



Paparangi School

Beazley Avenue, Paparangi, Wellington 6037

Vision: Growing Adventurous Learners

Values: Grit, Respect, Others, Wonder!

Wellington North Resource Teacher of Literacy Job Description

The RT:Lit is based at Paparangi School and is employed by Paparangi School Board of Trustees to work in an itinerant role on behalf of our designated cluster of schools.

Purpose of the position

The role of the RT:Lit is to provide itinerant, specialised literacy support for year 0-8 students with high literacy needs, and support for their teachers. The role will include working with children directly or indirectly, modelling and demonstrating effective practices, strategies, or techniques for teachers and providing the appropriate resources so that:

- children receive effective literacy teaching and learning that is specific to their changing needs, following the model of an ongoing cycle of inquiry.
- teachers can use the skills they acquire with these students and others with similar needs.

The role will include mentoring and guidance of teachers so that:

- the learning of students on the RTLit role is accelerated over a specified period of time.
- following a period of direct or indirect support, full responsibility for the child's learning is resumed by the school.

Work relationships

The RT:Lit will:

- be accountable to the Principal of the host school on behalf of the cluster schools
- be a member of the management committee
- work with staff and/or children in the designated cluster of schools
- liaise with students' families in collaboration with the school and classroom teachers,
- In collaboration with the school leadership and classroom teachers, liaise with other appropriate agencies and educational professions
- liaise and work collaboratively with other RT:Lits at meetings and conferences, regionally and nationally, for professional development

Person Specification

General knowledge and skills

The successful application should have:

- New Zealand teacher registration and a current practising certificate
- a successful classroom teaching background
- a sound knowledge of The New Zealand Curriculum Framework/Te Marautanga o Aotearoa
- a joy for teaching and learning and a commitment to supporting at risk students
- and be a role model for others - caring, compassionate with a big heart, valuing curiosity, creativity and courage for themselves and in others

Literacy-specific knowledge and skills

The successful applicant should have:

- the ability to identify, implement, and evaluate a range of educational and management approaches for classroom programmes to meet the literacy needs of children who have serious difficulties
- the ability to design and monitor individual programmes for children with significant literacy difficulties (for which Reading Recovery training is an advantage; or to have worked with other RTLit and have demonstrated the ability to adapt their practice to successfully meet the needs of students who are struggling with literacy.)
- current assessment skills for the robust evaluation of literacy achievement
- the ability to work in a variety of settings with staff, whānau and families, and other agencies in the designated cluster of schools; to provide support with the literacy education of children who have serious difficulties.

Professional skills

The successful applicant should have:

- the ability to meet the professional standards for an experienced teacher
- excellent self-managing skills for meeting the demands of working across a cluster of schools
- strong interpersonal and communication skills in order to ensure effective interaction with school leadership, teachers, parents, caregivers and students
- a range of consultative and collaborative skills, to inspire and mentor other teachers
- the ability to access and use information and communication technologies and materials to enhance and support literacy intervention programmes
- a commitment to biculturalism, to meeting the needs of children from different cultures, and to providing services that are culturally appropriate
- a current driver's licence and a willingness to use their own vehicle and be reimbursed for travel expenses incurred on work-related business
- an RTLit Diploma or intention in the first year to enrol in a University course to complete one.

Key tasks

Identifying needs and maintaining workload

The RT:Lit will:

- use appropriate diagnostic assessment tools to determine the specific needs of students accepted on their roll.
- use this data to make recommendations and design the most appropriate literacy intervention to meet the children's needs, working with members of a school's leadership team and classroom teachers to support children who are most at risk in the acquisition of literacy.
- maintain a workable caseload of children and teachers as determined with the host principal and management committee, taking into account the level of involvement required for each child and teacher, and the experience of the RT:Lit.
- or refer students to more appropriate services; for example, vision specialist/testing, ESOL programmes, speech-language therapists, RT:LBs, or other professional services.

The RT:Lit will:

- provide advice and support to school leadership and classroom teachers in order to address literacy learning for children with significant literacy difficulties when part of the regular classroom programme and maintain the learning gains achieved by the child following an intervention.
- meet the needs of individuals or groups of students on the roll, drawing from a range of effective literacy approaches.
- regularly evaluate progress during interventions, (with eg running records and class writing samples) including supporting teachers to adapt class literacy programmes as necessary to facilitate on-going success for children with significant literacy difficulties.
- provide in-service training on topics related to literacy difficulties for the staff of cluster schools.
- in conjunction with classroom teachers, work with whānau and parents and/or other agencies to facilitate the educational achievement of children identified as requiring the services of the RT:Lit.

Literacy intervention tasks

Where appropriate, the RT:Lit will work with individual or groups of children and their teachers, when the resources of the school have been unable to provide and implement an appropriate intervention to resolve the child's literacy difficulties, by:

- providing intensive, specialised direct or indirect support for the child and their teacher for a specified period - the time frame of which will be regularly reviewed with the host principal and management team
- designing a programme of advice, guidance, mentoring and support, including teaching demonstrations, for a specified period, that enables the classroom teacher to provide intensive, specialist lessons themselves

Host-school-related tasks

The RT:Lit will:

- report regularly to the principal of the host school and the management team, discussing cycles of inquiry undertaken and other responsibilities, so that the Board of Trustees of the host school can be assured it is fulfilling its responsibilities under the Memorandum of Agreement
- work in collaboration with cluster schools' literacy leaders or interventions such as Reading Recovery that are operating in schools
- submit an annual written report to the Ministry, in the format provided, that describes and provides a statistical analysis of work undertaken throughout the year
- adhere to the RT:Lit professional standards as per the 2016 Manual
- participate in and contribute to the host school's appraisal programme
- manage resources effectively and make wise decisions about resource purchases for the good of the cluster

Cluster-related tasks

The RT:Lit will:

- work flexibly as agreed to by the Host Principal and management team across the designated cluster of schools.
- submit an annual written report to the cluster that describes and provides a cluster profile overview and statistical analysis of work undertaken throughout the year in the cluster;
- in conjunction with the management committee, establish operational procedures consistent with the agreed policies of the committee and the needs of the cluster. This may include the development and use of the Memorandum of Understanding between the referred student's school and the RTLit. The purpose of the agreement is to contribute towards ensuring there is role clarity for working collaboratively and cohesively towards providing effective systems and practices for accelerating the progress of the target student/s accepted onto the RTLit roll.