



## 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 powerful connections 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.