

TITLE: RESOURCE TEACHER: LEARNING AND BEHAVIOUR**CLUSTER: 21****EMPLOYER SCHOOL: Gisborne Girls' High School****Description**

A Resource Teacher: Learning and Behaviour (RTLB) may be based at a particular school but is employed by the board of trustees of the lead school employer for the cluster. The RTLB works across schools in a designated cluster of schools, providing support for schools and teachers in relation to year 0-10 students in particular. The RTLB will consult and work collaboratively with Ministry of Education Learning Support (LS) staff.

Purpose of the position

The role of the RTLB is to provide itinerant specialist support across the cluster to students and teachers, and work with families, in order to improve the education outcomes for students with moderate learning and/or behaviour difficulties. The role will include demonstrating practice, strategy or techniques so that:

- students receive appropriate learning programmes that cater for their diverse needs and learning goals and behaviour management on an ongoing basis
- teachers can use the skills they have acquired with these and other students with similar needs in an inclusive and unobtrusive manner.

Accountability

The RTLB will be accountable to the board of the employer school through the cluster manager.

Working relationships

The RTLB will:

- work with staff and students in the designated schools
- work with the Special Education Needs Co-ordinator (SENCO) and any special needs committee in cluster schools
- work with the senior management team in cluster schools
- work closely with LS staff
- work with other agencies such as Health
- in conjunction with the school and classroom teachers, liaise with students' families.

Key tasks

The key tasks of a RTLB are to:

- work flexibly within a designated cluster of schools
- undertake operational procedures consistent with the agreed policies and needs of the cluster
- receive and process requests for support, as described in the cluster request for support process
- work collaboratively, within an ecological model, with class teachers, relevant staff and LS to manage the behaviour and/or address the learning difficulties of a whole class, a group, or individual students and
 - identify needs
 - set goals
 - implement intervention/s
 - monitor progress and assist teachers to adapt or implement programmes
 - review
 - record outcomes
- support teachers with assessment, analysis and evaluation
- report regularly to the cluster manager of the employer school detailing work undertaken and student outcomes
- support schools to refer students to other services when additional specialist advice or behaviour support is required
- keep appropriate records of all professional practice
- provide written reports that describes and provides a statistical analysis of work undertaken throughout the year
- where appropriate, support individual students for an agreed, brief period of time
- assist with transitions of designated students between classes and schools.

Person specification

The successful applicant must be a trained teacher with the full New Zealand teacher registration and a current practising certificate, and should have the following attributes, knowledge and skills:

- strong interpersonal and communication skills to allow for full and comprehensive consultation and effective teacher support
- commitment to biculturalism and to meeting the needs of Māori students
- commitment to understanding the needs of students from different cultures, and a demonstrated willingness to provide services that are

- culturally appropriate
- ability to meet the relevant Professional Standards for Experienced Teachers and key indicators for RTLB
 - the Resource Teacher: Learning and Behaviour qualification or the capacity and willingness to undertake and attain the RTLB qualification
 - empathy with students who have learning and/or behaviour difficulties
 - sound knowledge of the New Zealand Curriculum
 - assessment skills
 - ability to identify, implement and evaluate a range of educational and management approaches to meet students' and teachers' needs
 - ability to assist others to implement suitable interventions
 - ability to liaise and work with LS staff, and other professionals and/or agencies
 - ability to work with, and provide professional support for staff, families and whānau, in the cluster schools
 - a current clean full drivers' licence and be prepared to use own vehicle for work.