

POSITION DESCRIPTION

Head of Learner Experience - Junior, Middle, Senior Schools

Reports to: Deputy Principal of school

Purpose

The Head of Learner Experience provides leadership for pastoral care, wellbeing, and learner engagement across their school. The role supports a safe, positive and inclusive school culture where learners are known, valued, and challenged to succeed.

In alignment with the wider school's pastoral and house framework, work with the Deputy Principal of their school to create a consistent culture of care, connection, and high expectations that aligns with the school's values and vision for learning.

PART 1 - Core Leadership Responsibilities

Leadership and Collaboration

Responsibilities

- Lead and mentor the school specific House Deans to ensure a unified and proactive approach to pastoral care, attendance response and House engagement.
- Work closely with the Deputy Principal of school to align wellbeing and learning priorities.
- Contribute to the school specific Leadership Team, helping to embed the school's culture and values in everyday practice.
- Model professional behaviour, empathy, and teamwork that create a supportive, future-focused environment.
- Work closely with other Heads of Learner Experience to ensure cross-school learner interactions and leadership opportunities.
- Work closely with and meet regularly with Heads of Guidance, Te Whare Hauora, and Learning Support in "Case Meetings" to triage learners with complex needs and coordinate support plans.

Accountabilities

- Ensuring consistency and quality of practice across the school deans
- Establishing clear communication practices to ensure that all deans receive relevant school communications in a timely and consistent manner
- Identifying and providing or arranging specific Professional Development or growth conversations/opportunities to grow deans.
- Ensuring that deans are supporting and holding accountable their kaiārahi
- Record and enact supports discussed at Case Meetings in a timely manner.

Learner Wellbeing and Behaviour

Responsibilities

- Work within the wider school's House philosophy and framework to support and drive House initiatives.
- Support House Dean initiatives that build House identity, pride and participation through House events, competitions, celebrations and student leadership opportunities,
- Oversee pastoral systems for attendance, behaviour, and wellbeing across specific school.
- Ensure that responses to behaviour uphold the school's restorative and values-based culture.

- Support deans and teachers to identify learners who need additional support and coordinate timely, effective interventions.
- Support House Deans and teachers to manage wellbeing and behaviour in ways that reinforce belonging and respect.
- Take on case management of complex learners (indicatively 2 or 3 per house) as negotiated by deans

Accountabilities

- Spearheading one “major” House competition each term and facilitating the deans to run one “minor” House competition each per term.
- Determining and enacting a plan for House point distribution for various aspects of school life.
- The recording and public display of school House Points.
- Developing at least two distinct learner-leadership groups or opportunities for learners in your school.
- Accurate and timely monitoring and response to attendance concerns by deans.
- Ensuring that deans know the support avenues available to learners with complex needs and how learners access those supports
- Deans consistently following behaviour response processes in accordance with expectations from yourself and the senior leadership team.

Learning and Engagement

Responsibilities

- Work with specific school leadership, teaching and support staff to connect wellbeing and learning outcomes.
- Use learner data to track engagement, progress, and attendance across specific school.
- Celebrate progress and success, reinforcing pride and connection to the school.
- Ensure Ready to Learn programme is effective and appropriate for the specific school.
- Use learner voice to shape engagement opportunity decisions.

Accountabilities

- Ensure deans are using school-based data systems such as the LIFTS spreadsheets and Kamar Notes to identify trends and potential areas of improvement for classroom instruction.
- Facilitating the establishment of a diverse range of breaktime clubs/groups within the school and communicating the club/group offerings and schedules to learners, caregivers, and staff.

Whānau and Community Partnership

Responsibilities

- Build strong relationships with parents, caregivers, and whānau through open, respectful communication.
- Ensure the House Dean team’s communications reflect the school’s tone and commitment to care and partnership.
- Represent the school at pastoral, community, and cultural events.

Accountabilities

- Set and hold high expectations for deans in relation to community communication, caregiver interactions, and assembly structure and protocols.
- Support deans in holding kaiārahi accountable for caregiver communication, assembly protocols, and learner and staff conduct in public-facing events.

Systems and Compliance

Responsibilities

- Maintain accurate pastoral and attendance records following school and Ministry requirements.
- Ensure systems meet privacy and legislative obligations.
- Support ongoing review and improvement of pastoral care systems, with an emphasis on the care and protection of learners.

Accountabilities

- Training, monitoring, and responding to deans in the legality and appropriateness of their pastoral responses.
- Ensuring deans are holding kaiārahi accountable for keeping accurate attendance response records.
- Support deans to hold staff accountable for accurate and appropriate pastoral record-keeping.

Expected Outcomes

- Learners feel a strong sense of belonging, safety, and pride in the school.
- House Deans lead with consistency, empathy, and confidence, reflecting shared school values.
- Improved attendance, engagement, and wellbeing outcomes across the specific school.
- Positive relationships with whānau and staff that strengthen school culture.
- A Junior School environment where learners and staff feel connected, valued, and motivated to achieve.

