

Learning Support Coordinator

Broadgreen Intermediate School

Employment status	Permanent full time 1 FTTE
Additional responsibility	1 management unit Leadership of Learning Assistants
Reports to	Principal and Senior Leadership Team
School vision	Kia Whakamana Kia Toa Empowering for Life

Purpose of the Role

The Learning Support Coordinator is a pivotal teaching and leadership role at Broadgreen Intermediate. Following the retirement of our long-serving SENCO and a restructure of learning support across the school, this position represents the next stage in how Broadgreen identifies, coordinates and responds to the diverse learning needs of our ākonga.

First and foremost, the LSC brings the expertise and credibility of an experienced and highly effective classroom practitioner. They have a strong understanding of the New Zealand Curriculum, effective pedagogy, assessment and inclusive classroom practice, and know how high-quality teaching can be adapted for learners with a wide range of strengths and needs.

The LSC works alongside teachers, learners, whānau, learning assistants, school leaders and external agencies. The role strengthens the capability, systems and partnerships around teachers and learners so support is identified early, coordinated effectively and sustained over time.

Teaching Practice and Staff Capability

The LSC will:

- maintain and model a strong working knowledge of the New Zealand Curriculum, assessment, effective pedagogy and inclusive practice;
- work alongside teachers to identify barriers to learning and develop practical classroom responses;
- coach and model effective teaching, learning and behaviour-support strategies, including ways to adapt practice for diverse learners;
- support staff to translate specialist recommendations into effective classroom practice;
- facilitate professional learning, inquiry and reflective practice where appropriate;
- identify emerging capability needs and work with leadership to strengthen school-wide practice; and
- promote high expectations and shared responsibility for the participation, belonging, progress and achievement of all ākonga.

Identifying and Responding to Learner Need

The LSC will:

- work with teachers, learners, whānau and relevant professionals to identify learning, behavioural, social, emotional and wellbeing needs early;
- use assessment, observation, learner information and data to develop a clear picture of each learner's strengths, needs and aspirations;
- coordinate appropriate support for individuals and groups, including individual learning, support and transition plans where required;
- ensure learner voice informs planning, decision-making and review;
- monitor learner progress and adjust support when evidence shows this is needed; and
- support effective transitions into, through and beyond Broadgreen.

Coordinating the Learning Support Programme

The LSC will:

- maintain an accurate, current school-wide picture of learning-support needs and priorities;
- develop sustainable systems for identifying, recording, responding to and monitoring learner needs;
- coordinate learning-support programmes, referrals, agency involvement and targeted interventions;
- promote a tiered approach that strengthens universal classroom practice first, followed by targeted and individualised support as required;
- support the equitable allocation of learning-support resources and funding, while avoiding unnecessary duplication;
- evaluate the impact of programmes and interventions using evidence of learner progress; and
- provide the Principal and Senior Leadership Team with regular information about needs, trends, provision, resourcing and outcomes.

Whānau and External Partnerships

The LSC will:

- build respectful, trusting and culturally responsive relationships with learners and whānau;
- act as a trusted and accessible point of contact, helping whānau understand and navigate learning-support processes, services and pathways;
- ensure whānau voice, knowledge and aspirations are represented in learning-support decisions and reviews;
- provide timely information, resources and guidance so whānau can participate confidently in decisions about their child's learning;
- strengthen teacher capability to work in genuine partnership with whānau and support complex or sensitive conversations when coordinated or senior involvement is needed;
- maintain clear, professional communication and strong working relationships with RTLB, Ministry learning-support services, other LSCs, specialists and relevant community providers; and
- demonstrate practice that honours Te Tiriti o Waitangi and the language, culture, identity, strengths and aspirations of ākonga.

Leadership of Learning Assistants

This additional responsibility is recognised through one management unit. The LSC will:

- coordinate Learning Assistant rostering, day-to-day organisation and deployment according to identified learner and school needs;
- establish clear roles, responsibilities and expectations for Learning Assistant practice;
- lead regular communication, team meetings, induction, professional learning and ongoing capability development;
- work with teachers to ensure Learning Assistant provision complements effective classroom teaching;
- monitor the quality, consistency and impact of Learning Assistant support;
- contribute to performance and professional growth processes in conjunction with school leadership; and
- advise leadership on Learning Assistant staffing, allocation and resourcing.

Leadership and School Wide Influence

The LSC will:

- work closely with the Principal and the SLT as a member of the school's wider leadership structure;
- bring learning-support issues requiring leadership involvement to the appropriate forum and contribute to timely, coordinated resolution;
- use evidence to influence school-wide systems, strategic planning, staffing, funding and resource-allocation decisions;
- advocate for equitable access, participation, belonging, progress and achievement for learners;
- contribute positively to Broadgreen's leadership culture; and
- embody Broadgreen's vision Kia Whakamana Kia Toa | Empowering for Life and our STAR values.

Accountability and Evidence of Effective Practice

The LSC is accountable to the Principal and works closely with the Leadership team. They will maintain accurate, current and appropriately confidential information and meet all privacy and information-sharing requirements.

Evidence of effective practice will include:

- an accurate and regularly reviewed school-wide learning-support register;
- appropriate individual learning, support and transition plans;
- coordinated learning assistant deployment, timetables and communication;
- documented referrals, agency involvement, funding and resource allocation;
- evidence that programmes and interventions are reviewed and adjusted in response to learner progress;
- learner and whānau voice informing decisions and reviews;
- records of staff coaching, professional learning and capability development;
- regular reports to the Principal and Senior Leadership Team; and
- an annual review of learning-support needs, provision, resource use and impact.

Person Specification

We are looking first and foremost for an excellent teacher who brings:

- proven classroom expertise and strong knowledge of the New Zealand Curriculum, assessment and effective teaching and learning;
- experience supporting learners with diverse learning, behavioural, social, emotional and wellbeing needs;
- an understanding of neurodiversity and inclusive education;
- the ability to use data and evidence confidently and well;
- the ability to coach, model and grow the capability of others;
- excellent relational and communication skills, including confidence working in partnership with whānau and external professionals;
- sound judgement and the ability to navigate complexity;
- strong organisation and systems thinking;
- cultural competence and a commitment to Te Tiriti o Waitangi; and
- the confidence to contribute and exert positive influence at a school leadership level.

We recognise that no applicant will bring every skill from day one. We welcome candidates who meet the core requirements of the role and demonstrate the ability and willingness to grow into other aspects of the position.

Qualifications

Applicants must:

- be a registered teacher;
- hold a current full practising certificate; and
- hold a relevant teaching qualification.