Taita College

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Tītiro Whakarunga Ki Ngā Puke

Job Description

Teacher - Tier 3 Supported Learning Programme (1.0 FTTE)

Reports To

Head of Learning Support / SENCO

Liaises With

Learning Support Coordinator (LSC), classroom teachers, teacher aides, students, whānau, caregivers, RTLB, Ministry of Education Learning Support staff, community agencies and relevant external specialists.

Role Purpose

The Teacher, Tier 3 Supported Learning Programme, works as part of the Learning Support team to provide targeted teaching and support for students with significant learning, language and transition needs.

The programme functions as a homeroom and learning base rather than a full-time special class. Students access the programme according to their individual learning pathways while maintaining meaningful participation in mainstream learning opportunities wherever appropriate.

The position supports:

- ORS-funded students whose primary placement is within mainstream classes.
- Students with high and very high learning support needs.
- Beginning and Emerging English Language Learners.
- Refugee-background learners requiring intensive language acquisition support.
- Students requiring short-term intensive literacy support and supported transition into mainstream learning.

The teacher works collaboratively with the SENCO, Learning Support Coordinator, classroom teachers, teacher aides, whānau and external agencies to support student participation, achievement, inclusion and wellbeing.

Key Responsibilities

Teaching and Learning

- Plan, deliver and evaluate learning programmes for students accessing the Tier 3 Supported Learning Programme.
- Design personalised learning pathways that respond to students' strengths, interests and identified needs.
- Deliver evidence-informed literacy, numeracy and communication programmes.
- Use assessment information to identify learning needs, monitor progress and inform teaching.
- Develop learning environments that promote belonging, engagement, independence and success.
- Maintain high expectations for all learners while recognising individual learning goals and pathways.

- Support students to develop self-management, communication and social skills.

Support for ORS-Funded Students

- Implement and monitor Individual Education Plan (IEP) goals.
- Provide targeted teaching that supports student access, participation and progress.
- Adapt and modify curriculum content, assessment and learning activities as required.
- Work collaboratively with classroom teachers to support inclusive learning opportunities.
- Contribute to IEP meetings, annual reviews and reporting processes.
- Gather, maintain and communicate assessment information relating to student progress.
- Support successful participation in mainstream classes and wider school activities.

Support for Students with High and Very High Needs

- Develop highly individualised programmes for students whose primary placement is within the Supported Learning Programme.
- Teach functional literacy and numeracy skills.
- Support development of communication, social competence and independence.
- Deliver life-skills learning appropriate to individual goals and future pathways.
- Support students to participate in mainstream learning and school activities where appropriate.
- Work alongside teacher aides to maximise student engagement, participation and achievement.

ESOL and Language Acquisition

- Deliver targeted ESOL programmes for Beginning and Emerging English Language Learners.
- Provide intensive language acquisition support for refugee-background learners and new arrivals.
- Deliver structured literacy programmes that support language and literacy development.
- Teach oral language, vocabulary, reading and writing foundations.
- Support the development of functional communication skills.
- Monitor student progress using English Language Learning Progressions (ELLP) and other relevant assessment tools.
- Maintain ESOL records and contribute information for reporting and funding purposes.
- Support the transition of English language learners into mainstream learning programmes.
- Communicate appropriately with whānau, caregivers and relevant support agencies regarding student progress.

Collaboration and Inclusion

- Work collaboratively with the SENCO and Learning Support Coordinator to identify priorities and respond to student needs.
- Participate in IEP meetings, learning support reviews and transition planning processes.
- Liaise regularly with classroom teachers to ensure learning programmes support curriculum access and participation.
- Share strategies, resources and information that support effective inclusion.
- Work constructively with teacher aides supporting students within the programme.
- Liaise with RTLB, Learning Support services, specialists and community agencies as required.
- Build and maintain positive relationships with students, whānau and caregivers.

Assessment, Monitoring and Reporting

- Maintain accurate records of student progress, learning programmes and interventions.
- Use assessment information to monitor achievement and evaluate programme effectiveness.
- Contribute to school reporting requirements related to ORS and ESOL students.
- Monitor progress towards IEP goals and English language learning outcomes.
- Provide assessment information and recommendations to support student transitions and future planning.

Professional Expectations

The teacher will:

- Demonstrate commitment to inclusive education and equitable outcomes for all learners.
- Build respectful, strengths-based relationships with students and whānau.
- Demonstrate culturally responsive and sustaining practice.
- Support the college's commitment to Te Tiriti o Waitangi.
- Respect and affirm the languages, cultures and identities of Māori, Pacific and refugee-background learners.
- Maintain student dignity, confidentiality and high expectations at all times.
- Contribute positively to the Learning Support team and wider school community.
- Engage in ongoing professional learning related to inclusive education, structured literacy and English language learning.
- Attend relevant meetings and contribute professional knowledge to collaborative planning and problem solving.
- Undertake other reasonable duties connected with the role as agreed with the SENCO.

Person Specification

Essential

The successful applicant will demonstrate:

- A commitment to inclusive education and learner success.
- Strong relationship-building skills with students, whānau and staff.
- Knowledge of effective teaching and assessment practices.
- Ability to differentiate and adapt learning programmes.
- Strong communication, organisation and collaboration skills.
- Commitment to culturally responsive practice.
- Ability to work effectively as part of a multidisciplinary team.
- Current New Zealand teacher registration and practising certificate.

Desirable

- Experience supporting ORS-funded students.
- Experience working with students with complex learning needs.
- ESOL teaching experience and/or TESOL qualifications.
- Knowledge of English Language Learning Progressions (ELLP).
- Structured Literacy training or experience.
- Experience working with refugee-background learners.
- Experience developing and implementing Individual Education Plans.
- Knowledge of transition planning and life-skills programmes.
- Understanding of Universal Design for Learning and inclusive curriculum practices.

Success Indicators

The successful teacher will:

- Support students to make measurable progress towards IEP and personalised learning goals.
- Improve student participation, engagement and access to learning.
- Support successful inclusion within mainstream classes and school life.
- Demonstrate progress in English language acquisition for ESOL learners.
- Foster independence, self-confidence and self-advocacy in students.
- Develop strong partnerships with whānau, staff and external agencies.
- Contribute positively to the effectiveness of the Tier 3 Supported Learning Programme and the wider Learning Support team.