

NGA IWI SCHOOL

To grow learning-empowered & empathic learners



Name

Learning Support Coordinator

**Job Description
Appraisal
2021**

JOB DESCRIPTION LEARNING SUPPORT COORDINATOR 2021

Teacher's Name:	Name
Position Held:	Permanent part time 0.6 FTTE Teacher
Leadership Role:	Learning Support Coordinator
Directly responsible to:	Nga Iwi School Principal
Functional Relationships:	SLT, children, all staff, whanau, supporting agencies
Employment Contract:	NZEI Primary Teachers Collective Agreement (2019-2022)
Leave:	Requested prior and through the Principal (more than 5 days to BoT)
Conduct:	To work professionally/collaboratively with all staff, children and whānau/community; to show loyalty to the school and other staff; maintain confidentiality
Appraisal & Attestation:	Annually

General Statement of Responsibilities:

Professional Function

1. Student Inclusivity

- a. Work with classroom teachers, other professionals and parents to identify student's needs early and respond in a timely manner with the right support;
- b. Work with individual students to provide direct support where appropriate;
- c. Ensure a Learning Support Register of students' needs (at school and cluster levels) is kept up-to-date, and used regularly by authorised staff. Information sharing and privacy protocols must be followed;
- d. Support kaiako/teachers to ensure that students receiving specialist support have an individual learning plan;
- e. Contribute to learning support system improvements, including smooth transitions for learners from early learning into school, between year levels, into secondary school, and into further education, training or work.

2. Teacher Support

- a. Contribute to the identification of learning support needs across the school or kura and cluster through the provision of tools and advice to teachers;
- b. Provide the learning support team with evidence-based strategies, practices, and guidance about what will make a difference for their students;
- c. Embed a culture of collaboration between the LSC and teaching professionals where different approaches are openly observed and shared;
- d. Work with the learning support team (teachers and teacher aides, SENCOs, gifted coordinators, and other professionals) to develop its capability through training and professional development;
- e. Work with the learning support team to decide on the best use of available learning support resources to meet the needs of children;
- f. Provide kaiako/teachers across the cluster with clear avenues to seek additional advice on meeting the learning support needs of all students.

3. Parent & Whanau Support

- a. Ensure parent, whānau and student voice is heard and represented when the school or kura is making decisions about learning support;
- b. Provide parents and whānau with access to resources and guidance at an early stage so they are able to be pro-active in school engagement about their children;
- c. Lead school and kura-wide engagement and communication with parents and whānau of students with learning support needs;
- d. Help 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.

4. Agency & Cross Cluster Network and Support

- a. Use the learning support register and assisting with planning to meet needs as students move through the system;
- b. Work with LSCs across a cluster and the Ministry's Learning Support Facilitator to build a strong learning support network across a range of providers and agencies;
- c. Develop expertise and a connected network / community of practice that shares good practice and up to date information, guidance, resources and support;
- d. 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.

5. School Leadership Support

- a. Provide regular reporting, drawing on the learning support register, to the school and kura leadership about student numbers, needs and trends regarding learning support;
- b. Raise and advise on particular capability development needs related to learning support for kaiako/teachers and learning support professionals;
- c. Raise learning support related issues that require leadership involvement in order to resolve;
- d. Contribute to school wide system and resource decisions to support students with learning support needs;
- e. Help to create shifts toward earlier intervention and group delivery of LS services.

Professional Knowledge in Practice - Ako

1. Bicultural Knowledge & Practice

- a. Supports the development of expertise across the school and/or cluster in learning support in bicultural and/or bilingual Aotearoa New Zealand, consistent with the Treaty of Waitangi, to support improved outcomes for Māori students

2. Planning for Success

- a. Promote evidence-based strategies, practices, and inquiry processes to plan, implement and review effectiveness in progressing school or kura goals to improve outcomes for diverse (all) students

3. Effective Learning Support Knowledge about what works best

- a. Help to develop and implement strategic change across a school/cluster/Kāhui Ako 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

4. Professional Learning

- a. Work responsively with colleagues to identify teachers' and their own professional learning strengths and needs using a range of evidence.
- b. Work collaboratively to enhance capabilities to improve teaching, and learning outcomes for diverse (all) students

Teacher Registration

- a. Take responsibility for ensuring registration does not lapse
- b. Maintain and store your teacher professional records for registration against the EC 6 STPs

GROWTH Coaching Goals for the Year

- To fulfil your professional learning development goals through (TAI) and coaching.