Green Island School

— TE KURA OKAIHAE —

APPOINTMENT OF 0.3FTTE Learning Support Co-Ordinator

Term 1, 2027

Dear Applicant

Thank you for expressing an interest in the permanent position 0.3FTTE Learning Support Co-ordinator role at Green Island School.

This position will provide the successful applicant to make a difference to the akonga and whānau of our school.

The following information is included in this application pack:

- Appointment Process Timeline
- The Learning Support Co-ordinator Job Description
- Application for Appointment

Information about our school can be obtained from the school website – www.greenisland.school.nz

The application for appointment is to be returned with your covering letter and Curriculum Vitae with the names of three referees by 3.00pm on Thursday 12 November to office@greenisland.school.nz.

The intended timeline for appointment is:

Applications close 3.00pm	12 November
Shortlisting	16-17 November
Interviews	23-24 November
Appointment made by	26 November
Start date	1 February 2027

If you have any questions please contact me. School visits by appointment are welcome.

Ngā mihi nui

Aaron Warrington

Principal | Tumuaki

principal@greenisland.school.nz

Green Island School
— TE KURA OKAIHAE —

Job Description
Learning Support Co-Ordinator

Responsible to: The Principal, Senior Leadership Team

Vision Statement: Growing Together, E tipu tahi ana

Purpose of Role:
The purpose of the Learning Support Coordinator (LSC) role is to ensure children and young people with disability and additional learning needs have access to the services they need. The LSC will substantively contribute to a collaborative approach that organises learning support around what best meets the needs of children and young people within the school. They will help simplify the current learning support system, particularly for key stakeholders including parents and whānau. While not a teaching role, the LSC requires an experienced educator who can effectively engage with teachers to strengthen their capability to support all learners by identifying and planning for diverse learning needs.

Key Relationships:
The LSC works closely with the Principal, classroom teachers, RTLB, Ministry of Education Learning Support, Speech-Language Therapists, Occupational Therapists, local ECE centres and secondary schools.

Personal Specifications

- Must be a registered teacher with a current teaching practising certificate and relevant teaching qualification.
- Demonstrated successful experience in working with and including children and young people with learning support needs in the classroom.
- An ability to build and maintain strong relationships with parents, whānau and communities.
- An ability to engage at a school or kura leadership level.
- Influencing skills at a working level within a school or kura.
- An ability to provide culturally responsive support that protects the principles of Te Tiriti o Waitangi.
- An understanding of the implications and applications of the Treaty of Waitangi in New Zealand school settings.
- Have met the Standards for the Teaching Profession..

Role Functions and Responsibilities

- Provide support to classroom teachers, other professionals and parents to identify students' needs early and respond in a timely manner with the right support.
- Coordinate applications for Ministry of Education learning support funding and supports (including ORS), working with teachers, parents and whānau and external agencies.

- Provide support to individual students or groups of students when targeted or tailored supports are needed.
- Ensure relevant records are kept up-to-date, and used regularly by authorised staff to respond to and plan for student needs.
- Create systems and provide support for transitions for learners from early learning into school, between year levels, and into secondary school.
- Provide staff with evidence-based strategies, practices, and guidance about what will make a difference for their students.
- Embed a culture of collaboration between the LSC and teaching professionals where different approaches are openly observed and shared.
- Ensure parent, whānau and student voice is heard and represented when the school is making decisions about learning support.
- Provide parents and whānau with access to resources and guidance at an early stage so they are able to be pro-active in school engagement.
- Work across education settings and community agencies to build a strong learning support network across a range of providers and agencies.
- Provide regular reporting to the school leadership about student numbers, needs and trends regarding learning support.
- Influence school wide system and resource decisions to support students with learning support needs.
- Attend professional meetings, including IEPs.

Professional Learning

- Use the Professional Growth Cycle to improve student outcomes aligned to the school's strategic plan and targets.
- Work responsively with colleagues to identify teachers' and their own professional learning strengths and needs using a range of evidence.
- Lead collaborative professional learning approaches that improve outcomes for diverse (all) students.
- Promote evidence-based strategies, practices, and inquiry processes to plan, implement and review effectiveness in progressing school goals to improve outcomes for diverse students.
- Develop and implement strategic change across the school with current and relevant research evidence.

Professional Responsibilities

- Demonstrate positive, professional relationships with colleagues and engage in respectful, solution-based problem solving.
- Understand the culture, beliefs and social needs of ākonga and the aspirations of their whānau.
- Support the development of expertise across the school in learning support in bicultural and/or bilingual Aotearoa New Zealand, consistent with the Treaty of Waitangi.
- Honour the bicultural context of Aotearoa/New Zealand through the use of Te Reo Māori and Tikanga Māori.
- Help to create shifts toward earlier intervention of learning support services, and a tiered approach to meeting needs across a school.
- Promote student well-being and welfare by actively addressing issues of concern by collaborating with education and support agencies.
- Handle sensitive student and whānau information with care and in line with the Privacy Act 2020 and school policy.
- Uphold the vision, values, and strategic goals of Green Island School.

TEACHING POSITION APPLICATION FORM

Please post or email to: Insert physical address here

Insert email address here

Position applied for:

Personal Details				
Surname				
Given names				
Preferred name				
Address				
Contact details	HOME		WORK	
	MOBILE		EMAIL	

Certificated Teacher Status	✓	**Registration No.**	Expiry date
Certificated teacher			
Provisionally certificated			
Not certificated			

Present Teaching Position	
School	
Date appointed	
Type of appointment	
Can we contact your principal about this position?	**YES** **NO**

Educational Qualifications	Type of qualification	Date received	Received from

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Details of Training and Service

Please include details of your work history for the last 5 years.

SCHOOL	POSITION	DATES	CLASS LEVEL

Please indicate any breaks in service and give reasons, e.g. overseas travel:

DATES	REASON FOR BREAK

Total certificated service

A	In permanent positions	.....	years	.....	months
B	In relieving positions	.....	years	.....	months

Professional Development

Please provide a summary of recent professional learning and development.

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CONFIRMATION

1	I certify that the information given in this application is, to the best of my knowledge, true and correct. I understand that the claims made in my application may be checked. I understand that if I have supplied incorrect or misleading information, or have omitted any important information, I may be disqualified from appointment, or if appointed, may be dismissed.	YES	NO
2	I am currently registered to teach in New Zealand.	YES	NO
3	In accordance with the Privacy Act 2020, I authorise the board of trustees to obtain further information from the referees listed in this application, and I consent to the referees disclosing such information to the board	YES	NO

4	**STUDENT SAFETY** **[*Cross out the statement that doesn't apply to you*]** • I have never been the subject of a complaint about the safety of a student. • I have been the subject of a complaint about the safety of a student. *Please give dates and details:*
5	**OFFENCES AGAINST THE LAW** **[*Cross out the statements that don't apply to you*]** • I have never been convicted of an offence against the law (excluding minor traffic convictions). • I have no pending charges of an offence against the law. • I have been convicted of an offence against the law. *Please give dates and details:* • I have pending charges of an offence against the law. *Please give dates and details:*

6	I know of no reason why I would not be suitable to work with children or young people.	TRUE	FALSE

Applicant's signature	*Date*

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REFEREES

Please provide the names and contact details of three referees below. Referee reports are confidential to the board. Referees will only be contacted for candidates who are shortlisted.

REFEREE DETAILS				
Full name				
Position				
Relationship to applicant				
Contact details	PRIVATE		WORK	
	MOBILE		EMAIL	

REFEREE DETAILS				
Full name				
Position				
Relationship to applicant				
Contact details	PRIVATE		WORK	
	MOBILE		EMAIL	

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