



Information pack: Head of Faculty - Arts

REPORTS TO: Principal
Deputy Principal i/c Arts Faculty

HOURS OF WORK:

This is a permanent, full time position governed by the terms of the Secondary Teachers' Collective Agreement.

ALLOWANCES:

The allowances associated with this post are three permanent management units and one permanent middle management allowance. There is a time allowance of up to 6 hours per week to perform the duties required of this role.

DELEGATIONS & AUTHORITIES:

Personnel: Arts Faculty staff - this includes staff in the areas of Visual Arts, Drama and Music.

Financial: Arts Faculty budget

RELATIONSHIPS:

Internal	External
Principal Deputy Principals Arts Faculty Teaching Staff Arts Coordinator Administration/Support Staff Maintenance Staff Students	Caregivers and whānau Suppliers NZQA

ROLE SPECIFICATION and BACKGROUND:

The primary aim of the Head of Faculty (HoF) is to lead teaching and learning in the faculty, to liaise effectively with unit holders within the faculty, to work effectively with other HoFs, Deans and members of the SLT to provide teaching and learning leadership across the school, and to the wider life of the school.

The Head of the Arts faculty oversees three teaching and learning areas: Art, Drama and Music. Currently, there are TICs for each of these areas. The Head of Faculty will be passionate about all arts subjects and will be someone who actively supports their team to grow and keeps morale high. An important part of the role is going to be following updates around the new curriculum, assessment and qualifications and seeking opportunities within these changes. Strategic thinking around the opportunities these changes afford is an imperative, both at a faculty level and school-wide.

Professional Leadership

- Be an active Te Tiriti o Waitangi partner
- Create a culture of shared practice and shared professional learning with members of your faculty. Provide feedback about teaching performance and provide assistance and support to encourage improvements in teaching performance.
- Actively engage in the performance growth of all members of your team.
- Be accessible and approachable.
- Lead culturally responsive practices in the faculty built on understanding of Aotearoa New Zealand's cultural heritage with Te Tiriti o Waitangi as the foundation
- Induct new staff into existing or new faculty processes. Build relationships and have regular meetings with new staff, including ongoing liaison, particularly in the first few months of their work at school.
- Provide strong, effective communication between the senior leadership team (SLT) and your faculty staff.
- Develop annual faculty goals aligned with the school's strategic and annual plans and track these carefully throughout the year.
- Construct the faculty annual plan in consultation with the faculty, providing the faculty with the time to reflect and explore new goals through staff meetings and timetabled PD.
- Maintain effective and appropriate relationships within the school and with its community
- Contribute positively to the life of the school and its community.

Staff and Student management

- Provide an efficient and clear administrative framework within which staff and students may function effectively.
- Hold productive and regular meetings with other unit holders in the Faculty and with all members of the Faculty. Ensure that lines of responsibility are clear.
- Maintain a culture of consultation within the Faculty about teaching strategies, standards of teaching, curriculum delivery, motivation of students and other matters.
- Provide appropriate support for teachers in their professional tasks and in the management of student behaviour.
- Ensure that learning environments are positive and orderly and that they reflect the school's values, built on [restorative principles and practices](#).
- Encourage active participation in local and national subject associations by all members of the faculty. This includes attending subject association conferences when possible.

Resource management

- Ensure all resources are managed efficiently and effectively within budget and other constraints and limits. Be strategic in your management, always looking for ways to improve your learning environments.
- Prepare your faculty budget with consultation and in a timely manner.
- Confirm financial statements and approve invoices for payment.

Teaching

- Be a lead teacher who models effective, inclusive practices in your faculty and the school.
- Foster a shared understanding of Te Tiriti o Waitangi and its implications in your faculty and the wider school.
- Demonstrate knowledge and understanding of social and cultural influences on learning.
- Select and lead teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for all learners.

Assessment practices

- Create and lead robust, inclusive assessment practices in your faculty. This will require an understanding of the [SOLO taxonomy](#) at the junior level and NCEA assessment at a senior level.
- Keep up-to-date with changes to NCEA assessment and lead your faculty through these changes as required.
- Ensure that your faculty has in place appropriate assessment, evaluation and moderation procedures in line with NZQA requirements.
- Report accurately on student performance within the reporting guidelines set down by the School and ensure that your faculty meets appropriate deadlines.
- Ensure your faculty meets expectations for external moderation requirements.
- Review assessments regularly for each subject and level.
- Analyse students' results for the SLT and Board as required, culminating in annual faculty reporting to the WHS School Board.

You will be guided by the [Educational Leader Capability Framework](#).