



Aidanfield

Christian School

Learning Community Leader

ACS Job Description

Current Learning Communities

Primary School

- New Entrant
- Year 1-2
- Year 3-4
- Year 5-6

Middle School

- Year 7-8
- Year 9-10

KEY OBJECTIVE: To provide a high-quality example of Christ-centred Christian Education and to lead the Learning Community to ensure high quality curriculum delivery.

Key Tasks	Outcomes
<i>NOTE: This list is not exclusive, staff carrying this leadership responsibility are expected to carry out all tasks that support best practice. Team leader ensures, through delegation and leadership the following:</i>	
1. Develop all areas of responsibility from a Christian worldview.	<ul style="list-style-type: none"> • Evidence of an articulated biblical basis or worldview in all initiatives
2. Carry out delegated responsibilities	<ul style="list-style-type: none"> • All duties carried out with faithfulness and integrity
3. Build key relationships with staff, pupils, and families within the Learning community.	<ul style="list-style-type: none"> • All stakeholders feel heard when involved with a curriculum issue • Every child's data is analysed and a suitable learning programme developed in consultation with relevant staff and parents. • Intervention will often be proactive rather than reactive • Timely involvement in curriculum issues.
4. Provide support to whanau teachers regarding curriculum issues	<ul style="list-style-type: none"> • A positive environment and achievements are celebrated often for staff and pupils. • Development of teaching skills is on-going, including appropriate use of open to learning conversations. • Teachers are supported in dealing with difficult or challenging curriculum situations with pupils or families. • Any contact/discussions are added to a detailed historical record as appropriate.
5. Respond to Curriculum and Assessment Team (CAT) curriculum directions	<ul style="list-style-type: none"> • Implementation of curriculum is well planned, worked into regular programmes and coordinated through relevant year levels. • The AA list is constantly considered and appropriate plans in place.
6. Co-ordinate curriculum and assessment across the Learning Community within delegated authority	<ul style="list-style-type: none"> • There is coverage of the biblical principles and the learning tree, built on the NZC • The Scripture memorisation programme is supported across the school in the context of the theme/principle • Reports to parents are prepared by the due dates



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	<ul style="list-style-type: none"> Data is analysed to improve student outcomes A watching and working/awareness brief is maintained for pupils on the AA list from your Learning Community
7. Monitor Learning community wide achievement and contribute to curriculum development and data analysis across the school	<ul style="list-style-type: none"> Liaison with Head of School to ensure curriculum mapping/tracking across each Learning Community with links to whole school Contribution to BOT self-review reports as delegated. Attendance at meetings for curriculum development and reporting Testing results are reviewed for pupils in relevant year levels Contribute to end of year Board reports which are completed within the set timeframe
8. Facilitate curriculum organisation in Learning Community	<ul style="list-style-type: none"> Regular team meetings are planned and held Teachers receive regular feedback on teaching practice Curriculum planning is co-ordinated and team-based, resulting in collaborative practice Minutes are kept of all meetings Effective communication is maintained within your team, with NE Team Lead, with the wider school community (other teams and families) and upwards to Heads of School and Curriculum and Assessment portfolio holder All team members have a voice Recommendations for annual class placements are made within the set timeline Annual class placements are managed well
9. Advocate appropriately for the Learning Community	<ul style="list-style-type: none"> Each Learning Community has a representative voice in school-wide matters School-wide decisions respected by all team members
10. Maintain personal well-being	<ul style="list-style-type: none"> On-going personal relationship with Christ is evident Positive work-life balance is planned
11. Develop your own skills and practice as a leader	<ul style="list-style-type: none"> Appropriate PLD and mentoring is attended, when opportunity is provided by the school Personal reflections are made around the leadership aspect of your role
Reports to: Direct up: CAT portfolio holder or Head of School, then Deputy Principal, Principal Horizontal reports: New Entrant Team Lead, Learning Community Leaders, Pastoral Leaders Liaise with: Maori lead, ELL Lead, SENCO, Fostering Strengths Lead, International Dean Reported to by: Learning Community Team Members	