RESOURCE TEACHER: LEARNING AND BEHAVIOUR POSITION DESCRIPTION
TARANAKI RTLB CLUSTER 24
RTLB LEAD SCHOOL: NEW PLYMOUTH BOYS' HIGH SCHOOL

RTLB teams (also known as clusters) comprise itinerant specialist teachers who are registered with the Teaching Council of Aotearoa New Zealand and hold a current practising certificate. RTLB have specialist knowledge and skills to provide learning and behaviour support to schools and kura. Each cluster has an allocated number of RTLB positions and has a professional leadership structure (Cluster Manager and Practice Leaders) that ensures all RTLB provide an effective, quality service to schools, kura, and clusters of schools.

Ngā Mahi ā te RTLB – What RTLB Do

- RTLB work with families, whānau, teachers, schools, and kura to help mokopuna in Years 2–10 with learning and / or behaviour needs, especially when the barriers they face are greater than the support available in general classroom or school settings.
- RTLB interventions can include school or class-wide systems, targeted (group), or individualised support.
- A key focus is placed on working alongside teachers and kaiako to strengthen their capability, and promote inclusive practices that benefit the whole class, groups of students, the whole school or a cluster of schools.
- Priority areas for RTLB support include Māori students, Pasifika students, and vulnerable young people as part of Oranga Tamariki's Gateway Programme.
- The RTLB service and MoE Learning Support work closely together using He Pikorua as a framework to guide their practice. RTLB practice also focuses on teaching and learning in accordance with the New Zealand Curriculum and Te Marautanga o Aotearoa.

Te Tū a te RTLB – Role of RTLB

- The RTLB role, scope of practice and service expectations are outlined in the Ministry of Education's RTLB service guidance.
- RTLB work across Years 2–10 and may be required to provide support throughout Taranaki, according to service needs and cluster priorities.

Ngā Tohu Mātauranga – Qualifications

- RTLB must be registered teachers with the Teaching Council of Aotearoa New Zealand and hold a current practising certificate.
- RTLB must hold the required RTLB qualification - the Postgraduate Diploma in Specialist Teaching endorsed in Learning and Behaviour issued by Massey University.
- Unqualified RTLB appointees must have a Bachelor's Degree (or equivalent qualification) and attain the Postgraduate Diploma in Specialist Teaching, endorsed in Learning and Behaviour, within four years of appointment to their first permanent RTLB position.

Employment and Professional Accountability

Taranaki RTLB are employed by the School Board of New Plymouth Boys' High School, the RTLB lead school for Cluster 24.

RTLB work under the professional leadership of the RTLB Cluster Manager, with guidance and support from their allocated Practice Leader.

RTLB are expected to communicate regularly with their Practice Leader regarding service delivery, casework progress, professional practice and outcomes for ākonga.

Ngā Haepapatanga – Responsibilities

RTLB are responsible for:

- Providing a high-quality, equitable and responsive RTLB service to schools and kura, in accordance with He Pikorua, national service expectations and the RTLB Funding Agreement.
- Following the Ministry of Education's Operating Standards and Procedures (OS&Ps), alongside Taranaki RTLB Cluster 24 policies, procedures and guidelines.
- Maintaining accurate, timely and professional casework records in eRTLB, in accordance with national requirements and cluster expectations.
- Monitoring and reviewing interventions to evaluate their effectiveness and demonstrate outcomes for ākonga.
- Engaging in professional learning, reflective practice and the Professional Growth Cycle to maintain and strengthen professional capability.
- Contributing positively to a collaborative team culture built on trust, professionalism, shared responsibility and continuous improvement.

Ngā Hononga – Professional Relationships

RTLB work collaboratively and are responsible for building and maintaining positive, trusting and professional relationships with:

- Ākonga, their families and whānau, in partnership with schools and kura.
- Teachers, kaiako, SENCOs, Learning Support Coordinators (LSCs), and school leadership and learning support teams.
- RTLB colleagues, Practice Leaders and the Cluster Manager.
- Ministry of Education Learning Support colleagues.
- Iwi, Māori service providers, health professionals, Oranga Tamariki and other relevant community agencies.
- RTLB demonstrate professionalism, cultural responsiveness, effective communication and a commitment to collaborative decision-making in all professional relationships.

Ngā Mahi Matua – Key Tasks

The key tasks of RTLB are to:

- Work collaboratively and flexibly within an ecological, strengths-based and culturally responsive approach, using He Pikorua to guide practice.
- Work alongside teachers, kaiako, whānau and other professionals to identify strengths and needs, establish shared goals, plan and implement interventions, monitor progress and evaluate outcomes.
- Strengthen teacher and school capability through consultation, coaching, collaborative problem-solving and the promotion of inclusive teaching practices.
- Provide support at universal, targeted and individualised levels, according to identified needs and agreed goals.
- Seek and incorporate ākonga, whānau and teacher voice to inform planning, decision-making and evaluation.
- Maintain professional documentation and casework records in accordance with the national OS&Ps and cluster requirements.

Liaison RTLB Responsibilities

Each school and kura in Taranaki has a designated liaison RTLB. The liaison role is central to strengthening partnerships, maintaining effective communication and ensuring equitable access to a responsive RTLB service.

Key responsibilities, as outlined in the cluster's liaison RTLB guidelines, include:

- Maintaining regular, purposeful communication and engagement with allocated schools and kura.
- Providing advice, guidance and consultation, including pre-referral discussions.
- Supporting schools and kura with Requests for RTLB Support, including receiving and submitting referrals in accordance with cluster procedures.
- Participating in SENCO, pastoral, deans', guidance or learning support meetings, as appropriate.
- Supporting schools and kura to access other relevant services and specialist support when required.
- Supporting effective transitions for ākonga on the RTLB caseload between classes, schools and kura.
- Working collaboratively with school leadership and learning support teams to identify emerging needs and opportunities to strengthen inclusive practice.

Te Āhua a te Tangata – Person Specification

The successful applicant will demonstrate the following attributes, knowledge and skills:

- Strong interpersonal, communication and relationship-building skills, with the ability to work collaboratively and professionally with a wide range of people.
- A commitment to Te Tiriti o Waitangi, culturally responsive practice and improving outcomes for Māori ākonga.
- An understanding of the diverse cultural backgrounds of ākonga and whānau, including Pacific communities, and a commitment to developing their own cultural capability.
- Sound knowledge of the New Zealand Curriculum and inclusive, evidence-informed teaching practices.
- Strong assessment, analysis and problem-solving skills, with the ability to use evidence to inform interventions and evaluate outcomes.
- An understanding of ecological and strengths-based approaches to supporting learning and behaviour.
- The ability to work alongside teachers and kaiako to strengthen their capability and implement effective, sustainable interventions.
- The ability to collaborate with Ministry of Education Learning Support colleagues, schools, kura, whānau and other professionals and agencies.
- A commitment to professional learning, reflective practice and meeting the relevant Teaching Council professional standards.
- Empathy, flexibility, initiative and a commitment to improving outcomes for ākonga experiencing barriers to learning and participation.
- The required RTLB qualification, or the eligibility and commitment to undertake and complete the qualification within the required timeframe.
- A current, full driver's licence and access to a registered and appropriately insured vehicle for work-related travel.