Part 2 - Designated Leadership Areas

Head of Learner Experience - Junior School

- Leading the transition of learners from primary school into the Junior School and preparing them for progression into the Middle School.
- Working with the Deputy Principal and House Deans to build a strong sense of belonging, engagement and connection for learners across Years 7 and 8.
- Working with the Deputy Principal to coordinate primary school visits and the collection and transfer of relevant learner information.
- Supporting the Deputy Principal with enrolment and transition processes for incoming Junior School learners.
- Overseeing the consistent monitoring of attendance, engagement, behaviour and wellbeing across the Junior School, ensuring timely and coordinated responses where concerns arise.
- Leading the establishment of positive learning habits, behaviour expectations and an understanding of “who we are” at Whangaparāoa College.
- Working with teaching and curriculum leaders to ensure pastoral, transition and achievement information is used collectively to support individual learners.
- Being knowledgeable about Junior School timetable structures, courses and curriculum provision in order to strengthen the connection between Teaching and Learning and Learner Experience.
- Supporting the development of learner confidence, independence and readiness for transition into the Middle School.
- Leading Junior School community engagement events and initiatives, including Mother’s Day and Father’s Day.
- Leading Junior School events and activities that strengthen belonging, connection and Junior School identity.
- Working with the Deputy Principal to establish and maintain playground and turf safety processes, learner expectations and appropriate supervision arrangements.
- Holding overall responsibility for the planning and delivery of Year 7 Camp, including appropriate arrangements for learners who do not attend.
- Supporting the development of age-appropriate leadership, service and contribution opportunities for Junior School learners.

Head of Learner Experience - Middle School

- Leading the transition of learners from the Junior School into the Middle School and preparing them for progression into the Senior School.
- Working with the Deputy Principal and House Deans to strengthen learner belonging, engagement, independence and connection across Years 9 and 10.
- Overseeing the consistent monitoring of attendance, engagement, behaviour and wellbeing across the Middle School, ensuring timely and coordinated responses where concerns arise.
- Leading the development of learner responsibility, resilience and the habits and expectations required for success in senior learning.
- Working with teaching and curriculum leaders to ensure pastoral and academic information is used collectively to support individual learners.
- Being knowledgeable about Middle School timetable structures, courses and curriculum pathways in order to strengthen the connection between Teaching and Learning and Learner Experience.
- Supporting subject selection processes and ensuring learners and whānau are well informed as they prepare for transition into the senior school and senior qualification frameworks.
- Leading Middle School events, activities and initiatives that strengthen belonging, engagement and school identity.
- Holding overall responsibility for the planning and delivery of Year 10 Camp, with House Deans supporting its organisation and delivery.
- Supporting the development of leadership and contribution opportunities for Middle School learners.

Head of Learner Experience - Senior School

- Leading the transition of learners into the Senior School and supporting their progression through Years 11–13.
- Working with the Deputy Principal and House Deans to promote strong attendance, engagement, achievement and personal responsibility across the Senior School.
- Overseeing the monitoring of individual learner progress towards qualifications, awards and agreed learning goals, ensuring timely and coordinated intervention for learners at risk.
- Working closely with Teaching and Learning, Curriculum and Pathways staff to ensure learners receive coordinated academic, pastoral and pathway support.
- Being knowledgeable about Senior School timetable structures, courses, qualifications and pathways in order to strengthen the connection between Teaching and Learning and Learner Experience.
- Supporting course selection and transition processes, ensuring learners and whānau have clear information about qualifications and future pathways.
- Leading the development of senior learner leadership, including holding overall responsibility for the prefect selection process and the ongoing support and development of the prefect team.
- Leading Senior School events and functions, with House Deans supporting their planning and delivery.
- Holding overall responsibility for the planning and delivery of Year 13 Camp, including appropriate arrangements for learners who do not attend.
- Overseeing the development and production of the annual school yearbook in collaboration with learners, House Deans and relevant staff.
- Creating opportunities for senior learners to contribute meaningfully to their House, the Senior School and the wider school community.
- Supporting successful transitions from school into further education, training or employment.

Part 3 - What you bring to the role:

Experience

- Successful teaching experience with demonstrated leadership in pastoral care and learner support.
- Experience managing behaviour using restorative and relational approaches.
- Experience using learner data to monitor attendance, engagement and achievement.
- Experience working collaboratively with families and external agencies.
- Demonstrated ability to coordinate interventions and support individual learners.

Qualifications

- Current New Zealand Teacher Registration and current Practising Certificate.
- Relevant teaching qualification.

Skills and Knowledge

- A good understanding of adolescent development.
- Excellent relationship-building and communication skills.
- Great organisation and case management skills.
- Ability to analyse learner data and identify trends.
- Sound understanding of restorative practice.
- Ability to maintain confidentiality and exercise sound professional judgement.
- Commitment to culturally responsive and inclusive practice.
- Excellent collaboration and teamwork skills.

Personal attributes

- Embodies Āhuetanga Whangaparāoa in every day actions
- Builds trust through positive, respectful and authentic relationships.
- Demonstrates empathy, resilience and calm decision-making.
- Holds high expectations while supporting learners to succeed.
- Models professionalism, integrity and the school's values.
- Proactive, solutions-focused and committed to continuous improvement.

Working Relationships

Works closely with:

- Deputy Principal of school
- Other Heads of Learner Experience
- Guidance, Learning Support, and Te Whare Haoura Leaders
- Heads of Learning Area
- Classroom Teachers
- Learning Support Team
- Counsellors
- Attendance Services
- Whānau and caregivers
- External Agencies