



3508 HEAD OF GRADE (K-8)

Policy Type: Human Resources Manual
Applies To: Teachers, Administration
Approved By: Head of School
Policy Reviewed: every 2 years
Adopted: 04 2026
Revisions:

The Head of Grade (K-8) provides teacher leadership in support of excellent Christ-centred teaching and learning across a grade team. This role exists to build internal leadership capacity and strengthen curriculum implementation, consistency of instructional practice, mentoring, collaborative planning, and alignment with LCS policies across grade teams. The Head of Grade serves as a member of the campus Learning Leaders Team and works in collaboration with administration and the campus based Head Learning Services Teacher to support school-wide improvement, student learning, and the consistent delivery of the LCS educational program.

This job description outlines additional contractual requirements specific to the position. All general duties and expectations of the applicable classroom teacher assignment remain in effect under policy 3501 Classroom Teacher (K-5) or 3502 Classroom Teacher (6-8). The Head of Grade reports directly to their campus principal.

ROLE DESCRIPTION:

Be a leader - approach decisions from a K-12 and school wide perspective.

- (a) The Head of Grade is a teacher-leader role that supports, mentors, facilitates, and helps coordinate the work of their grade team.
- (b) The Head of Grade may be asked to assist administration by gathering information, supporting implementation, facilitating team meetings, and helping monitor teacher and grade team progress on campus priorities.
- (c) Formal teacher evaluation remains the responsibility of administration as outlined in 3104 Teacher Evaluation Process.

1. CURRICULAR AND INSTRUCTIONAL LEADERSHIP

Support grade team in implementing LCS expectations with consistency and fidelity

- (a) Support grade team teachers in developing coherent year overviews, unit plans, common learning outcomes, the LCS learner profile, and instructional guidelines aligned with LCS curricular expectations.
- (b) Lead collaborative review of student evidence, common assessments, and grade-level achievement data in order to strengthen instruction and improve student learning.

2. GRADE TEAM COLLABORATION AND MENTORSHIP

Facilitate regular grade team planning meetings focused on student learning, instructional improvement, common assessments, essential outcomes, and practical next steps.

- (a) Support teachers on the grade team, especially teachers who are new, through orientation, encouragement, feedback, resource-sharing, and collaborative problem-solving.
- (b) Help build a healthy professional culture within the grade team marked by humility, clarity, shared responsibility, and commitment to student growth.
- (c) Encourage reflective practice, peer learning, and professional dialogue grounded in evidence of student learning and validated assessment practices.
- (d) Bring forward emerging team needs, celebrations, and concerns to administration in a timely and constructive manner.

3. CAMPUS LEARNING LEADERSHIP TEAM RESPONSIBILITIES

Serve as a member of the campus Learning Leaders Team in collaboration with administration and the campus based Head Learning Services Teacher.

- (a) Contribute to school-wide discussions, decisions, and action planning related to curriculum, instruction, assessment, student support, professional learning, and continuous improvement.
- (b) Represent the perspectives and practical needs of the grade team in campus leadership conversations, and communicate key decisions and priorities back to the team with clarity and professionalism.
- (c) Assist administration in identifying areas where greater instructional clarity, alignment, or consistency are needed across classrooms and grade teams.
- (d) Support implementation of school-wide initiatives and help translate strategic and administrative direction into clear grade-level practice.
- (e) Participate in the development of campus-based professional learning plans and school improvement priorities.

RELEVANT POLICIES:

2001 CURRICULUM POLICY

2002 K-12 INSTRUCTIONAL GUIDELINES

2003 ASSESSMENT & REPORTING POLICY

2004 K-8 COMMON LITERACY PRACTICES

3104 TEACHER EVALUATION PROCESS

3106 PROFESSIONAL DEVELOPMENT POLICY

3501 CLASSROOM TEACHER (K-5)

3502 CLASSROOM TEACHER (6-8)