



Principal: I Symes

Email: principal@rodneycollege.school.nz

JOB DESCRIPTION - HEAD OF DEPARTMENT TECHNOLOGY

Responsible to: The Principal

Responsible for: The Technology Department

Job Purpose:

To lead teaching and learning in the Technology Department to ensure the best possible outcomes for students.

General Statement of Responsibilities:

To ensure that appropriate levels of student achievement are attained in this learning area.

To provide professional leadership, management and supervision of long term and day to day curriculum planning, delivery and operations within the area/s of delegated authority.

To provide professional leadership within the area/s of delegated authority and in the school.

To provide the administrative framework within which students and staff may function effectively.

To ensure that there is a suitable assessment programme for all levels or areas.

To provide, through formal and informal interactions, appropriate support to teachers in their professional tasks and in management of student relationships and behaviour.

To provide an effective communication link between the senior management of the school and the area/s of delegated responsibility.

To maintain effective and appropriate relationships both within the school and with its community.

Key Result Area	Performance Indicators	Performance Measure
Leading Teaching and Learning	<p>Enhances and shares teaching skills and experiences.</p> <p>Actively leads and participates in professional learning and development.</p> <p>Active involvement in professional associations and up to date in effective pedagogies.</p> <p>Builds relationship with other high performing schools and professionals in department curriculum and subject area.</p> <p>Keep up to date and lead the department in the developments in curriculum and assessment.</p> <p>Ensures teaching area presents a professional, lively and conducive atmosphere for learning.</p> <p>All teachers use culturally responsive practices in their teaching and learning programmes.</p>	<p>Appraisal is effective and completed within required timeframes.</p> <p>Student feedback indicates a high level of confidence in the teachers' practice.</p> <p>Teachers feel valued and supported. All are encouraged to maintain up to date knowledge of developments in teaching and learning.</p> <p>Visits other schools as part of professional learning. Involved in professional networks.</p> <p>Resource areas well organised. Classrooms display high quality recent student work. Classrooms kept in a tidy, well-ordered condition.</p> <p>Visits to Technology classrooms occur often.</p>
Academic Performance	<p>Establish and report on academic goals for the Department.</p> <p>Monitor and analyse internal assessment and external exam results.</p> <p>Make necessary changes to teaching practise based on assessment analysis.</p> <p>Analysis of junior programme and student achievement which prepares students for Level 1 NCEA.</p>	<p>Comparison of NCEA results with National average.</p> <p>Percentage of students gaining 14+ credits in each single subject. For each NCEA assessment evaluate</p> <p>Outcomes against predicted grades and adjust or make improvements to practise.</p> <p>Track and identify student progress and improve teaching practise to lift performance.</p>

NCEA Assessment	<p>All NCEA assessment carried out as per Rodney College and NZQA guidelines.</p> <p>Use KAMAR to centrally record student assessments at all level Results entered on Kamar as assessed.</p> <p>Implement school policy on reporting of student progress.</p>	<p>Reflected in external moderation reports and Rodney College Assessment audit. Systems are in place that ensure the effective internal and external moderation of student work.</p> <p>Accurate records are kept to identify student progress and learning needs.</p> <p>All teaching staff can clearly explain the key differences between Not Achieved, Achieved, Merit and Excellence for each standard they teach.</p>
Junior Assessment	<p>Assessment is aligned to Rodney College junior assessment.</p> <p>Assessment occurs regularly and serves formatively to enhance teaching and learning.</p> <p>Students are well prepared for NCEA assessment.</p>	<p>There is a strong emphasis on formative assessment is used to identify learning needs and to implement improvements.</p> <p>All teaching staff can clearly explain the key differences from Level 3 to Level 4 and Level 5.</p>
Planning	<p>To be responsible for adequate schemes of work which include:</p> <ul style="list-style-type: none"> ● Clear aims and objectives ● Guidance on teaching methods and approaches <p>Content of the course:</p> <ul style="list-style-type: none"> ● Skills, concepts and knowledge ● Links to national curriculum statements ● Methods and frequency of assessment ● Home based learning included. <p>To establish, formulate and implement Department objectives and plans in accordance with the school's</p>	<p>Schemes are working documents and planning is available on request.</p> <p>Learning programmes are based on student needs and incorporate effective pedagogies.</p> <p>Annual and long term planning discussed with Principal and part of annual review and budget cycle.</p>

	<p>overall aims both annually and with 3-5 year outlook.</p> <p>Participate as a leader by contributing to whole school strategic development.</p>	<p>Department and appraisal goals reflect school strategic direction and are reviewed annually.</p>
Budget	<p>Budgets and accounts are prepared and monitored. Budget decisions are aligned with increasing student achievement, with financial decisions reviewed in relation to student outcomes.</p> <p>Maintain expenditure within approved budget limits.</p> <p>Liaise with the Executive Officer for financial information, reconciliation of accounts and advice.</p>	<p>Department performs within budget.</p> <p>Up to date and relevant teaching and learning resources are provided.</p> <p>Feedback from Executive Officer.</p> <p>Budget and academic review with Principal.</p>
Administration and Communication	<p>Meetings attended, tasks are delegated and appropriate actions taken.</p> <p>Represents department views in meetings.</p> <p>Meets with SLT as required and attends HOD meetings.</p> <p>Department kept up to date with current developments in education in general and their own subject area in particular.</p> <p>Actively supports school policy decisions, strategic targets and plans.</p>	<p>Department runs smoothly with all deadlines met.</p> <p>Teachers in department are kept informed and represented.</p> <p>SLT are kept informed of issues and developments within department.</p> <p>There is an ongoing, strong link between school-wide policy, procedures and programme planning and teachers in the department.</p>