

Experience

- Successful teaching experience, with demonstrated strength in both curriculum and effective classroom practice.
- Experience leading curriculum design and implementation.

- Experience successfully leading and supporting a team of teachers as ‘a warm and demanding’ leader.
- Experience supporting colleagues to strengthen subject knowledge and teaching practice.
- Experience leading assessment, moderation and reporting processes.
- Experience using learner achievement data to inform curriculum planning and improve learner outcomes.
- Experience managing change and supporting the implementation of new curriculum requirements.

Qualifications

- Current full NZ Teaching Council Registration and Practising Certificate.
- Relevant teaching qualification.

Skills and knowledge

- Excellent knowledge of the relevant Learning Area, especially in Years 9 and 10, including curriculum progression and pathways.
- Strong knowledge of the New Zealand Curriculum, Te Mātaiaho and relevant NZQA requirements.
- Strong people leadership skills, including the ability to delegate, develop capability, lead difficult or growth conversations, and provide clear direction in a supportive and inclusive manner.
- Ability to lead coherent curriculum design and implementation, mapping, scope and sequencing across year levels, subjects and strands.
- Thorough understanding of pedagogical principles and evidence-based instructional strategies.
- Strong understanding of assessment design, moderation and the use of assessment information to improve teaching and learning.
- Ability to analyse learner achievement data and use it to identify curriculum and teaching priorities.
- Strong organisation, planning and communication skills.
- Ability to lead through collaboration and build consistency of practice across a curriculum team.
- Commitment to culturally responsive, inclusive and bicultural curriculum design and delivery.
- Excellent collaboration and teamwork skills.

Personal attributes

- Embodies Āhuetanga Whangaparāoa in everyday actions.
- Brings credibility and enthusiasm to the role.
- Builds trust through positive, respectful and authentic professional relationships.
- Holds high expectations for curriculum quality, teaching practice and learner outcomes.
- Makes considered decisions and takes responsibility for the performance of the learning area.
- Open to feedback, reflective and committed to professional growth.
- Organised, reliable and able to follow through on agreed priorities.
- Leads with clarity, resilience and a focus on supporting others.
- Works collaboratively while able to maintain a whole-school perspective.
- Proactive, solutions-focused and committed to continuous improvement.
- Models professionalism, integrity and the school’s values.

Working relationships

Works closely with:

- Head of Learning Area
- Deputy/Associate Principal - Middle School
- Deputy Principal - Curriculum & Assessment
- Other Assistant Heads of Learning Areas
- Curriculum Leads
- Teaching & Learning Leads
- Faculty staff