



Northcote College

Job Description

Specialist Teacher - Learning Support

Responsible to: The Principal

Reporting to: SENCO / Head of Supported Learning

Functional relationship with: Learning Support Team, All Teaching and Support Staff, Students, Parents/Whānau, External Agencies, Senior Leadership Team

This job description should be read in conjunction with:

- NZ Code of Professional Responsibility and Standards for the Teaching Profession (Our Code Our Standards)
- The New Zealand Curriculum
- ERO Evaluation Indicators
- Tātaiako
- The Northcote College Charter and Strategic Plan
- Northcote College Staff Guidelines

The Specialist Teacher - Learning Support is responsible for the provision of high-quality, inclusive, and individualised teaching and support programmes for students with diverse learning needs, to ensure they have equitable access to the curriculum and the wider school environment.

Quality teaching at Northcote College requires:

- Focusing on valued student outcomes – kia arotahia ngā hua ākonga uara nui
- Using knowledge, evidence, and inquiry to improve teaching – ko te mātauranga, te taunakitanga me te uiui hei whakapai ake te wahakaako
- Selecting, developing, and using smart tools and worthwhile tasks – ngā taputapu ngaio me ngā mahi whaikiko – whiria, mahia
- Ensuring sufficient and effective opportunities for students to learn – rau te ako, rau te mahi tōtika, rau te hua
- Developing caring, collaborative learning communities that are inclusive of diverse (all) learners – he piringa tauawhi, he piringa mahitahi, he piringa tauakoako, he piringa ākonga rerekura (katoa)
- Activating educationally powerfeul conections to learners' knowledge, experiences, identities, families, whānau, iwi and communities – whakatere hono ākonga torokaha, ākonga tū kaha
- Scaffolding learning and provide appropriate feed forward and feedback on learning - te ako poutama
- be responsive to all students' learning, identities, and wellbeing – me aro ki te hā o te ākonga
- promoting thoughtful learning strategies, thoughtful discourse, and student self-regulation – tākina te Wānanga
- Use of assessment for learning – te aromatawai i roto i te ako

Source: ERO School Evaluation Indicators

Key Tasks and Responsibilities

Programme Development and Delivery

- Teach students individually, in small groups, or within the classroom, providing targeted literacy, numeracy, and curriculum support.
- Differentiate activities and prepare/adapt learning materials and resources to meet students' diverse needs, including those funded by the Ongoing Resourcing Scheme (ORS).
- Maintain accurate documentation of student progress, programmes, and support plans.

Collaboration and Capacity Building

- In collaboration with Learning Support Staff - Assess students' learning needs, strengths, and goals - with whānau, teachers, and external specialists.
- In collaboration with Learning Support Staff - Develop, implement, and monitor effective individualised learning programmes (e.g. IEPs, specific literacy/numeracy intervention, social-emotional support) and identify next steps.
- Work closely with classroom teachers to support student success.
- Liaise with external agencies (e.g. RTLB, Ministry of Education specialists, Health professionals) to ensure comprehensive support for students.

Student Wellbeing and Inclusion

- Encourage a school-wide culture that promotes the inclusion and wellbeing of all students with diverse learning needs.
- Promote student participation and achievement in all aspects of college life, including mainstream classes, co-curricular activities, and community-based learning.
- Establish supportive and productive relationships with students, parents, and whānau.
- Support students and parents/whānau at key transition points (e.g., moving into, through, and out of the college).
- Assist in the establishment and implementation of behaviour support, sensory, or safety plans as required.

Person Specification (Skills, Knowledge, and Qualities)

- Registered Teacher with a current New Zealand practising certificate.
- A commitment to giving effect to Te Tiriti o Waitangi, inclusion, restorative practice, and equal opportunity.
- Proven recent experience teaching and supporting students with a wide range of diverse learning needs (e.g., ORS, High Health Needs, specific learning differences, Neurodiverse).
- Knowledge and understanding of the New Zealand Curriculum and current principles and best practice in Special Education/Learning Support.
- Excellent verbal and written communication skills and strong interpersonal skills for successful collaboration with teachers, students, whānau, and external agencies.
- Strong organisational skills with the ability to manage complex cases, work independently, and meet deadlines.