

**Job Description
Leader of Learning Health and Physical Education**

Name:	
Regular coordination and reporting to:	Senior Leader Liaison
Department:	Health and Physical Education
Time Allocation and Remuneration	Time allowance to align with STCA

Position Purpose:

A leader of learning will foster a culture of high-quality teaching and learning that empowers both staff and students to thrive and is committed to driving positive change through collaboration, evidence-based practice, and a focus on learner progress and equity. The Leader of Learning role is an opportunity to build professional capability across the school, support strategic goals, and help shape a learning environment where every student can succeed. The leader of learning contributes to the strategic direction of the school and upholds its values through effective leadership and collaboration.

This job description provides a guideline of responsibilities and expectations and must be referred to alongside the following:

1. A commitment to Tauranga Girls' College:

Vision: Empowering learners to make a positive impact

Mission Statement: To create a safe, stimulating and exciting learning environment that allows each student to develop her academic, cultural and sporting potential.

Values:

- Manaakitanga
- Mahi Tahi
- Mana Motuhake

2. A commitment to Tauranga Girls' College policies, procedures and handbooks, including

- Professional conduct which includes interacting appropriately with staff, students and visitors, and maintaining a professional standard at all times
- Professional development, training, and adoption of new technology
- School Health and Safety practices
- Participating in appraisal processes
- Undertaking all responsibilities with integrity and confidentiality in and outside of the role
- Commitment to Te Tiriti o Waitangi

Key Responsibilities	Outcomes
Curriculum Leadership	
- Lead the planning, development, and review of programmes of learning to align with NZC/NCEA and school strategic goals. - Contributes to school-wide literacy and numeracy. - Engages in reflective practice and demonstrates this as an effective improvement tool for others - Supports ideation, innovation and effective curriculum design.	- Programmes of learning are current, inclusive, and culturally responsive to diverse learners. Curriculum reflects best practice and improves student engagement and achievement. - Learning programmes are designed to progress literacy and numeracy. - Reflective data is utilised to improve learning outcomes - Has a growth mindset, uses AI tools, and shares with others to improve outcomes.
Pedagogical Leadership	
Promote effective, evidence-based teaching practices across the learning area.	Teaching is consistent, culturally responsive, and reflective. Students show equitable progress and achievement through high-impact teaching and learning experiences.
Assessment and Data Analysis	
Oversee assessment practices, monitor student progress, and use data to inform planning.	Achievement data is analysed regularly and used to improve outcomes. Students are tracked and supported to meet learning goals, including NCEA success.
Professional Development and Appraisal	
Support ongoing teacher growth through mentoring, coaching, and performance review processes.	Staff engage in meaningful PLD. Appraisal goals are aligned with learning area and school priorities. Teaching quality is continually improving.
Resource and Budget Management	

Manage learning area resources effectively, including budget, equipment, and teaching materials.	Resources are well maintained and equitably distributed. The learning area operates within budget, supporting quality teaching and learning.
School Culture	
- Foster a positive culture which supports equity and inclusion. - Support the school's focus on relational pedagogy through PB4L and restorative practices	- Staff and students feel valued and supported. Retention is supported by the learning area. - Staff and students feel safe and understand school-wide expectations and processes.
Collaboration and Collegiality	
- A collegial and supportive approach is visible - Collaboration within and across learning areas are developed to enhance students' opportunities - Models professional integrity	- Demonstrates professional collegiality including when decisions may not be a preferred one - Supports colleagues to experience learning through cross-curricular opportunities - Upholds the mana of the kura, its people and functions through one's actions verbal or other
Treaty of Waitangi	
Te Ao Māori is woven into their leadership mahi, and a commitment to Te Reo and Ti Kanga supports the Teaching Council's expectations.	Takes opportunities to learn and develop their leadership journey as a partner to the Treaty and supports others to do the same.

Confirmation:

Employee:	Signature:	Date:
Employer: Tauranga Girls' College	Signature:	Date
Next Job Description Review Date:		