Job Description – Learning Support Coordinator

Position Title	Learning Support Coordinator
Name	
Reports to	Principal
Key Relationships	Internal: Principal, school leaders, teachers, teacher aides and students External: Parents/whānau, early learning services, LSCs, RTLB and other specialists

Employment Status: Permanent, part-time, 0.60 FTTE.

Purpose of the position

Coordinate timely, inclusive learning support at Cheviot Area School so learners with additional needs can participate, belong and progress. Work with students, whānau and staff to identify strengths, reduce barriers and connect support across the school. Local priorities span Years 0–13, including transitions into school, through secondary learning and beyond.

Role

This is a dedicated LSC role, fully released from timetabled classroom teaching within the appointed 0.60 FTTE. Work closely with the Principal, Deputy Principal and leadership team to improve inclusive practice. Classroom and subject teachers retain responsibility for teaching, assessment and the progress of all learners.

Provide observation, coaching and collaborative planning, alongside targeted or tailored support for individuals and groups where appropriate. Agree priorities and review the workload with the Principal so the role remains achievable within the appointed time. Coordinate support across primary and secondary learning.

Maintain effective links with regional Ministry learning support teams, RTLB, other LSCs, specialist teachers, health and community services. Honour any existing cluster responsibilities and agreed shared plan. Work in culturally responsive partnership with learners and whānau, recognising identity, language, culture and aspirations.

Role Requirements

Applicants will be experienced registered teachers with:

- a relevant teaching qualification and current full practising certificate;
- ideally experience in an LSC role with current inclusive education pedagogy and practice.
- successful inclusive classroom practice and sound assessment knowledge;
- strong relationships with students, parents, whānau and professional colleagues;
- the ability to influence practice and engage effectively with school leadership;
- culturally responsive practice grounded in te ao Māori and Te Tiriti o Waitangi;
- knowledge of learning support pathways and a commitment to ongoing learning;
- professional practice that meets the standards relevant to their position.

Role Functions

The role brings together five connected areas of work to meet the learning support needs of students and strengthen the adults and systems around them.

- Students: identify needs early and promote participation, progress and belonging.
- Teachers: strengthen inclusive teaching and links with early learning services.
- Parents and whānau: build partnerships and explain support pathways.
- LSCs and agencies: connect expertise, coordinate referrals and sustain continuity.
- Leadership: advise on priorities, resources, staff capability and evaluation.

The Principal and LSC agree priorities across these areas according to learner needs, the school's Year 0–13 context, existing cluster arrangements and available LSC time. The following indicators guide professional discussion and review of practice.

Stakeholder focus

Key Responsibilities	Appraisal Indicators
Support students to participate, progress and make successful transitions across Years 0–13.	• Build learner profiles with teachers, students and whānau, identifying strengths and barriers to learning. • Use observations, assessment and student voice to agree timely support; a diagnosis is not required before classroom adjustments begin. • Coordinate individual plans where needed, with clear goals, responsibilities and review dates. • Keep the learning support register and relevant records accurate, secure and accessible to authorised staff. • Review participation and progress; adjust support with teachers and specialists.
Support teachers to strengthen inclusive practice.	• Help teachers interpret learning evidence and plan accessible classroom tasks. • Connect staff with appropriate tools, advice and specialist support.
Support teachers (continued).	• Coach staff through observation, modelling and joint planning. • Build teacher aide capability alongside teachers; keep support aligned with learning goals. • Coordinate intervention planning with class and specialist teachers, reviewing its effect on classroom learning.
Partner with parents and whānau.	• Seek learner and whānau priorities before agreeing support. • Explain contacts, referral steps and review arrangements in accessible language. • Maintain agreed communication and check that whānau understand plans. • Support teachers with complex conversations, involving school leaders where needed.
Plan transitions throughout an area school.	• Arrange early contact with early learning services, whānau and specialists for school entry. • Coordinate handovers between classes and teachers, including Years 6–7 and Years 8–9. • Plan changes in routines, environments and support before transitions occur. • Work with secondary staff on learning access, subject choices and pathways. • Partner with careers staff and whānau on transitions to further study, training or work.
Strengthen classroom support and teacher aide practice.	• Help teachers plan support that builds independence and participation with peers. • Recommend teacher aide deployment based on needs and agreed priorities. • Provide guidance on learning plans, communication and agreed support strategies. • Check that support is consistent across subjects and settings.

Classroom support (continued).	• Review the impact of additional support with teachers. • Escalate unmet needs and resource pressures to the Principal.
Support secondary learning and pathways.	• Liaise with the Principal's Nominee and teachers about assessment access and Special Assessment Conditions where relevant. • Help collate evidence and coordinate support; the Principal's Nominee retains NZQA process oversight. • Coordinate learning support with pastoral and attendance staff while maintaining clear responsibilities. • Include student aspirations and growing independence in senior learning plans.
Work with other LSCs, Ministry teams and agencies.	• Coordinate requests, meetings and follow-up with regional Ministry teams, RTLB and relevant providers. • Support access to specialist advice and resourcing, including ORS processes where relevant. • Maintain a professional network and share effective practice. • Share information lawfully, following consent, privacy and school protocols.
Work with and influence school leadership.	• Report regularly on learner needs, progress, service access and gaps to the Deputy Principal to agreed KPI and requirements. • Advise on inclusive systems, resources and professional learning. • Use evidence and whānau voice to evaluate support and recommend improvements. • Raise concerns requiring leadership decisions and agree actions. • Review priorities and workload against the 0.60 FTTE allocation.

Professional responsibilities

Maintain confidentiality and follow school privacy, child protection and health and safety procedures. Escalate concerns through the appropriate school process. Coordinate education support within professional competence and refer diagnostic or specialist questions to qualified services. Participate in the professional growth cycle and relevant LSC induction, networks and professional learning.

Declaration:

Name:	**Principal Name:**
Signature:	**Principal Signature:**
Date:	**Date:**