

Glenholme School
JOB DESCRIPTION 2020
Additional Teacher and Reading
Intervention Programme



Glenholme School Board of Trustees will only employ teachers with New Zealand Council Practicing Certificate (or provisional registration in the case of Beginning Teacher).

Teachers at Glenholme School provide our tamariki with the skills, will (self-efficacy) and thrill (dispositions) to become assessment capable learners

A teacher at Glenholme Schools' educative purpose is to:

- ***Cause learning***
- ***Serve each learner***

Developing each learner holistically is critical in creating curious tamariki who think and relate well to others. There are overarching principles that Glenholme School believes are important for each individual to acquire during their Glenholme School years.

Cause learning

- high expectations of success and a desire to achieve success
- assessment capable learners
- shared language of learning
- learning dispositions
- learning processes
- strong personal connections between students and adults

Serve each learner

- learning is visible
- teachers and school leaders are inspired and passionate
- teachers and school leaders are fundamentally evaluators of our practice
- teachers and school leaders who see learning through the eyes of students
- teachers and school leaders with mindframes

This is a .6 position, involving teaching children ORS funded students from all classes in the school and teaching 6 year old children in a Reading Intervention Programme

Professional responsibilities and duties in this position include the following:

- To support the school charter
- To develop constructive and supportive relationships with children
- To establish and maintain positive communication with parents and caregivers
- To use a range of assessment practices to monitor and assess student learning
- To support the school wide behaviour plan in line with PB4L
- To contribute to the professional life of the school by taking organizational and curriculum responsibilities as appropriate in a part time position
- To participate in the Glenholme School Performance Management Programme
- To accept responsibility for on-going professional development
- To work as a supportive team and staff member

Professional Leadership

- Be a positive role model in all aspects of school life
- Demonstrate a commitment to increasing personal knowledge of the programmes and resources available for students with special needs, within the school and community

Additional Teacher for ORS Funded Students

Teaching and Learning

- Support the school to best meet the needs of ORS funded children by promoting:
 - a positive, successful experience for all
 - a positive interdependence between children
 - an inclusive classroom environment
 - appropriate forms of assessment
- Identify and share with staff, as appropriate, effective programmes for these students
- Work with the AP, DP, Learning Support Coordinator and teachers to identify students who may qualify for/ benefit from ORS or In Class Support.
- Give guidance and support to teacher aides to implement student IEP's and best meet their needs

Communication

- Provide a communication link between the key stakeholders for ORS students i.e. parents, LSC, teachers, teacher aides, itinerant teachers, MOE Learning Support staff
- Model positive communication strategies such as listening and problem solving
- Keep special needs staff and teachers informed of changes in school organization, student needs, or specialist support that affect their programmes
- Build a relationship and network with external agencies
- Keep the Principal and DP informed of special needs organization, programming, staffing and major issues as they arise
- Report to the Board of Trustees annually on ORS programmes

Management

- To implement the school policies for children with ORS and review as required
- To enter relevant data onto each student's records relating to ORS programmes
- Ensure records of individual students are kept up to date
- To coordinate the programmes for students with Ongoing Resourcing Funding including, visits from itinerant teachers, organising and attending IEP meetings and specialist programmes such as Riding for the Disabled, swimming, cooking and art sessions
- To support Principal and DP and contribute where possible to identifying and completing applications for students who may qualify for ORS funding
- To support children with special needs and staff during transition to school, change of class and transition out of school

Reading Intervention Programme with 6 year old students

RATIONALE

The Reading Intervention programme is an early Intervention Programme running in our school to **reduce** the number of children with literacy difficulties. It is a second chance programme of specialist one to one assistance.

GUIDELINES

1. Section of Children

- a. They have had at least 1 year of instruction at school.
- b. They are having marked difficulty in reading and writing and are the lowest achievers on the 6yr observation survey.
- c. They will not be ORS or under MOE Learning Support.

d. ESOL children must have had at least 1 year instruction in a NZ English school, and be able to respond to instructions of the Observation Survey.

2. Communication

There will be close liaison between:

1. The Reading Intervention Teacher and the class teacher
2. The Reading Intervention Teacher and the parents/caregivers
3. The Reading Intervention Teacher and the Learning Support Coordinator

3. Discontinuation

- Children will be discontinued when they have been on the programme for 1 term

4. Records

As each child in Reading Intervention Programme:

- a. Enters the programme
- b. Is discontinued from the programme

The following records need to be kept in this folder, once a child is discontinued:

1. Observation Summary for Multiple Testing
2. Record of Book Level (graph)
3. Final observation survey summary sheet

Reporting to the BOT is a requirement 3 times a year.

Staff Member: _____ **Date:** _____

Principal: _____ **Date:** _____