Learning Support Coordinator Te Kura o Ōpāwaho – Opawa School

Position Description: Learning Support Coordinator (LSC)

Reports to: Deputy Principal/Special Needs Teacher SENCo. Works closely with the Principal and Senior Leadership Team (SLT).

Employment terms: Full time - fixed term for 2027

Person Specification

Essential

- NZ teacher registration with a current practising certificate.
- Experience in learning support, inclusive education and differentiated teaching, including knowledge of learning support assessment, and intervention strategies.
- Proven experience in supporting and including ākonga/students with learning support needs within the classroom setting.
- A commitment to providing culturally responsive support that upholds the principles of Te Tiriti o Waitangi.
- Skills in coaching (in a mana enhancing way) and the ability to utilise staff strengths.
- Ability to collaborate with colleagues and whānau.
- Strong relationship-building skills with ākonga/students, staff, parents, whānau, and the wider community.
- Empathy, integrity, and a disposition to be an advocate for students.
- Exceptional organisational and communication skills.

Desirable

- Postgraduate study or PLD in specialist teaching or learning support.
- Knowledge of te reo Māori and tikanga, and Pacific cultures and languages.

Purpose

The Learning Support Coordinator (LSC) will play a crucial role in delivering learning support and specialised programmes, ensuring highly effective provision that is responsive to the diverse needs of our students, with a strong focus on equity and acceleration of learning. This role will include teaching interventions and applicants can expect a large teaching component.

The LSC will work collaboratively with the SLT and wider Learning Support Team to further develop our kura's Learning Support Model - build the capability of kaiako and the kura to identify learning needs early, in order to respond through inclusive, high-impact learning support interventions aimed at acceleration for students with identified needs.

The LST will work directly with identified students, coach and support kaiako and Learning Assistants (LAs), and partner with whānau so that every learner can reach their full potential.

Key Responsibilities

1. Direct learning support

- Work collaboratively with Team Leaders, DP/SENCo and other learning support staff to identify Tier 2 and 3 learners.
- Support early identification of need through observation, screening and assessment.
- Plan and deliver high-impact learning support interventions aimed at acceleration for in-class and withdrawal support (literacy and maths), for individuals and small groups.
- Use evidence-informed strategies and regularly review intervention effectiveness, adjusting as needed.
- Work collaboratively with teams to support and build an effective 'kete' of strategies, approaches and interventions that reflect our diverse needs, utilising kaiako strengths.
- Manage and coordinate the school's English as an Additional Language (EAL) programme, including tracking students, coordinating support, and ensuring effective instruction.

2. Strategic Leadership and Advocacy

- Inclusion Champion: Act as a school-wide champion and advocate for inclusion and differentiation practices, ensuring equitable outcomes for all ākonga/students.
- Whole-School Strategy: Work closely with the SENCo and SLT to contribute to the strategic direction of learning support, ensuring alignment with the school's vision and the New Zealand Curriculum.
- Professional Development: Collaborate with SENCo to design and deliver targeted Professional Learning & Development (PLD) for staff to build collective capability in inclusive practices, differentiation strategies, and effective interventions.
- Meetings and Collaboration: Attend staff and team meetings to provide support, share best practice, and ensure learning needs are addressed in curriculum planning.

3. Building Kaiako capability

In partnership with Team Leaders and other Learning Support Teachers/Kaiako:

- Work alongside teaching staff to ensure their work is focused, effective, and supports classroom differentiation and inclusion.
- Coach and model inclusive, culturally responsive and differentiated teaching practice.
- Facilitate or lead access to professional learning and development (PLD) on inclusive education.
- Share information about available evidence-informed strategies, interventions and practice.
- Collaborate with other key staff utilising collective strengths.

4. Individual Learning Plans (ILPs)

- Work with kaiako to ensure ILP processes and timelines are followed.
- Ensure plans are goal-focused (no more than 2-3 goals at a time), culturally responsive, and reflect the aspirations of ākonga/students and whānau.
- With the support of DP/SENCo and other learning support kaiako, coach staff to differentiate programmes to meet ILP goals.

5. Whānau engagement

- Build and maintain respectful, trusting relationships with whānau of ākonga/students with additional learning needs.
- With the DP/SENCo, ensure whānau are informed, included, and central to decisions about their tamariki's learning support.
- Engage in culturally responsive ways, upholding Te Tiriti o Waitangi and the aspirations of Māori and Pacific whānau.

6. Learning Assistants (LAs)

- Guide and support LAs.
- With the DP/SENCo and other learning support kaiako, facilitate professional learning which builds LAs' capability and confidence.
- Model effective practice in class, where relevant, to build capability across the LA team.

7. External agencies

- As appropriate and in collaboration with DP/SENCo, Team Leaders & kaiako, liaise with RTLB, the Ministry of Education (MOE) and other specialists and agencies, and support referrals.
- Support implementation of recommendations from external professionals in the classroom and/or interventions.

8. Data, monitoring and reporting

- Keep accurate, confidential records of learning needs, interventions and outcomes, in line with school requirements.
- Monitor trends in learning support need and referral volumes.
- Report termly to the DP/SENCo and SLT on progress, outcomes and emerging needs.
- Contribute data and insights to school strategic planning.

9. Professional practice

- Maintain confidentiality in line with the Privacy Act 2020 and Ministry of Education guidelines.
- Meet the Teaching Council's Standards for the Teaching Profession and Code of Professional Responsibility.
- Take part in ongoing professional learning and appraisal relevant to the role.
- Contribute to a safe environment for ākonga/students and staff, in line with school health, safety and child protection policies.