



## WHANGAREI BOYS' HIGH SCHOOL

### JOB DESCRIPTION – LEARNING SUPPORT CO-ORDINATOR

At Whangarei Boys' High School, Learning Support Coordinators will work within the Inclusive Learning Team to:

- build the capability of kaiako and teachers
- identify and plan for the learning support needs of children and young people in the school, including those with moderate needs
- be available to support learners, and their parents and whanau.

The Inclusive Learning Team at Whangarei Boys' High School is led by our Head of Inclusive Learning and, for 2020, will include our SENCO, GATE Coordinator, Learning Support Coordinators, and Specialist Teachers for learning who lead our Supported Learning classes, and our Learning Support Assistants (Teacher Aides).

Learning Support Co-ordinators will have a caseload of students, and their parents and whānau for whom they will advocate throughout the student's school career at WBHS.

Stakeholder Focus	Function
Support students through building an inclusive school and cluster environment where all students participate, progress and make successful transitions.	Working within the Inclusive Learning Team to support the development of an inclusive environment for all students at Whangarei Boys' High School, and to help create a common understanding of what this means;  Working with the Inclusive Learning Team, classroom teachers, other

	<p>professionals, and parents, to identify students' needs early and respond in a timely manner with the right support. Regular meetings of the team and information sharing are integral parts of this process;</p> <p>Occasionally working with individual students and small groups of students to provide direct support where appropriate;</p> <p>Ensuring Learning Support Registers of students' needs (at school and cluster levels) are kept up-to-date by providing timely information to the SENCO and LSF, and used regularly by authorised staff. Information sharing and privacy protocols must be followed;</p> <p>Supporting kaiako/teachers to ensure that students receiving specialist support have an individual learning plan;</p> <p>Contributing to learning support system improvements, including smooth transitions for learners from primary/intermediate into secondary school, between year levels, and into further education, training or work.</p>
<p>Support kaiako/teachers to lift their capability to better meet the needs of learners.</p>	<p>Contributing to the identification of learning support needs across the school and cluster through the provision of tools and advice to teachers;</p> <p>Providing evidence-based strategies, practices, and guidance about what will make a difference for students on your caseload;</p> <p>Embedding a culture of collaboration between the Inclusive Learning Team and teaching professionals where different approaches are openly observed and shared;</p> <p>Meeting regularly with the Inclusive</p>

	<p>Learning Team to share knowledge and develop capability through training and professional development;</p> <p>Working with the Inclusive Learning Team to decide on the best use of available learning support resources to meet the needs of children;</p> <p>Providing kaiako/teachers across a cluster with clear avenues to seek additional advice on meeting the learning support needs of all students.</p>
<p>Support for parents and whānau to partner successfully with their school or kura and develop an understanding of learning support processes and who to contact if needed.</p>	<p>Engaging and communicating with the parents and whānau of students on your caseload;</p> <p>Providing parents and whānau on your caseload with access to resources and guidance so they are able to be proactive in school engagement about their children;</p> <p>Helping kaiako/teachers build capability and confidence in working in partnership with parents and whānau, and working directly with parents on more complex or disputed matters.</p>
<p>Work with other LSCs across the cluster, and connect with the Learning Support Facilitator and wider agencies, such as Oranga Tamariki—Ministry for Children, to access services and resources to support learners.</p> <p>Please note that at WBHS our Head of Inclusive Learning is the first contact for external agencies.</p>	<p>Using the learning support register and assisting with planning to meet needs as students move through the system;</p> <p>Working with LSCs across a cluster and the Ministry’s Learning Support Facilitator to build a strong learning support network across a range of providers and agencies;</p> <p>Developing expertise and a connected network / community of practice that shares good practice and up to date information, guidance, resources and support;</p> <p>Collect information for research and</p>

	<p>evaluation purposes to assist the Ministry of Education and school/kura with the development of the LSC role and the LSDM.</p>
<p>Work with the Head of Inclusive Learning to influence the school or kura leadership team to ensure all students receive the appropriate support to enhance their learning and progress</p> <p>The Inclusive Learning Team will be represented at the school leadership level by the Head of Inclusive Learning. LSCs may be asked to represent the team at Curriculum or Pastoral Hui when the Head of Inclusive Learning is unable to do so.</p>	<p>The Inclusive Learning Team will provide regular reporting, drawing on the learning support register, to the school and kura leadership about student numbers, needs and trends regarding learning support;</p> <p>The Inclusive Learning Team will raise and advise on particular capability development needs related to learning support for kaiako/teachers and learning support professionals;</p> <p>The Inclusive Learning Team will raise support related issues that require leadership involvement in order to resolve;</p> <p>Influencing school wide system and resource decisions to support students with learning support needs;</p>