

POSITION DESCRIPTION

Curriculum Lead (CL) - Gateway

Reports to: Head of Department - Careers

Purpose

The Curriculum Lead (CL) is responsible for what is taught in the classroom and supporting the people who teach it. Their primary function is to lead effective Whangaparāoa College curriculum design and implementation. The Curriculum Lead is accountable for mapping, designing and implementing their specific curriculum area(s) so that it encourages both teacher and learner engagement and success, and 'will inspire every learner to flourish'.

Strategic Alignment

This includes the design and implementation of the curriculum, ensuring alignment with our Curriculum Philosophy, Curriculum Design Criteria, Effective Teacher Profile (ETP) and Assessment Kaupapa. The Curriculum Lead takes responsibility for the consistent achievement of both school-wide and faculty-specific strategic goals within their area. The role operates in strategic alignment with the Senior Leadership Team, Head of Department - Careers, 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.

All curriculum leadership roles would be responsible and accountable for:

- Scope and sequencing of their curriculum area(s) as it pertains appropriately to the specific subjects/strands/year levels.
- All aspects of curriculum design and implementation in their specific curriculum area(s) within their specific direct leadership of subjects/strands/year levels.
- People leadership of teachers within their direct leadership - know and grow - supporting and supported by the Head of Learning Area (HoLA)/Head of Department.
- Maintaining professional standards, supporting teacher growth and capability, and fostering an extended family-like, whānau context for learning with high expectations for both staff and learners.
- Interacting with staff and learners in accordance with Āhuetanga 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 the specific area of 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.
- Collaborate with other Curriculum Leads, the Head of Learning Area and Junior School Team Leads as appropriate for the specific curriculum area to ensure this.
- Lead all aspects of curriculum in their direct leadership of specific subjects/strands/year levels as outlined in their specific CL role. This includes curriculum design, planning, implementation, subject-specific pedagogy, assessment and reporting. This specifically pertains to the course/year levels of which there is direct leadership within the respective schools/year levels.
- Support and build teacher capability through effective collaboration, delegation and leadership.
- Engage with professional learning, the Head of Department, other CLs, and Teaching & Learning Leads as appropriate 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 to inform immediate reflection and pedagogical changes.
- Utilise data insights to set clear, evidence-based curriculum area goals that align with the wider Learner Area goals and school strategic vision, in collaboration with the Head of Department - Careers.
- Accountable for reviewing data and goals, and using data to drive improved learner engagement and achievement.

Reporting

- Produce thorough curriculum area/subject/course reports to support reporting to the Board and SLT that accurately reflect progress, next steps, goals and strategic alignment.
- Leading their curriculum area/subject team(s) to meet all reporting accountabilities and communication standards set by SLT.
- Accountable for meeting all reporting accountabilities, deadlines and communication standards set by the Head of Department - Careers/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 teachers and support staff.
- 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, observe and coordinate support to ensure highly effective teacher practice according to our Curriculum Design Criteria and Effective Teacher Profile.
- As required, provide coaching in subject-specific pedagogy and curriculum design and implementation.
- Seek and promote professional learning and development opportunities, 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.

This role is not responsible for:

- Direct leadership of people, curriculum design or delivery where there are other leadership positions that hold direct leadership.
- Pastoral care or learner behaviour that goes beyond teacher practice, curriculum or hauora support.
- Effective teacher practice that is not subject/curriculum area specific.

PART 2 - What you bring to the role:

Experience

- Successful teaching experience, with demonstrated expertise in the relevant subject/curriculum area(s).
- Experience contributing to or leading curriculum planning, development and implementation.
- Experience developing programmes of learning across different year levels.
- Experience leading assessment design, moderation and reporting within the relevant subject.
- Experience supporting colleagues to strengthen subject knowledge and subject-specific teaching practice.
- Experience using learner achievement data to inform curriculum planning and improve learner outcomes.

Qualifications

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

Skills and knowledge

- Excellent subject and curriculum knowledge within the relevant area(s).
- Strong knowledge of the New Zealand Curriculum, Te Mātaiaho and relevant NZQA requirements.
- Ability to develop clear curriculum maps, scope and sequences and programmes of learning across multiple year levels.
- Strong understanding of subject-specific assessment design, moderation and reporting requirements.
- 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 Āhuatanga Whangaparāoa in everyday actions
- Brings credibility and enthusiasm to the role.
- Builds trust through positive, respectful and supportive professional relationships.
- Holds high expectations for curriculum quality and learner outcomes.
- Works collaboratively while providing clear curriculum direction.
- Open to feedback, reflective and committed to professional growth.
- Organised, reliable and able to follow through on agreed priorities.
- Proactive, solutions-focused and committed to continuous improvement.
- Models professionalism, integrity and the school's values.

Working relationships

Works closely with:

- Head of Department - Careers
- Learner Pathways Coordinator
- Deputy Principal - Community, Inclusion and Pathways
- Deputy Principal - Curriculum & Assessment
- Teaching & Learning Leads
- Faculty staff