

Blockhouse Bay Intermediate

Learning Support Coordinator (LSC) Job Description



Position Title	Learning Support Coordinator (LSC)
Reports to	Principal / SLT
Responsible for	Coordinating Tier 1 and Tier 2 learning support across Blockhouse Bay Intermediate School; strengthening inclusive practice; supporting attendance and successful transitions; supporting, in collaboration with the SENCo, the effective deployment and professional learning of kaiāwhina/learning assistants; building teacher capability; working collaboratively with the SENCo to ensure coordinated provision for students requiring additional learning support.
Tenure	Permanent in accordance with the Primary Teachers Collective Agreement
Units/ allowance	1x management unit
Date commence	January 28th 2027

Purpose of the role:

The Learning Support Coordinator (LSC) role requires relational capability, strategic thinking, and a strong commitment to inclusive education - someone who can connect, influence, and lead. The LSC has proven knowledge of the refreshed curriculum alongside assessment practice and data formed Teaching and Learning.

The LSC works across the school with teachers, whānau, and specialists to ensure that every student is present, participating, and progressing. The LSC is confident in navigating complexity, uses data to inform decisions, and coaches others to lift capability. The role also leads and supports effective transitions into, through and beyond Blockhouse Bay Intermediate, ensuring continuity of support for learners with additional learning needs.

The Learning Support Coordinator works to implement the school strategic plan. Working collaboratively with the SENCo to ensure a cohesive and coordinated approach to learning support across the school. While the SENCo leads specialist learning support processes, the LSC focuses on strengthening inclusive classroom practice, building teacher capability, coordinating Tier 1 and Tier 2 supports, supporting the school's attendance and engagement initiatives, leading the effective practice and professional learning of kaiāwhina/learning assistants, and strengthening school-wide systems that promote equitable outcomes for all learners. Together, the SENCo and LSC work in partnership with staff, whānau, external agencies, and the wider community to ensure learners receive timely, coordinated, and effective support.

Role Function:

The functions of the LSC role have been grouped so that they focus on five key groups of stakeholders in order to meet learning support needs:

1. Support students through building an inclusive school environment where all learners are engaged, participate, make progress, and experience successful transitions;
2. Support kaiako/teachers at Blockhouse Bay Intermediate to strengthen their capability to meet the diverse learning, wellbeing and behavioural needs of all students;
3. Partner with parents, whānau, and caregivers to build strong, collaborative relationships that support student learning, wellbeing and engagement;
4. Work with the Ministry of Education (MoE), RTLB, health professionals and other external agencies to coordinate effective learning support and provision of specialist services;
5. Work collaboratively with SLT to strengthen inclusive systems, build staff capability and improve outcomes for all learners,

Role Description:

Stakeholder focus- Students	Function
Support students through building an inclusive school environment where all students participate, progress, and make successful transitions;	• Supports teachers and leaders at Blockhouse Bay Intermediate to meet the needs of all learners; • Provides support to classroom teachers, other professionals, and parents to identify students' needs early and respond promptly with the right support;

	• Coordinates, facilitates, and monitors targeted interventions while building teacher capability to support students within inclusive classroom settings; • Ensuring relevant records are kept up-to-date (e.g. Learning Support Register and monitoring of intervention outcomes), and used regularly by authorised staff to respond to and plan for student needs (Information sharing and privacy protocols must be followed); • Supports kaiako/teachers and the SENCo to develop, implement and review Individual Education Plans (IEPs) ensuring whānau and student voice are incorporated where appropriate; • Leads transition planning for students entering Blockhouse Bay Intermediate, moving between year levels, and transitioning to secondary school, particularly students with additional learning needs. • Supports the SLT monitoring of student attendance, engagement and wellbeing data to identify learners requiring additional support and coordinates early intervention. • Supports the implementation of PB4L and restorative practices through collaborative planning with teachers, school leaders, and the SENCo.
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Stakeholder focus- kaiako/teachers	Function
Support kaiako/teachers in schools to lift their capability to better meet the needs of learners, and to strengthen collaboration with contributing schools, specialist services and external agencies	• Leads and supports others to identify learning support needs across Blockhouse Bay Intermediate through the provision of tools and advice to teachers; • Provides staff with evidence-based inclusive practice

	including Universal Design for Learning (UDL), differentiated instruction, and culturally responsive pedagogies; • Builds a culture of collaborative inquiry through coaching, modelling, classroom observation and reflective practice; • Supports teachers to implement targeted interventions and inclusive classroom practices; • Works with staff within Blockhouse Bay Intermediate (kaiāwhina/learning assistants, teachers, SENCo, and other professionals) to develop their capability through training and professional development; • Works collaboratively with staff to determine the most effective use of available learning support resources to meet student needs; • Coordinates and facilitates kaiāwhina/learning assistant team meetings and provides induction, mentoring and professional learning to build capability and promote effective inclusive practice. • Ensures teachers have clear pathways for accessing internal and external learning support.
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Stakeholder focus- parents and whānau	Function
Support for parents and whānau to partner successfully with their school or kura and develop an understanding of learning support processes and who to contact if needed.	• Ensuring parent, whānau and student voice is heard and represented when the school is making decisions about learning support; • 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-wide engagement and communication with parents and whānau of students with learning support needs; • Ensures student voice is included in planning wherever appropriate • Helping kaiako/teachers build capability and confidence

