RESOURCE TEACHER: LEARNING AND BEHAVIOUR

Coastal Otago RTLB Cluster 39

EMPLOYER SCHOOL: Tahuna Normal Intermediate

Resource Teachers Learning & Behaviour
COASTAL OTAGO – MAHI TAHI

Kia ora koutou katoa,

Thank you for your interest in the RTLB position in the Coastal Otago RTLB Cluster. You can find out more about our team, region and approach on xour website: https://www.cortlb.school.nz/home

The Position

There are ***Three PERMANENT positions*** available covering a combination of ***Greater Ōtepoti-Dunedin, Mosgiel and Taieri*** schools.

We are seeking applications from experienced RTLB or those who will be new to the role. There will be considerable professional learning opportunities as part of the team.

The position will require daily travel and the use of a personal and/or Cluster vehicle. A full and 'clean' driver's licence is essential, including the ability to regularly drive between schools.

Please detail in your application additional information about which of the person specification attributes are your particular areas of strength.

Application

The application consists of ***two*** parts:

1. Cover letter and Curriculum vitae. Emailed to gcarroll@cortlb.school.nz in a single email, but as separate pdf documents please
2. Application form (**Link**)

Applications close at 12:00 pm on **12:00pm on Thursday 19th November 2026.**

We look forward to receiving your application!

Ngā mihi nui

Greg Carroll
Cluster Manager

RTLB Mahi and Approach:

RTLB work within the Learning Support Delivery Model (LSDM) which strengthens how learning support is provided, so that all mokopuna get the right support, in the right place, at the right time. He Pikorua provides a framework that supports all learning support practitioners to deliver learning support services within the Learning Support model.

He Pikorua provides a flexible approach for responding to the needs of mokopuna, whānau, educators, teams and communities and supports an inquiry based continuous improvement cycle. Our practice principles guide us in the work that we do:

- Mokopuna and whānau-centred
- Collaborative
- Strengths-based
- Inclusive
- Culturally affirming and responsive
- Evidence informed
- Ecological

Accountability

The RTLB will be accountable to the Board of Trustees of Tahuna Normal Intermediate School through the Cluster Manager.

Working relationships

We:

- Value collegial support and communicate with clarity and openness.
- Maintain professional, trusting, respectful relationships at all levels.
- Collaborate with kaiako/teachers, parents, families/whānau and relevant community organisations and government agencies.
- Understand that iwi/whānau have a strong interest in the achievement of all Māori students, developing effective relationships with iwi/whānau so that effective advice and information is shared.

The RTLB will:

- work with staff and students in assigned schools
- work alongside SENCO, LSCs and Tumuaki and learning support teams across cluster schools
- work with the senior management teams in cluster schools
- work collaboratively with MOE Learning Support staff
- work with other support and care agencies such as Health, Oranga Tamariki
- in conjunction with the school and classroom kaiako, liaise with students' families.

The key tasks of a RTLB are to:

- work flexibly within assigned schools
- complete operational procedures accurately, in a timely way and consistent with the policies and needs of the cluster
- receive and process requests for support, as described in the cluster Request for Support (RfS) process
- work collaboratively, within an ecological model, with class kaiako, relevant staff to manage the behaviour and/or address the learning difficulties of a whole class, a group, or individual students
- identify needs (and strengths) as outlined in He Pikorua framework and in line with the RTLB Standard Operating Procedures (SOP's)
- Contribute to the development of goals and plans which meet the needs of mokupuna, kaiako and whānau
- where possible, and in the control of the RTLB, meet SOP timelines
- support schools to refer students to other services when additional specialist advice or behaviour support is required
- keep appropriate records of all professional practice in the Cluster database and other locations.

Person Specification

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

- have recent successful classroom teaching/ specialist teaching experience
- be highly collaborative with strong interpersonal and communication skills
- show initiative, independence, and be organised and self-managing
- have a positive, solution focused approach
- be able to model effective classroom practice for others - in line with current curriculum expectations
- have practical knowledge of the current NZ curriculum, particularly targeted and tailored supports, and best practices in literacy and numeracy at Y2-8.
- demonstrate the ability to gather and make sense of complex information; and to identify, implement and evaluate a range of inclusive approaches to meet mokopuna and kaiako needs.
- have practical understanding of neurodiversity and how to coordinate and facilitate an effective team to support neurodiverse learners in inclusive classrooms
- demonstrate the ability to work with, coach, and provide professional support for staff, families and whānau
- exhibit confidence and competence in the use of te reo and tikanga Māori that support mokopuna and whānau-centered practices in schools. Commitment to biculturalism and to meeting the needs of Māori students in particular

- we are particularly looking for someone who has knowledge of practical strategies to engage Pacifica learners and their families
- show commitment to understanding the needs of students from different cultures, and a demonstrated willingness to provide services that are culturally appropriate
- have the ability to meet the relevant Professional Standards for Experienced Teachers and key indicators for RTLB
- have a high level of personal digital fluency skills and the ability to follow systems and processes with minimal support.

Anticipated Timeline:

26 October	Advertised online in the Education Gazette.
Thursday 19th November 2026.	**Applications close at 12:00pm.** Applications (cv and cover letter as separate pdf documents) must be sent to gcarroll@cortlb.school.nz ***and*** the application form completed for you application to be accepted
20-23 Nov.	**Shortlist** formed.
24-29 Nov.	**Interviews**. Successful applicants will be made an offer of appointment as soon as possible after interviews are completed and referees contacted. A successful applicant has 48 hours in which to accept the position.
28 January 2027	Start date as soon as possible after this date. To be finalised in consultation with the successful applicant.

NB: Dates may vary due to unforeseen circumstances. Applicants are encouraged to submit their application as soon as possible, but by the closing date at the latest.

For Gazette:

RTLB Cluster 39 - Ōtepoti-Dunedin Based (3 positions)

Due to team growth and upcoming vacancies we are looking for three skilled and experienced teachers/RTLB to join our team.

The successful applicants will be NZ registered teachers, with a current practising certificate, who have excellent knowledge of the NZ Curriculum and recent experience in supporting diverse learners in inclusive environments. The ability to follow established processes and work collaboratively with both colleagues and other professionals through the Learning Support Delivery model is essential.

This is an excellent opportunity for teachers or middle leaders who are looking to become RTLB. There will be considerable PLD opportunities as a part of our CORTLB team.

A 'clean' full driver's licence and use of your own car to drive between schools is required. Cluster car/s are also available.

These are **permanent positions** beginning **28 January 2027** and will be **based in Ōtepoti-Dunedin**. 1MU + 1 SDA. The positions will service the greater Ōtepoti-Dunedin, Mosgiel and Taieri schools

Desirable experience and dispositions include a combination of:

- Highly collaborative
- Successful and recent experience working with both mokopuna in classrooms and coaching and mentoring adults
- Practical understanding of targeted and tailored supports, and best practices in literacy and numeracy at the Y2-8 levels. Other curriculum expertise and experience is an advantage
- Understanding of neurodiversity and how to facilitate an effective team to support neurodiverse learners in inclusive classrooms.
- In depth, successful, primary teaching experience.
- Confidence and competence in the use of te reo and tikanga Māori that support mokopuna and whānau-centered practices in schools.
- Knowledge of practical strategies to engage Pacifica learners and their families
- Personal organisational and digital fluency skills.

https://forms.gle/4pqYwvGucms5usTk6 - application form

LINK- application pack