



Learning Support Coordinator Job Description

Our Learning Support Coordinator will help learners with disabilities and additional learning needs access timely, effective support. The role builds inclusive classroom practice and makes learning support easier for students, teachers and whānau to navigate.

Position details

Employer: Napier Intermediate School Board.

Reports to: Principal, Tim Van Zyl.

Key working relationships: Deputy Principal, Assistant Principal, classroom teachers, teacher aides, students, parents and whānau, RTLB, regional Ministry teams, other LSCs and specialist services.

Allocation: 0.72 Full-Time Teaching Equivalent, dedicated to LSC functions and fully released from regular classroom teaching duties during this allocation. The weekly work pattern will be agreed with the Principal. **This position is subject to staffing entitlement.**

Tenure and commencement: 27 January 2027.

Employment conditions: The applicable teacher collective agreement or individual employment agreement, with remuneration reflecting the 0.72 FTTE appointment and recognised qualifications and experience.

Our school and the purpose of the role

Napier Intermediate serves Year 7 and 8 learners in Napier. Our vision is Growing and Empowering Learners. Respect, Responsibility, Relationships and Resilience guide our work. We expect every learner to experience belonging, participate meaningfully and make progress.

The LSC works alongside school leaders to identify needs, coordinate support and develop staff capability. The Principal will agree responsibilities and referral pathways with the LSC so that families have a clear contact and work is not duplicated. Classroom teachers remain responsible for teaching and learning; the LSC contributes specialist guidance, coordination and targeted support within the role.

This description adapts the supplied Ministry of Education Learning Support Coordinator 2026 Role Description to the NIS context. Priorities and workload will be agreed within the 0.72 FTTE allocation.

Core responsibilities

Supporting learners

- Coordinate early identification using teacher observations, learner and whānau voice, SMART results and other relevant assessment or specialist information. Consider strengths, access barriers and needs beyond academic attainment.
- Help teachers plan accessible learning for learners with disabilities, neurodiverse learners and those needing additional support or accelerated opportunities.
- Support individual learners or groups through targeted support with Individual Learning Plans, allocate teacher aide support.
- Support teachers to develop individual learning plans for learners receiving specialist support. Agree meaningful goals, responsibilities, review dates and student and whānau involvement.
- Coordinate transitions from contributing primary schools into Year 7, between year levels and into secondary school. Arrange timely information sharing, visits and tailored transition plans.
- Maintain accurate learning support records and review dates. Share information only with authorised people through school privacy and information-sharing procedures.

Strengthening teacher and teacher aide capability

- Provide practical tools and evidence-informed guidance for identifying and responding to learning support needs.
- Coach teachers and teacher aides through collaborative planning, observation, modelling and review of classroom strategies. Encourage accessible instructions, flexible ways to participate and demonstrate learning, and appropriate sensory or regulation supports.
- Help staff evaluate the impact of adjustments and interventions using a range of evidence. Align support with curriculum learning and avoid reliance on a single assessment score.
- Identify professional learning needs with leaders and support relevant training. Advise on purposeful use of learning support resources and teacher aide support.

Partnerships and leadership

Partnering with parents and whānau

- Ensure learner, parent and whānau voice shapes decisions, goals and reviews. Provide accessible explanations of learning support pathways and clear points of contact.
- Build trusting partnerships with Māori whānau, Pacific families and families from other cultural and language backgrounds. Seek guidance, provide communication options and arrange language support where needed.
- Practise in ways that uphold Te Tiriti o Waitangi and support Māori enjoying and achieving educational success as Māori. Recognise identity, language and culture as strengths.
- Support teachers to work confidently with whānau. Help resolve complex concerns with the SENCO and Principal, following school procedures.

Connecting with services and other LSCs

- Coordinate referrals and follow-up with RTLB, regional Ministry learning support teams and relevant specialist or community services. Obtain appropriate permissions and record agreed actions.
- Participate in LSC networks and professional learning, including Ministry induction. Share effective practice and keep knowledge of services current.
- Use relevant authorised systems to support planning and transitions. Contribute appropriate information to approved evaluation activities through school protocols.

Influencing school systems

- Contribute to leadership discussions affecting inclusion, access and learning support. Report trends, unmet needs, progress and resource priorities to the Principal and SMT.
- Support a tiered approach to provision, with early classroom adjustments, targeted support and specialist input according to need.
- Align learning support with school wellbeing and attendance processes, KiVa and Berry Street practices, while keeping the focus on access to learning.
- Raise unresolved barriers or concerns requiring leadership decisions promptly. Recommend improvements to systems and professional learning.

Person specification and review

Essential requirements

- Relevant teaching qualification, New Zealand teacher registration and a current full practising certificate.
- Demonstrated successful classroom experience including learners with disabilities and additional learning needs, with evidence of improved participation or progress.
- Strong relationships with students, parents, whānau and communities, including effective culturally responsive practice that upholds Te Tiriti o Waitangi.
- Ability to work at school leadership level and influence colleagues through sound professional judgement, collaboration and practical support.
- Ability to plan, implement and review evidence-informed support; use assessment appropriately; and maintain reliable, confidential records.
- Ability to coordinate services, communicate clearly and manage competing priorities within a part-time allocation.
- Evidence of meeting professional standards relevant to the applicant's current position and commitment to ongoing professional learning.

Experience that would strengthen an application

Year 7 and 8 teaching; learning support coordination or SENCO work; individual learning planning; teacher or teacher aide coaching; transition planning; collaboration with RTLB or Ministry specialists; supporting gifted learners; and knowledge of SMART or comparable assessment systems. Formal LSC experience is valuable but is not required where relevant capability is demonstrated.

Agreed priorities and indicators of success

In the first term, the LSC and Principal will review current provision, agree a manageable set of priorities, establish clear referral and review processes, and identify staff learning needs. Priorities will reflect learner need and the 0.72 FTTE allocation.

- Learners needing support are identified promptly and agreed actions are followed through.
- Individual plans show learner and whānau voice, meaningful goals, allocated responsibilities and evidence of progress or necessary adjustments.
- Teachers can describe and use strategies that improve access, participation and learning.
- Whānau understand the support available and how to contribute or raise concerns.
- Transitions are planned, records are current and leadership receives useful information for decisions.

The Principal will meet regularly with the LSC to review workload and impact. Goals and this description will be reviewed annually. The LSC follows school child protection, health and safety and privacy procedures and completes the school's required appointment checks.

Principal signature _____ LSC signature _____ Date _____