

Ahipara School Specialist Teacher Job Description 2020 DRAFT

Final job description will be negotiated with the successful candidate

<p>Specialist Teacher: Purpose: Ensure an effective and appropriate curriculum for ORS learners</p>	
<p>Primary role:</p> <ul style="list-style-type: none"> ● <i>Adapt the curriculum in response to the learning needs of our ORS, ACC and/or Behaviourally funded students to</i> ● <i>Maximise engagement, progress, achievement and success as a learner</i> ● <i>Increase these students' belief in themselves as an effective learner</i> 	
<p>Responsible to:</p> <ul style="list-style-type: none"> ● principal ● SMT; and ● SENCO of the school. 	
<ul style="list-style-type: none"> ● The Specialist Teacher is a teacher at Ahipara School and as such is subject to meeting all the requirements for appraisal and re-certification of their teacher's practicing certificate. As such they are expected to participate in QLCs, staff professional development, be an active member in the Ahipara school staff and culture, and participate fully in the school appraisal processes 	<p>Self Assessment: Working Toward/Met/Exceeded (Insert hyperlinks to your evidence)</p> <p>Appraiser's Assessment: Working Toward/Met/Exceeded</p>
<ul style="list-style-type: none"> ● The specialist teacher, in their role, will actively contribute to the positive learning culture of the school. 	<p>Self Assessment: Working Toward/Met/Exceeded (Insert hyperlinks to your evidence)</p> <p>Appraiser's Assessment: Working Toward/Met/Exceeded</p>
<ul style="list-style-type: none"> ● Supporting classroom teachers to implement inclusive practices in their teaching practice and classrooms through: <ol style="list-style-type: none"> 1. Adapting the class curriculum, resources and environment to meet ORS learners needs 2. Provide a supportive environment that enables learners to calm, refocus and re-engage in learning back in their classroom 3. Collaborate to create personalised programs for students in conjunction with their teacher, TA and the child, 	<p>Self Assessment: Working Toward/Met/Exceeded (Insert hyperlinks to your evidence)</p>

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<ol style="list-style-type: none"> 4. Support the learning of students (both within or out of the classroom and either individually or in small groups) to meet the agreed goals from the IEP (and needs identified on an ongoing basis by the classroom teacher); to strengthen the child's ability to learn within their classroom environment 5. As appropriate release the classroom teacher to work with individual ORS student(s) or groups of students (to work with an ORS learner) by taking the rest of the class, 6. Performing some of the assessment toward informing learners IEP on the student's needs and/or additional/appropriate assessments as required; 7. Injecting fun and relevance into the students learning; by providing authentic and responsive learning opportunities to increase learner engagement 8. Alongside and in support of the teacher (to build their capability and independence) design, plan, monitor and evaluate learning programmes using current progress and achievement information which includes: observations, assessment against appropriate assessment tools, conversations with the child and others e.g. specialists, TAs, Teachers, other children, parents and whānau 	<p style="text-align: right;">Appraiser's Assessment: Working Toward/Met/Exceeded</p>
<ul style="list-style-type: none"> ● Provide all ORS learners with appropriate, responsive and equitable support in respect of all learners long and short term goals. 	<p style="text-align: right;">Self Assessment: Working Toward/Met/Exceeded (Insert hyperlinks to your evidence)</p> <p style="text-align: right;">Appraiser's Assessment: Working Toward/Met/Exceeded</p>
<ul style="list-style-type: none"> ● Build effective relationships with children on the specialist teacher role, their whānau and teacher to enable responsive and adaptive intervention to meet learner needs 	<p style="text-align: right;">Self Assessment: Working Toward/Met/Exceeded (Insert hyperlinks to your evidence)</p> <p style="text-align: right;">Appraiser's Assessment:</p>

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	Working Toward/Met/Exceeded
<ul style="list-style-type: none"> liaise with whānau and teachers, SENCO and principal as required and necessary on day to day issues 	<p>Self Assessment: Working Toward/Met/Exceeded (Insert hyperlinks to your evidence)</p> <p>Appraiser's Assessment: Working Toward/Met/Exceeded</p>
<ul style="list-style-type: none"> Working with agencies relevant to the students and tap into community networks like RDA; 	<p>Self Assessment: Working Toward/Met/Exceeded (Insert hyperlinks to your evidence)</p> <p>Appraiser's Assessment: Working Toward/Met/Exceeded</p>
<ul style="list-style-type: none"> Managing ORS student budgets; and resources 	<p>Self Assessment: Working Toward/Met/Exceeded (Insert hyperlinks to your evidence)</p> <p>Appraiser's Assessment: Working Toward/Met/Exceeded</p>
<ul style="list-style-type: none"> Attend IEP's and in consultation and collaboration with classroom teacher and SENCO report on IEP goals and targets 	<p>Self Assessment: Working Toward/Met/Exceeded (Insert hyperlinks to your evidence)</p> <p>Appraiser's Assessment: Working Toward/Met/Exceeded</p>
<ul style="list-style-type: none"> Collaborate and work closely with SENCO and external support agencies 	<p>Self Assessment: Working Toward/Met/Exceeded (Insert hyperlinks to your evidence)</p> <p>Appraiser's Assessment: Working Toward/Met/Exceeded</p>

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<ul style="list-style-type: none"> ● In the set-up phase of the role in 2017 observe in other specialist schools e.g.(Blomfield satellite schools) and sourcing appropriate furniture and equipment for the students to have useable work, chill out and tactile spaces 	<p>Self Assessment: Working Toward/Met/Exceeded (Insert hyperlinks to your evidence)</p> <p>Appraiser's Assessment: Working Toward/Met/Exceeded</p>
<ul style="list-style-type: none"> ● Attending PLD/ training offered and courses. e.g.(TIPS for Autism) or 	<p>Self Assessment: Working Toward/Met/Exceeded (Insert hyperlinks to your evidence)</p> <p>Appraiser's Assessment: Working Toward/Met/Exceeded</p>
<ul style="list-style-type: none"> ● Releasing classroom teacher(s) to attend appropriate PLD related to their ORS learners 	<p>Self Assessment: Working Toward/Met/Exceeded (Insert hyperlinks to your evidence)</p> <p>Appraiser's Assessment: Working Toward/Met/Exceeded</p>
<ul style="list-style-type: none"> ● Working with MOE provider to access support for students and training opportunities. 	<p>Self Assessment: Working Toward/Met/Exceeded (Insert hyperlinks to your evidence)</p> <p>Appraiser's Assessment: Working Toward/Met/Exceeded</p>
<p>Teacher:</p>	<p>Principal:</p>
<p>Date:</p>	<p>Date:</p>
<p>Appraiser's Comments:</p>	