	in working in partnership with parents and whānau, and working directly with parents on more complex situations.
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Stakeholder focus- Ministry of Education, RTLB and External Agencies	Function
Collaborate with the Ministry of Education, RTLB, health professionals, social agencies, and community organisations to coordinate services, strengthen partnerships, and ensure timely access to appropriate learning support for students.	• Coordinates referrals to, and collaboration with, external agencies and specialist services in partnership with the SENCo and school leadership to ensure timely access to appropriate learning support; • Works collaboratively with RTLB, Ministry of Education Learning Support staff, health professionals and other specialist agencies to coordinate support, share information (in accordance with privacy requirements), monitor progress, and strengthen outcomes for students with additional learning needs; • Works across education settings and community agencies LSCs and regional Ministry teams to build a strong learning support network across a range of providers and agencies; • Develops and maintains professional networks and communities of practice that share current guidance, effective practice, resources and support.; • Maintains accurate records, referral documentation and evaluation data to support continuous improvement of learning support provision.

Stakeholder focus- school leadership	Function
Work with and influence the school or leadership team to ensure all students receive the appropriate support to enhance	• Provides reports to Principal, SLT and the Board (as required) about student numbers, needs and trends

their learning and progress	regarding learning support; • Monitors and evaluates the effectiveness of learning support interventions using evidence to inform ongoing planning and resource allocation; • Supports the analysis of school-wide learning support data to inform strategic planning and resourcing; • Raises and advises on particular capability development needs related to learning support for kaiako/teachers and learning support professionals; • Collaborates with the SENCo and SLT to prioritise learning support resources and specialist services • Raises learning support-related issues that require leadership involvement in order to resolve; Influencing school-wide system and resource decisions to support students with learning support needs; • Helps to create shifts toward earlier intervention of LS services, and a tiered approach to meeting needs across Blockhouse Bay Intermediate; • Supports the implementation of the school's strategic goals relating to inclusion, equity and student wellbeing.
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Professional Knowledge, Relationships, Values, and Engagement		
Domain: Professional Knowledge in Practice - Ako		
Focus Area	Broad standards	LSC demonstrates successful practice and understanding of
Bicultural knowledge and practice	Supports the development of expertise across Blockhouse Bay Intermediate in learning support in bicultural and/or bilingual Aotearoa New Zealand, consistent with the Treaty of Waitangi, to support improved outcomes for Māori students	Implications and applications of the Treaty of Waitangi in New Zealand school settings; Māori enjoying and achieving educational success as Māori; Working collaboratively on bicultural initiatives.

Planning for success	Promoting evidence-based strategies, practices, and inquiry processes to plan, implement, and review effectiveness in progressing school goals to improve outcomes for diverse (all) students Uses student achievement, wellbeing, attendance and engagement data to evaluate the effectiveness of interventions.	The development of systems and processes that result in improved outcomes for diverse (all) students, particularly for those requiring additional support or accelerated opportunities.
Effective learning support knowledge about what works best	Helps to develop and implement strategic change across the school with the current and relevant research evidence to support the learning and progress of every student in ways that recognise their identity, language, and culture	Leading change with colleagues using current and relevant research evidence to improve leadership and teaching capability to support every student to learn and achieve in ways that recognise their identity, language, and culture.
Professional Learning	Works responsively with colleagues to identify teachers' and their own professional learning strengths and needs using a range of evidence. Works collaboratively to enhance capabilities to improve teaching and learning outcomes for diverse (all) students Coaches teachers through observation and feedback to strengthen inclusive classroom practice	Using a range of evidence to collaboratively identify professional learning strengths and needs of self and others; monitor progress towards goals; Leading collaborative professional learning approaches that improve outcomes for diverse (all) students.

Other Professional Responsibilities

- Participate in meetings relating to the curriculum, student wellbeing, learning support and the effective operation of the school
- Contribute to the review, development, and implementation of curriculum, pastoral, and organisational initiatives that support improved outcomes for learners.
- Support the Principal and Board in implementing the school's vision, values, policies and strategic goals.
- Actively participate in and support school-wide events and functions, professional learning, and community initiatives.
- Undertake administrative duties associated with the role, including attending assemblies, leadership meetings, Board meetings (when required), and maintaining accurate records.
- Supervise classes, at the reasonable direction of the Principal, where the regularly assigned teacher is not available, and a relief teacher cannot be made available.
- Carry out supervisory duties on the grounds as reasonably requested.
- Undertake any other duties reasonably required by the Principal that are consistent with the purpose and responsibilities of the Learning Support Coordinator.

While comprehensive, this job description is not necessarily definitive. It will be reviewed and may be subject to modification or amendment from time to time, in consultation with the LSC. The school is committed to providing PLD that grows and supports leadership capability in delivering the role over time.

Ministry Reference:

- [Learning Support Coordinator 2026 Role Description](#)
- [In-School Learning Support Coordinator Role Information](#)
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Signed on behalf of the school

Principal	Michael Malins		Date: 27/01/27
Teacher			Date: 27/01/27

