



Role Description: Teacher Aide – Learning and behaviour needs support

Position Title	Teacher Aide – Learning and behaviour needs support
Responsible To	SENCO
Responsible For	Not applicable
Functional Relationships with:	All Teaching staff, Pastoral and Guidance staff, Deans, Support staff, external agencies (RTL, GSE, etc.)
Functional Delegations (Limits to Authority):	According to annual delegations and specific portfolios
Terms and Conditions:	The conditions of employment, including remuneration, are as specified in the Support Staff in Schools Collective Agreement 2019, and will incorporate the new Teacher Aide Equity Claim settlement.

Role Description

The **Teacher Aide** plays a pivotal role in ensuring that students with specific needs receive the support required to succeed at our kura, in accordance with the terms and conditions of the contract between the school and the Ministry of Education. This role also extends to supporting other students within the SENCO-managed Support Network.

Our philosophy, aligned with our vision, is to promote the inclusive educational and social development of all students through targeted support. Students are included in classes and participate in the curriculum at an appropriate level, with the support they need, as far as resources allow.

"We value an inclusive culture where students are valued and respected. All students have the opportunity to achieve their potential and participate in school life alongside their peers."

"Inclusive education ensures that all students are engaged in their learning and can achieve by being present, participating, and feeling a sense of belonging. This includes students of all abilities, cultures, ethnicities, religious beliefs, gender identities, sexual orientations, neurodiversity, ages, and socio-economic backgrounds."

This role involves, among other responsibilities, identifying students and groups of students who:

- Are not achieving or are at risk of not achieving.
- Have learning support needs, including gifted learners.

Students who may require learning support include:

- Neurodiverse learners and learners with disabilities, learning difficulties, communication or behaviour challenges, and/or sensory or physical impairments.
- Gifted learners.
- English Language Learners (ELL);
- Students who are not achieving or are at risk of not achieving.
- Students at risk of disengaging.



Key responsibilities

1. **Develop learning plans and goals** for the year to ensure that students are meeting the targets agreed as part of their Individualised Work/Wellbeing Framework (IWF).
2. **Liaise with whānau and other relevant parties** to report on student progress and any issues, ensuring regular and effective communication is maintained.
3. **Collaborate with the SENCO (Special Education)** on a weekly basis, providing feedback on the planning, monitoring, and evaluation of students with IWF requirements. This includes maintaining records of participation, progress notes, and observations of behaviour.
4. **Undertake regular assessment** of individual student progress to inform planning and support.



Key Responsibilities	Key Performance Indicators
1. The day-to-day implementation of the school's Learning Support policy – i.e. coordination of the support provided to students with identified learning and/or behavioural needs or conditions to improve their outcomes.	<ul style="list-style-type: none"> • Attend meetings as and when required • Focus on learning needs of individual student • Maintain notes and report back as needed • Feedback all information to the SENCO as required • Support in writing the IEP with the IWS • Ongoing adaptation of learning goals and outcomes to meet students specific emotional and sensory needs • Adapt and respond to levels of defiant behaviour • Identify specific learning strengths and work with teachers to develop long term programmes for gaining future NCEA credits for students
2. Manage accurate records for students with identified special education and/or additional learning needs.	<ul style="list-style-type: none"> • Student information and data (including pastoral data) is accurate and available to other staff in KAMAR. • Maintain and provide up-to-date information about students learning conditions and strategies to assist students' learning • Paper-based information is filed in student files and (only) shared with appropriate people • Maintain and review appropriate school and student records about students with special education needs.
3. Develop and maintain professional, positive, and productive relationships with all external agencies as required (e.g. RTLB, MoE).	<ul style="list-style-type: none"> • Help Co-ordinate future funding requirements for students • Keep up to date with developing professional development in the area of Special Education
4. Develop and maintain positive and productive relationships with staff, students and their parents/caregivers and whanau.	<ul style="list-style-type: none"> • Liaison with parents regarding Learner Support students • Liaison with parents before, during and after IEP and Action Plan meetings. • Use professional learning opportunities to improve and develop understanding of best practice in special education, and behaviour management.
<p>General expectations (for all staff)</p> <ul style="list-style-type: none"> • Adhere to the expectations of all staff at Te Kura Tuarua o Te Kauaeranga Thames High School 	<ul style="list-style-type: none"> • High standards of professional behaviour are always displayed when representing Te Kura o Te Kauaeranga Thames High School. • Positive professional relationships are maintained with all staff members at Te Kura Tuarua o Te Kauaeranga Thames High School. • The goals and policies of Te Kura Tuarua o Te Kauaeranga Thames High School are followed and well supported. • Confidentiality is respected and maintained at all times. • Other duties as requested by the Principal and Business Manager are undertaken. • Support the Vision, Mission, and Values of Te Kura Tuarua o Te Kauaeranga Thames High School and adhere to its Procedures and Policies. • Behave in a professional manner, and in accordance with the Staff Code of Conduct, maintaining positive relationships and sharing responsibility for the health and safety of all members of the community. • Work and conduct are culturally responsive, and we maintain a focus on appropriate tikanga and developing our Te Reo Māori, e.g., correct pronunciation, greetings, written communications. • Maintain a focus of professional development for self and others as appropriate, including the completion of appraisal. • High standards of professional behaviour and presentation are always displayed when representing the school. • Confidentiality is always respected and maintained. Maintain a high level of effective communication with all stakeholders.

