Job Description – Scale A Teacher with a focus on Inclusive Education Needs

Position Title: Scale A Teacher with a focus on Inclusive Education Needs

Reports to: Principal, Deputy Principal, and Team Leaders

Working Relationships: School leadership team, teaching & support staff, parents/whānau, students, and external education agencies (e.g., Ministry of Education)

Employment Status: Full-Time (1.0 FTTE)

Purpose of the Position

Lead inclusive, neurodiversity-affirming practices that put relational safety and regulation first. You will coach staff in co-regulation, coordinate targeted student support, and partner with whānau and external specialists to build a calm, supportive environment where every learner can thrive.

Professional Standards & Core Requirements

- **Levin School Values:** Uphold, support, maintain, and teach Levin School's REACH values, vision, and motto.
- **Professional Standards:** Adhere strictly to the NZ Teaching Council *Our Code, Our Standards*, abide by school policies and procedures, and comply with relevant legal and ethical frameworks.
- **Neurodevelopmental & Relational Practice:** Active commitment to applying brain-based, trauma-informed, and relational frameworks across teaching, coordination, behaviour and pastoral care.
- **Professional Growth:** Active commitment to ongoing pedagogical development, relational neuroscience training, and school professional growth initiatives.

Key Responsibilities

1. Classroom Teaching & Learning

- **Neurosequential Program Design:** Plan, prepare and deliver learning experiences aligned with the NZ Curriculum and The Expanded Curriculum, structured around the **3 Rs (Regulate, Relate, Reason)**.
- Maintain classroom resources and foster a safe, inclusive, and positive learning environment by:
  - **Adapting Teaching to Student Readiness:** Recognize when students are overwhelmed or dysregulated and adjust instructions, classroom environment, and task expectations in real time to support their learning.

    - **Patterned Rhythmic Regulation:** Integrate predictable routines and patterned, repetitive sensory activities (e.g., movement, rhythm, deep pressure, breathing) into daily classroom flow.
    - **Inclusive & Differentiated Learning:** Deliver "low floor, high ceiling" tasks that meet diverse cognitive and sensory needs within each student's current window of tolerance.
- Triangulate achievement, behaviour, and attendance data to inform teaching and support learners.

2. Inclusive Education Needs Coordination

- **Neurodevelopmental & Holistic Needs Identification:** Collaborate with teachers, whānau, and specialists to assess learning, sensory, and emotional regulation needs.
- **Prioritise and Support:** Neurosequential, brain based, culturally responsive and trauma informed practices to support engagement, attendance, wellbeing and learning.
- **Advocacy & Window of Tolerance:** Actively advocate for ākonga by adjusting the learning environment and workload in small, manageable steps—helping them build stress tolerance without pushing them into emotional overload or shutdown.
- **Support Plans:** Support the design, and oversee the implementation, and evaluation of Individualised Education Plans (IEPs), Collaborative Action Plans (CAPs), Ākonga Wellbeing & Distress Plans, and Health/Safety Plans.
- **Co-Regulation & Relational Safety Frameworks:** Embed Dr. Dan Siegel's **4 S's (Safe, Seen, Soothed, Secure)** into individualised support strategies, establishing classroom conditions that support co-regulation and neural integration..
- **Support Staff & Timetabling:** Assist the Leadership team in organising timetables and deploying support staff effectively and equitably based on student needs.
- **Documentation & Data Management:** Maintain up-to-date records on HERO, ensuring privacy and compliance. Coordinate strengths-based narrative reporting that reflects growth in regulation, relational engagement, and academic progress.

3. Collaboration, Guidance & Community Engagement

- **Teacher Support:** Guide classroom teachers with practical co-regulation and sensory strategies to keep stress from spreading and build a calm, balanced learning environment.
- **External Agency Liaison:** Collaborate with Ministry of Education specialists and community organisations to access specialized support, resources, and equipment.
- **Whānau & Community:** Build positive relationships with parents and caregivers, and participate in team and staff meetings to discuss student progress.

4. School Culture & Operational Support

- **Sensory-Friendly School Environment:** Support senior leadership in designing predictable, low-arousal, sensory-aware learning environments across the school.
- **Trauma-Informed Policy Development:** Assist in reviewing and refining pastoral care, behaviour support, and inclusive education policies to align with neurosequential and relational principles. Participate actively in school life outside the classroom to support the wider school community.
- **Staff Wellbeing & Systemic Co-Regulation:** Promote a culture of mutual support and reflective practice among staff, recognising that regulated adults are required to co-regulate dysregulated children.

Declaration & Approval

Approved By (Principal): _____ Date: _____

Appointee Signature: _____ Date: _____