Learning Support Coordinator / SENCO Job Description

Position:	Learning Support Coordinator / SENCO (1MMU)
Employment Status	*0.6 Permanent (1mmu) - 3 days a week or equivalent as negotiated*
Responsible To:	Principal
Working Relationships	Principal, Deputy Principals, Team Leader, Colleagues, Students, Whanau, External Agencies

Key Person Criteria

- **Relational and approachable** — builds trusting relationships with tamariki, whaanau, staff and external agencies. Strong relationships are essential to success in this role.
- **Caring and inclusive** — values each learner's strengths and champions their belonging, participation and progress.
- **An effective listener and communicator** — seeks to understand, communicates clearly and handles sensitive conversations with empathy.
- **Collaborative** — works alongside teachers and whaanau to develop practical, coordinated support.
- **Observant and responsive** — identifies needs early and uses evidence to guide support and review its impact.
- **Organised and reliable** — coordinates people, plans and referrals, with consistent follow-through.
- **Adaptable and solutions-focused** — remains calm, responds flexibly and helps others navigate challenges.
- **Discreet and professional** — respects confidentiality and exercises sound judgement.
- Understanding of **biculturalism and culturally responsive** approaches to supporting learners and whaanau
- Knowledgeable and understanding of **child development and neurodiversity** and application to holistic learning
- **Highly capable with a strong understanding** of assessment and screening tools and application to inform learning and emotional development
- Professional and maintain the standards of Whatawhata School and the Teaching Profession

Role Responsibilities

NB: This job description is in draft and will be finalised on appointment with contributions from the applicant and can be personalised further

The Key Responsibilities of the LSC / SENCO is to ...
Support learners across the school as per agreement and discussion with the leadership team.
Support Teachers with Target or At Risk learners: - Know and keep up to date with current Target or At Risk learners - Create, access and monitor proposed interventions as lead or in support of teachers. - Help classroom teachers gather observation notes, data, and complete assessments as required - As necessary, initiate and complete referrals with teacher/leadership support - Attend teaching team meetings as required and feed into conversations on Target Learners and next steps. - Provide regular updates to the leadership team regarding progress of learners in case load. (Including any further support, resourcing or PLD that may be required by the teachers). - Work with external agencies as appropriate (i.e. RTLB) and support teachers / Learning Assistants to implement new initiatives. This may include giving training, modeling etc. - To monitor learners who are no longer receiving specific support (i.e. ensuring RTLB closure reports and recommendations are followed). - Maintain records on School SMS (HERO)
Learning Assistants Lead - ensure that TAs are integrated into the wider support team, with clear roles and responsibilities as identified in individualised plans and support strategies (performance management) - Team meetings twice termly for LSA team - Manage LSA timetables inline with funding and approved school budgets - Giving advice and guidance to LSA - Lead appointments alongside Principal as approved - Training of Learning Assistants in targeted programmes eg target maths, early words, structured literacy. Modeling to them when necessary. - Check in with Learning assistants to see how they are getting on with the targeted programmes.
Support Whaanau - Communicate clearly with whaanau about any interventions and support (liaise with teachers re this) - Be available for parent queries, meetings - Support families to make connections with school / external agencies - Engages with whaanau and hapuu to uphold aspirations for Maaori learners and ensure learning support practices reflect local tikanga and maatauranga Māori.
Support in the development / maintenance of a school register / system to track and monitor learners:

- Populate with all data and keep updated.
- Analyse data for within school trends.
- Liaise with the leadership team regarding any trends and issues identified.
- Advise the lead team with any recommended PLD for teachers or Learning Assistants.
- Work with other LSC's across our cluster collective..

Proactively engage in professional learning:
- Attend school-wide professional learning as applicable
- Engage in staff and team meetings - leading where necessary
- Proactively seek knowledge and support when necessary

Funding
- Support teachers and learning assistants with interventions and strategies for students where funding is given.
- Where applicable, action the spending of funding in consultation with DP
- Help implement any new programmes come from the funding. Check in with Learning assistants /teachers if they need support with the programme.
- Drive funding applications for identified students
- Maintain funding register with support of Finance Officer

Develop supporting resources keeping them as up to date as possible:
- Create resource packs/sites for teachers (and parents) to access in relation to specific needs. (dyslexia, ASD, selective mutism, social stories, ADHD, behaviour plans/examples / ESOL)
- Utilise website with support

Individual Education and Behaviour Plans:
- Lead or support teachers with the development of IEP's / IBPs as required / negotiated for students on case load
- Lead or support teachers with IEP / IBP meetings with whaanau
- Provide relevant support for / communication with whaanau following an IEP / IBP meeting eg. information re external support, resources to help at home, glossary information sheet.
- Work alongside DPto organise in-school and across-school transitions for students needing extra support. Contact other LSCs where necessary

English as Second Language
- Lead or support teachers with the development of IEP's / IBPs as required / negotiated
- Collect and support funding twice yearly or as needed
- Support use of ESSL Curriculum as necessary
- Support teachers or LSA with resource creation
- Access PLD where available including networks

Support with reporting to the Board

- Provide the Board with termly updates on case load outcomes and Learning Support

Additional Responsibilities as negotiated (additional FT MMU may apply)

- Curriculum leadership in negotiated area
- Tier 2 teaching support in Mathematics or Literacy
- Fixed Term Release of staff (additional