Tōtara Park School
16 California Drive
Tōtara Park
Upper Hutt
Phone: 04 526 6286
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Teacher Job Description – Special Education Lead

Name: [To be completed]

Responsible to: Principal and Board of Trustees

Conditions: Employed as a Permanent Teacher by the Board of Trustees under the terms and conditions of the Primary Teachers Collective Agreement.

Fixed Term Unit (FTU): 1 Fixed Term Unit allocated for leadership and oversight of the Special Education Programme.

Code of Professional Responsibility and Standards for the Teaching Profession

As teachers, we respect our trusted position in society and recognise the influence we have on learners, their understanding of the world and the future wellbeing of our society.

STANDARD 1: Te Tiriti o Waitangi Partnership

Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.

- Understand and recognise the unique status of tangata whenua and the histories, languages, and cultures of Te Tiriti partners.
- Integrate te reo Māori and tikanga Māori purposefully into daily routines, learning contexts, and classroom environments.
- High expectations held for Māori learners to succeed as Māori, incorporating Māori student voice and whānau partnership.

STANDARD 2: Professional Learning & Inquiry

Use inquiry, collaborative problem-solving, and professional learning to improve professional capability to impact on the learning and achievement of all learners.

- Undertake an annual Professional Growth Cycle (PGC) demonstrating a clear link between reflective practice and student outcomes.

- Have recent, up to date experience and professional learning in special education.
- Remain informed by research regarding inclusive pedagogy, special education strategies, and curriculum adaptations.
- Engage in collaborative problem-solving with colleagues, specialists, and support staff to adapt practice for diverse needs.

STANDARD 3: Professional Relationships

Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.

- Engage in reciprocal, collaborative, learning-focused relationships with learners, whānau, colleagues, and external agencies.
- Communicate clear, accurate, and actionable learning progress and assessment information.
- Work collegially and demonstrate leadership within allocated areas of responsibility.

STANDARD 4: Learning-Focused Culture

Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration, and safety.

- Create an inclusive culture where individual identities, abilities, languages, and cultures are affirmed and celebrated.
- Manage the learning environment to ensure the physical, social, cultural, and emotional safety of all learners.
- Maintain high, equitable expectations for student engagement, wellbeing, and self-regulation.

STANDARD 5: Design for Learning

Design learning based on curriculum and pedagogical knowledge, assessment information, and an understanding of each learner's strengths, interests, needs, identity, language, and cultures.

- Utilise Universal Design for Learning (UDL) and differentiated approaches to accommodate learning needs.
- Gather, analyze, and use assessment data to identify progress and design individual modifications.
- Monitor students with identified special needs and implement tailored learning programmes.

STANDARD 6: Teaching & Responsive Action

Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.

- Select and adapt teaching strategies, resources, and technologies to ensure all students make meaningful progress.
- Provide regular, actionable feedback to foster learner self-regulation and metacognition.
- Design authentic context opportunities that enable learners to interact, collaborate, and apply knowledge.

Key Responsibilities & Fixed Term Unit (FTU) Deliverables

1. Special Education Programme Leadership (Fixed Term Unit Responsibility)

- Lead, organize, and manage the day-to-day operations of the Special Education Programme across the school.
- Act as the primary liaison between the school, Ministry of Education Learning Support, health professionals, and external support agencies.
- Monitor overall programme effectiveness, report outcomes to school leadership, and advocate for inclusive practice school-wide.

2. Individual Education Plan (IEP) Planning, Implementation, and Monitoring

- Coordinate and draft Individual Education Plans (IEPs) tailored to each student's specific cognitive, physical, emotional, and sensory needs.
- Organize and facilitate collaborative IEP review meetings involving whānau, teachers, teacher aides, and specialists.
- Regularly assess, track, and document progress against IEP targets to ensure continuous developmental growth.

3. Teacher Aide Timetabling and Coordination

- Design, implement, and maintain efficient, equitable timetables for Teacher Aides across classes and student support allocations.
- Adjust schedules dynamically to accommodate changing student requirements, school activities, or absence coverage.
- Supervise daily Teacher Aide tasks to maximize learning support efficiency and student engagement.

4. Teacher Aide Training and Professional Development

- Provide ongoing coaching, mentoring, and skill-building for Teacher Aides on specific learning strategies and behavior management techniques.
- Identify training needs and arrange professional learning opportunities relevant to special education practices.
- Establish clear expectations and support Teacher Aides in maintaining consistent student routines and care plans.

5. Curriculum Modification and Adaptations

- Modify and adapt the New Zealand Curriculum framework to create accessible, differentiated, and engaging learning opportunities for students.
- Prepare customized teaching resources, specialized materials, and assistive learning tools tailored to individual strengths and needs.
- Collaborate with classroom teachers to integrate curriculum adaptations seamlessly into the general classroom environment.

6. Planning Pupil In-Class Interactions and Social Inclusion

- Design and implement structured frameworks for positive pupil-in-class social interactions, peer-buddy models, and group participation.
- Foster an inclusive classroom environment where neurodiverse students actively engage with peers during learning and social activities.
- Scaffold social communication, turn-taking, and collaborative skills to build positive peer relationships.

7. Forming and Maintaining Effective Relationships with Whānau

- Build genuine, warm, transparent, and culturally responsive learning partnerships with whānau.
- Maintain regular, proactive communication with whānau regarding student achievements, daily highlights, and wellbeing updates.
- Ensure whānau values, cultural perspectives, and aspirations are central to all planning and decision-making processes.

Signatures & Review

Teacher Signature: _____ **Date:** _____

Principal Signature: _____ **Date:** _____

Reviewed by: _____ **Date:** _____

2026 Teacher Job Description