

POSITION DESCRIPTION Teaching & Learning Lead

Reports to: Associate Principal - Teaching & Learning

Purpose

The primary function of the Teaching & Learning Lead is the strategic and practical implementation of the Effective Teacher Profile (ETP). The role focuses on building teacher capability through shared practices, instructional coaching, leading professional development sessions, and supporting teachers in translating evidence-based pedagogical theory into highly effective classroom practice.

Strategic Alignment

Teaching & Learning Leads drive the systematic improvement of individual and collective teacher efficacy and effectiveness. This role ensures all classroom practices align with our Effective Teacher Profile (ETP), Curriculum Philosophy, and Curriculum Design Criteria, and actions specific strategic teaching and learning foci and goals. The role operates in strategic alignment with the Senior Leadership Team, Heads of Learning Area (HoLAs), the Specialist Classroom Teacher (SCT) and Curriculum Lead (CL) roles 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.

The key responsibilities and accountabilities of the Teaching & Learning Lead are to:

- Lead, know and grow the teachers in their respective Junior or Middle Schools
- Lead the strategic refinement and school-wide implementation of the Effective Teacher Profile (ETP).
- Embed shared practice models and instructional routines across the school.
- Know and grow teachers through professional learning sessions and ongoing individualised instructional support.
- Collaborate with other leaders to align pedagogical initiatives with strategic goals and values.
- Maintain professional standards, support teacher growth, 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

Pedagogical Leadership

- Lead the implementation and ongoing development of the college's Effective Teacher Profile (ETP), ensuring it is embedded in daily classroom practice.
- Establish a clear strategic vision for instructional design, translating best-evidence pedagogical theory into observable, high-leverage classroom models that drive consistency and effectiveness across the school.

- Maintain exemplary classroom teaching practice to model best practice, demonstrate the ETP in action, and serve as a live example of highly effective pedagogy.
- Accountable for embedding the ETP, agreed shared practice models and instructional routines across the school.

Instructional Coaching

- Provide individualised, non-evaluative coaching and mentoring to teachers.
- Lead, coach, mentor, observe, and support teachers to ensure highly effective practice aligned with our ETP, Curriculum Design Criteria, school goals and shared practices.
- Facilitate targeted coaching with teachers where there are concerns
- Accountable for a systematic and responsive approach to effective instructional coaching.

Professional Learning

- Facilitate high-impact professional development sessions focused on best-evidence pedagogy, instructional design, and "warm and demanding" relational practice.
- Actively work to enhance teacher and collective efficacy and effectiveness in pedagogical theory and practice, classroom management, and learning and engagement strategies.
- Seek and promote professional learning and development opportunities for staff, engaging internal and external expertise.
- Accountable for leading professional learning that is high-impact, evidence-based, and directly translates into improved classroom practice and learner outcomes.

Relationship-based Culturally Sustaining Practice

- Model an unwavering commitment to Te Tiriti o Waitangi and advancing mana ōrite mō te mātauranga Māori.
- Champion our "know and grow" philosophy through developing strong learning relationships with staff and collaborating with our Heads of Learning Area (HoLAs) and Curriculum Leads (CLs) in their people leadership roles.
- Ensure all pedagogical support fosters inclusive, culturally responsive, and bicultural environments that are physically, socially, and emotionally safe, while honoring the diverse languages, heritages, and cultures of all learners and staff to promote equitable outcomes.
- Accountable for modelling and promoting relationship-based culturally sustaining practice with all learners and staff.

Capability Building

- 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 and support the professional growth cycle as a meaningful method of professional development for teachers.
- Support HoLAs and CLs in their capacity to lead subject-specific pedagogical conversations and coaching cycles within their respective learning areas.
- Accountable for cultivating a supportive and inclusive 'know and grow' culture that empowers staff to develop professionally and strengthens leadership capacity across all learning areas.

Data Informed Improvement

- Lead the measurement and monitoring of ETP implementation progress, utilising learner and teacher voice, achievement and engagement data to identify areas for strategic refinement.
- Support staff in using data-driven insights to inform teacher practice, ensuring that instructional adjustments directly address the identified needs of ākonga.
- Accountable for modelling, using and promoting the use of data to inform practice and strategic improvement.

Strategic Collaboration

- Work alongside the Associate Principal - Teaching and Learning, the Specialist Classroom Teacher (SCT), Deputy Principal - Junior or Middle School respectively and other school leaders to ensure consistency and effectiveness in instructional quality across all learning areas.
- Build and maintain high-trust professional relationships across the leadership team to foster a culture of open dialogue, collaborative problem-solving, and shared accountability.
- Actively contribute to senior leadership discussions to align pedagogical initiatives with broader college strategic goals, values, and learner outcomes.
- Accountable for "leading to the North-East" to drive high standards of teaching, professionalism, continuous learning, and high expectations.

PART 2 - What you bring to the role:

Experience

- Successful teaching experience, with demonstrated strength in effective classroom practice.
- Experience leading pedagogical improvement and building teacher capability.
- Experience providing instructional coaching, mentoring or professional support to teachers.
- Experience designing and facilitating effective professional learning.
- Experience supporting the implementation of evidence-based teaching practices across different curriculum areas.
- Experience using learner achievement and engagement data to inform improvements in teaching practice.

Qualifications

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

Skills and Knowledge

- Strong knowledge of effective pedagogy, evidence-based instructional strategies and approaches that improve learner engagement and achievement.
- A sound understanding of instructional coaching and non-evaluative approaches to professional support.
- Ability to translate educational research and pedagogical theory into practical classroom strategies.
- Strong facilitation, coaching and communication skills.
- Ability to build professional trust and influence practice without direct line-management responsibility.
- Ability to analyse learner achievement and engagement data and use it to support improvements in teaching.
- Sound understanding of culturally responsive, inclusive and bicultural teaching practice.
- Ability to work collaboratively with curriculum and school leaders to embed consistent expectations for effective teaching.

Personal attributes

- Embodies Āhuatanga Whangaparāoa in every day actions.
- Builds trust through credible, respectful and supportive professional relationships.
- Approaches coaching with openness, discretion and professional integrity.
- Holds high expectations for teaching practice and learner outcomes.
- Models reflective practice and a commitment to ongoing professional growth.
- Collaborative, adaptable and able to influence others positively.
- Proactive, solutions-focused and committed to continuous improvement.
- Models professionalism and the school's values.

Working Relationships

Works closely with:

- Associate Principal - Teaching & Learning.
- Other Teaching & Learning Leads.
- Deputy Principals.
- Heads of Learning Area.
- Curriculum Leads.
- Teaching staff.