



JOB DESCRIPTION

Name:	Position: Learning Support Coordinator
Responsible To: Principal via Deputy Principal (Student Learning)	Registration Status: Fully Certificated Teacher
Responsible for: <ul style="list-style-type: none">• Providing effective & responsive support for teachers with planning and delivering a teaching programme for learners with special education needs• To meet the Standards for the Teaching Profession• Actively engage in strengthening your own practice through a professional growth cycle	Functional Relationships with: <ul style="list-style-type: none">• Principal/DP's• All Staff – Teachers & Support• Students• Parents• Visitors – as and when necessary/appropriate

In addition to meeting the Standards for the Teaching Profession (Appendix A), in order to achieve the goals of the school all teaching staff undertake to:

1. Demonstrate loyalty to the school, presenting a positive image through their actions within the community.
2. Develop warm, professional, positive and constructive relationships with staff, students, whanau and the community.
3. Value teamwork by working collaboratively and cooperatively with others, sharing own knowledge, skills and resources.
4. Contribute to the school by organising and leading activities within a team or on a school wide basis as requested and agreed to.
5. Work effectively and efficiently.
6. Be open to learning; actively engage in professional learning and development, including practice analysis conversations.
7. Acknowledge our bicultural society by exploring, recognising and celebrating Maori identity, language and culture.
8. Inquire deeply into their own practice using the “Spiral of Inquiry” model with a view to improving practice and student outcomes.
9. Foster high levels of achievement and learner agency through the implementation of our “Aspirations for Learners” and by providing opportunities for students to have a strong voice in what and how they learn.
10. Adhere to the [Greenmeadows Intermediate School Code of Conduct](#).
11. Demonstrate flexibility, support and understanding by complying with any other fair and reasonable request from the leadership team.

APPENDIX A: Standards for the Teaching Profession:

Standards for the Teaching Profession	Elaboration of Standard refer to Alignment Matrix – Learning Support Coordinator: Role Description and Standards for the Teaching Profession
Te Tiriti o Waitangi partnership Demonstrate commitment to tangata whenuatanga and Tiriti o Waitangi partnership in Aotearoa New Zealand.	<ul style="list-style-type: none"> Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand. Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. Practise and develop the use of te reo and tikanga Māori. Ensuring parent, whānau and student voice is heard and represented when the school or kura is making decisions about learning support.
Professional learning Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.	<ul style="list-style-type: none"> Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources. Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures. Engage in professional learning and adaptively apply this learning in practice. Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning focused collegial discussions. Develop expertise and a connected network / community of practice that shares good practice and up to date information, guidance, resources, and support. Collect information for research and evaluation purposes to assist the Ministry of Education and school/kura with the development of the LSC role and the LSDM.
Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.	<ul style="list-style-type: none"> Providing kaiako/teachers with clear avenues to seek additional advice on meeting the learning support needs of all students. Providing parents and whānau with access to resources and guidance at an early stage so they are able to be proactive in school engagement about their children. Leading school and kura-wide engagement and communications with parents and whānau of students with learning support needs. Working with LSC's across the Alfriston Kāhui Ako and other learning support professionals to build a strong learning support network.
Learning-focused culture Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.	<ul style="list-style-type: none"> Supporting the development of an inclusive environment for all students and helping create a common understanding of what this means. Ensuring a Learning Support Register of students' needs is kept up-to-date and used regularly by staff. Information sharing and privacy protocols must be followed. Contributing to learning support system improvements, including smooth transitions for learners from primary to intermediate and from intermediate, into secondary school. Helping to create shifts towards earlier intervention and support for groups of students as well as individuals. Embedding a culture of collaboration between the LSC and teachers where different approaches are openly observed and shared. Influencing school wide system and resource decisions to support students with learning support needs.
Design for learning Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.	<ul style="list-style-type: none"> Working with classroom teachers, other professionals, and parents to identify students' needs early and respond in a timely manner with the right support. Contributing to the identification of learning support needs across the school or kura and cluster through the provision of tools and advice to teachers. Providing regular reporting, drawing on the learning support register, to the school and kura leadership about student numbers, needs and trends regarding learning support. Supporting kaiako/teachers to ensure that students receiving specialist support have an individual learning plan. Working with the learning support team to decide on the best use of the available learning support resources to meet the needs of children. Using the learning support register and assisting with planning to meet needs as students move through the system. Raising learning support related issues that require leadership involvement in order to resolve. Working with the learning support team to decide on the best use of the available learning support resources to meet the needs of children. Raising and advising on particular capability development needs related to learning support for kaiako/teachers and learning support professionals.

Teaching

Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.

- Occasionally working with individuals or groups of students to provide direct support where appropriate, trialling interventions etc.
- Working with the learning support team (teachers and teacher aides, and other professionals) to develop its capability through training and professional development.
- Providing kaiako/teachers and the learning support team with evidence-based strategies, practices and guidance about what will make a difference for their students.
- Helping kaiako/teachers build capability and confidence in working in partnership with parents and whānau and working directly with parents on more complex or disputed matters.

SIGNATURES:

..... Teacher Date:

..... Principal Date: