



Bank Street, Whangarei
P 09 438 3186
E office@whangareiprimary.school.nz
whangareiprimary.school.nz

Job Description - Learning Support Coordinator

Name:

Position: Learning Support Coordinator - Permanent (1 Fixed Term Unit)

Responsible to: Principal, Senior Leadership Team

Employment Conditions: New Zealand Primary Teachers Collective Agreement (NZEI)

Effective for: 2025 School Year

Primary Objectives

The role of the Learning Support Coordinator will be defined by the evolving needs and context of Whangarei Primary School. In this sense, the role may change over time to meet these needs.

The Senior Leadership team acknowledges the high levels of special and high needs students at W.P.S. and therefore has shaped the role of L.S.C.. to best support their needs in the context of W.P.S. In recognition of this, the role will come with 1 Fixed Term Unit

The Senior Leadership Team also identifies that behaviour and learning are intrinsically linked therefore classroom behaviour is a role for the L.S.C. to lead, when it is identified as impacting on learning.

The Learning Support Coordinator will be under the guidance of the Senior Leadership Team, supporting special and high-needs students to participate, progress and make successful transitions throughout their time at Whangarei Primary.

L.S.C. Responsibilities

- Consult with the SLT around decisions of resource allocation, the LSC timetable, personal PLD, reporting, and any of the roles listed below at the request of the Principal/SLT
- Transition students, with identified special or high needs, to, through and from Whangarei Primary and ensure whanau have access to resources and support throughout the process
- Lead the learning support team (defined as teacher, teacher aide, and other learning support professionals) to develop, implement and review IEPs and IBPs (when they involve classroom behaviour that impacts learning) and risk management plans for students.
- In consultation with the SLT, directly liaise with parents, whanau, students and teachers to ensure that their voice is heard within learning support decisions
- Identify and support students with current or emerging special/high needs and connect them to wider agencies, such as the MOE, public health nurses, Oranga Tamariki, to coordinate additional support. This may also include making applications for learning support which may include, but not be limited to, RTLBs, Orrs funding, assistive tech and behaviour funding.
- Liaise with and support teacher aides with PLD, student support initiatives and other needs that arise from their roles in consultation with the Senior Leadership team. This will include allocation, timetabling and budgeting for TAs as well as running TA meetings and appraisals when required.
- In consultation with the Senior Leadership Team, organise and run small intervention groups based on identified learning support needs in classrooms that may have either an academic or emotional/behavioural basis.
- Occasionally work with individual students to provide direct support where appropriate, for example checking in with a student who has been part of or is currently within a learning support group.
- In consultation with the SLT, report on the progress of special and high needs students to evaluate the effectiveness of learning interventions.
- When appropriate and in consultation with the SLT, the LSC will lead whole staff PLD when it has been identified as being beneficial to meet the needs of High/Special needs students.
- Organise and manage WPS Kickstart Breakfast and Kidscan lunch, food and personal items programme

- Sit in on OT section 66s or custody meetings through the court when a member of SLT is not able to attend.

Responsibilities Beyond the LSC Role

- a) Through PLD, review your methods of teaching and programmes of work, and participate in arrangements for further training and professional development as a LSC.
- b) Advise and co-operate with the principal and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral care arrangements.
- c) Participate in meetings at the school that relate to the curriculum for the school or the administrative organisation of the school, including pastoral arrangements.
- d) Take part (as required) in the review, management, and development of activities relating to the curriculum, organisations and pastoral functions of the school.
- e) Take on responsibility for specific curriculum areas if appropriate – promote materials for the area, purchase with consultation with other teaching staff, appropriate resources and ensure resources are stored appropriately.
- f) Support the principal and board in implementing the school's vision, values, policies, and strategic and operational goals.
- g) Provide in conjunction with the principal appropriate professional leadership that is supportive of the school's strategic plan, general direction and policies
- h) Take a full role in fostering and developing effective and supportive relationships both within the school and with its community
- i) Supervise classes, on the reasonable direction of the principal, where the regularly assigned teacher is not available and a relief teacher cannot be made available.
- j) Carry out supervisory duties on the grounds as reasonably requested.
- k) Carry out administrative duties, including attending assemblies, attending BOT and other meetings where needed
- l) Actively participate in and support school-wide events and functions (e.g. Prize giving, Production, sports events).

While comprehensive, this job description is not necessarily definitive. It will be reviewed and may be subject to modification and/or amendment from time to time and in consultation with the LSC. However, there may be professional duties that the principal could ask you to undertake as part of the staff of Whangarei Primary.

Employees Name: _____

Employees Signature: _____ Dated: _____

Principal's Name: Danny Jewell

Principal's Signature: _____ Dated: _____
