



Hornby High School
Te Huruhuru ao o Horomaka

Head of Faculty Technology Job Description 2MU

Context

The vision for Hornby High School is '*A centre of creative excellence*'. Our community wants all Hornby students to:

1. experience a positive, personally worthwhile education at Hornby High School
2. leave Hornby High School on appropriate, positive pathways into:
 - i. further education
 - ii. training
 - iii. employment

Hornby High School is committed to success for all, with a specific focus on those students who, statistically, do least well in NZ's education system and at Hornby High School: Māori, Pasifika, and students with special needs. Central to everything we do is ensuring that Hornby High School students experience a personally and culturally responsive curriculum so they develop positive learning dispositions. Four key parts to this are:

1. Teaching as Inquiry for Actively Involved Learners through discursive, dialogic practices
2. The use of digital learning environments to engage and empower students for success
3. The development of middle-schooling practices
4. Collaborative practices in flexible learning environments that develop student agency

The position's fundamental focus is evidenced-based teaching and leadership for accelerating student success at Hornby High School. Teaching as Inquiry for Actively Involved Learners through discursive, dialogic practices is central to this. Some of the key researchers important to teaching and leadership at Hornby High School are:

1. Adrienne Alton-Lee
2. Viviane Robinson
3. John Hattie

4. Russell Bishop
5. Mere Berryman
6. Angus Macfarlane

7. Kay Hawk and Jan Hill
8. Graham Nuthall
9. Rosemary Hipkins
10. Helen Timperley
11. Sir Ken Robinson

Primary Objective

Knowing the Learner and Assessment for Learning practices are central to the Hornby High School pedagogy.
3 key theorists are: Dylan Wiliam, Michael Absolum and Shirley Clarke

Lead individual and collective student success through exemplary faculty-wide teaching and learning that is evidenced-practice for the diversity of students in our community.

Responsible to: Principal

Responsible for: Student success across the Faculty
Teachers and support staff in the Faculty

Functional relationships with: Students, families and school community
Local schools
The wider community

SLT
Other HODs
Guidance and pastoral staff

Special Education and other support personnel: RTLBs
Community and support agencies
Executive Officer
Bursar

Person Specifications

All teachers should have credibility with students, staff, school community and the wider community to contribute to student success.

The appointee should be a positive role model to the Hornby High School community by:

1. having appropriate qualifications, skills and experiences relevant to this position
2. being a highly competent teacher
3. observing professional standards of behaviour in school and related activities
4. showing a commitment to Hornby High School and to upholding school policies
5. maintaining a high standard of professional dress and personal grooming

The appointee should:

1. be an expert teacher for the diversity of students at Hornby High School
2. have the attitudes, understanding and inter-personal skills necessary for working with the range of people in a Yr 7-13 secondary school, the school community, our partnership schools, and the wider community

3. have high self-awareness and understanding to maintain high levels of self-efficacy and resilience
4. be skilled at managing multiple relationships and complexity, and balancing competing pressures
5. understand and apply the range of the NZC for student engagement and student agency
6. understand and practise teaching as inquiry practices and self-review
7. understand and practise collaborative teaching practices
8. understand and apply curriculum planning to meet diversity of needs
9. understand and apply Assessment for Learning practices
10. understand and apply e-learning principles and practices – the potential of digital learning environments to engage and empower students for success
11. understand and participate in Hornby High School's performance management processes based on Teaching as Inquiry for the delivery of effective teaching & learning
12. understand and apply the principles of the Treaty of Waitangi
13. understand and apply the principles of Pasifika home-school partnerships
14. understand and practise inclusive practices
15. understand & practise personally & culturally responsive relationships and pedagogy, with a specific emphasis on discursive, dialogic teaching practices
16. understand and practise the principles of relational and restorative practices

17. contribute to the concept of pathways in our school

18. play an active part in school life with involvement in extra curricular activities