

Job Description - ORS Teacher (Fixed Term)



Job Title: ORS Teacher

Reports to: SENCO, Deputy Principals, Principal

Purpose of the position: To support the class teacher in designing and delivering a modified and inclusive learning programme for students with ORS funding.

Key Responsibilities

In-class support:

Support and work alongside the class teacher to design, plan and deliver a modified, inclusive programme for our ORS students and encourage full student participation.

Communication:

Communicate either orally and /or in writing in a professional and positive way to a variety of key personnel e.g: teachers, teacher aides, parents, outside agencies.

Health and Safety:

To assist with student's health, safety and well-being.

Specific Tasks and Duties

In-class support in collaboration with the class teacher:

1. To support the classroom teacher with creating and implementing the goals of the IEP or targeted learning programmes, in collaboration with the class teacher and other specialists involved.
2. To use a variety of resources and technologies which support the goals for the student.
3. Use a variety of approaches in order to assist each child to reach their current goals. These could be social, self- management, curriculum and life-skill goals.
4. To keep a record and pass on a copy to the classroom teacher, work done with an individual student and their progress and achievement.
5. To help class teachers to provide ORS students with opportunities from modeling and expectations of appropriate classroom behaviour.
6. To help class teachers plan a programme for individual needs.
7. To help class teachers assign ORS students to reading, maths and other classroom groups and help provide planned, differentiated learning within these groups.
8. In collaboration with class teachers, to assess ORS students' progress and next steps as well as the need for additional support and resources.
9. To release the classroom teacher to work hands on with the ORS student when required.
10. Positively reinforce student effort – not just achievement.

Communication:

- Work collaboratively with the class teacher, specialist, other outside agencies, in order to help cooperatively design, plan and develop an IEP (or IEB) programme.
- Read any information supplied about the child/ren you are working with, in order that you are well informed about each child's individual needs and the strategies which work for them.
- Be involved in additional meetings in order to be kept up-to-date with any changes which may occur.
- Willingly meet with others in order to exchange information which will support the individual learning needs of the students.
- Be proactive in familiarising yourself with any changes which may impact on your work with a student.
- Regularly communicate with the class teacher about the progress of the child, together with any insights you have gained which could further contribute to the child's success as a learner.
- In collaboration with the classroom teacher, regularly communicate with families in a positive, professional manner.
- Develop rich relationships with children, families, other agencies and staff.

Specific Responsibilities of the ORS Teacher:

- To release the classroom teacher to work hands on with the ORS student if required. The ORS teacher does not necessarily have to work directly with the child, but is required to support the teacher in programme delivery, resources etc.
- To meet with and work alongside the classroom teacher to ensure students are best catered for.
- To have an understanding of how specific disabilities may present themselves and how best to address these needs in the mainstream classroom.

Teacher aides

- To train staff working with the ORS student.
- To provide co-supervision of teacher aides.
- To model correct teaching practices for teacher aides.

Assessments

- To assist the classroom teacher in the assessment and review of student learning. Provide pre level 1 assessment tools that cater for ORS students.
- To arrange specialised assessments as well as screenings for sensory or other issues that could interfere with learning with Ministry therapists (OT's, SLT's, Physiotherapists and SEA's)

Specialised Equipment

- To review and facilitate the maintenance of student specific equipment including Information Technology.
- To train the classroom teacher and teacher aide as required in the use of equipment and Information technology specific to the student.
- To liaise with Therapists from the MOE.

IEP's

- To support the SENCO to organise IEP meetings at least twice a year.
- To write up and distribute IEP notes.

Programming

- To create and monitor resources/activities that specifically addresses IEP goals.
- To provide resources, task box activities, file folder games and independent activities that support the student's learning goals in consultation with the classroom teacher.
- To assist with planning and implementation of inclusive activities outside the classroom.
- In consultation with the class teacher, help adapt the classroom programme for the student's participation and inclusion.

Learning goals

- To plan, set and discuss student goals and outcomes with the classroom teacher. Write these goals in a format for easy reference for the teacher and teacher aide.

Learner profiles, Communication Passports

- To create learner profiles and communication passports, thereby identifying students' strengths, abilities and interests and gaining a better understanding of the implications disabilities have for students' learning and social participation.

Visuals and Classroom supports

- To form and create classroom instructional and visual supports - visual timetables, etc.

Administration

- In consultation with the class teacher, Ministry lead worker, complete the teacher aide moderation form when required.

Meetings

- To attend staff and team meetings.

Health and Safety:

You may be required to assist with:

- Supervision and/or assisting a student to eat.
- Supervision of a student during break times.
- Swimming. You may be required to go into the pool with a student.

During your interaction with the children you will endeavour to manage their behaviour through positive means. When presented with extreme behaviour, where the safety of the child and others is compromised, it may then be necessary to 'physically support' a child. This will be done in accordance with the document "Dealing with Challenging and Non-Compliant Behaviour", the Seclusion and Restraint Policy and any school policy or procedure that provides guidance and expectations for when dealing with challenging behaviour (Behaviour Management Plan, Vulnerable Children's Act etc). NO child will ever be put into seclusion.

Skills and Abilities:

Requirements include:

- To actively support your colleagues in their day-to-day interactions with children.
- Display flexibility and understanding, especially when the usual routine has to change.
- The ability to work in a professional, collaborative, respectful and ethically appropriate way with students, staff and whanau within the Taipa Area School Community.

Professional Development

As part of your job, you will be required to:

- Participate in on-going programmes of professional development in order that you continue to improve and further develop your skills as a specialist teacher.
- Attend professional development courses and be prepared to discuss any new learning with colleagues.
- Regularly meet with a small group of colleagues in order to set and evaluate your own professional learning goals.
- Observe others and be willing to be observed as part of your on-going professional learning.
- Participate in 'Teaching as Inquiry' to continually reflect on your teaching practice.

Specialist Teachers – Key Competencies

Professional Requirements:

- Maintain confidentiality, except where withholding information could have a negative impact on the wellbeing of a student.
- Work effectively as a team member – with SENCO, TA's, class teachers, Specialist Teachers and outside agencies.
- Manage time effectively and efficiently.

Interpersonal Skills

- Communicate respectfully, professionally and positively.
- Maintain professional relationships with the whole team.
- Be sensitive to the cultural values of the student, their family and the school.
- Be receptive to constructive feedback.
- Request help when needed.