Learning Support Coordinator – Years 7 & 8

James Hargest College | Junior Campus

0.8 LSC and 0.2 Release Teacher Permanent position (refer to Release Teacher Job Description)

Teaching Load: ORS teaching as required (by negotiation with the Associate Principal)

Reports to: Associate Principal

Coordinates Behaviour Support with: Assistant Principal

Purpose of the Role

To coordinate and support learning support provision for Tier 3 Year 7 & 8 students, identified on the Learning Support Register, ensuring equitable access to the curriculum and fostering an inclusive, high-expectation environment. This role operates within James Hargest College's wider pedagogical practices (refer to Student Support Systems Flow Diagram), working collaboratively with teachers, leaders, and external agencies to identify, plan, and implement effective academic support.

Key Responsibilities

Identification & Assessment

- Be a strong advocate for the students identified as ORS, ACC or High Health
- Identify students requiring additional support through teacher referrals and whānau input
- Gather data, prepare and manage RTLB and MOE Learning Support-related applications for Year 7 & 8 students
- Proactively seek support from external agencies regarding ORS, High Health, ACC, and other high-needs, including promptly completing applications
- Engage with contributing primary schools to gather transition data and profiles from Term 4 onwards
- Maintain a current Learning Support Register of all students supported by the LSC

Transition Coordination (Year 6 to 7 and Year 8 to 9)

- Attend RTLB-led and MOE transition planning meetings from Term 3 of Year 6
- Observe identified Year 6 students in their primary settings and contribute to collaborative planning
- Liaise with whānau and external specialists during Term 4 to develop tailored Year 6 to 7 transition plans, including seeking transition funding
- Coordinate and lead the sharing of student profiles and learning needs with Year 7 teachers
- Contribute to orientation activities and ensure smooth adjustment for students entering Year 7, including organising Teacher Aide support for New Entrant Day

- Monitor Year 6 to 7 transitions and arrange review meetings in Term 1, including opportunities for parent and student feedback.
- Liaise with the Senior Campus SENCO in Terms 3-4 to ensure the timely and thorough handover of all Year 8 students receiving learning support
- Provide updated profiles, progress summaries, and current support needs to inform Year 9 planning.
- Support student readiness by contributing to pre-transition planning and whānau communication where necessary, including supporting transitions to Whare Manaki

Individual & Group Support Coordination

- Coordinate and develop Individual Education Plans (IEPs) in consultation with the student, whānau, teachers, and outside agencies, to ensure appropriate goals are set and supports are in place to optimise student success.

	IEPs Developed	IEPs Reviewed
Year 7	Term 1	Term 3
Year 8	Term 2	Term 4

- Ensure effective handing over of IEP information to teachers as students transition between Year 7 and Year 8
- Coordinate and/or facilitate individual and small-group learning support interventions, based on students' needs
- Manage Assistive Tech equipment and applications
- Support teachers with class-level plans for students requiring learning scaffolds
- Maintain clear records of intervention plans and student progress in Kamar
- Monitor student progress over time and adapt plans as necessary
- Health and Medical plans

Teaching Assistant (TA) Coordination – Shared

- Coordinate TA timetables and deployment within the Junior Campus in collaboration with the Junior Campus Leadership
- Provide coaching and day-to-day support to TAs
- Induct new TAs to the College
- Teacher Aides are supported with strategies to target individuals/groups who need Literacy acceleration
- Liaise with homeroom teachers and Curriculum Leaders to ensure TAs are well guided
- Carry out yearly Teacher Aide PGCs
- Seek out opportunities and coordinate and/or provide professional development for Teacher Aides

- Support with the appointment of Teacher Aides at the Junior Campus
- Meet with Teacher Aides weekly for 15 minutes (this may include PLD)

Collaboration & Communication

- Work closely with the Junior Leadership team and Curriculum Leaders to align learning support with curriculum requirements
- Liaise with the Homeroom Teacher, Dean and/or Assistant Principal on any behaviour-related support plans or applications
- Communicate clearly with whānau and external agencies around learning needs and next steps
- Maintain shared access to records for key stakeholders to support seamless transitions and collaborative problem-solving

Inclusive Practice Support

- Support teachers to embed inclusive teaching practices and universal design for learning (UDL), ensuring lessons are accessible, high-expectation, and designed to meet the needs of diverse learners from the outset
- Assist teachers in implementing evidence-based accommodations and scaffolds, including offering training where appropriate
- Undertake observations in class to help gather information on next steps for support for the student
- Model flexible and student-centred support approaches
- Share relevant research, resources, and practical strategies when appropriate

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Professional Expectations

- Maintain regular, direct involvement with students each day, including the delivery of small group intervention and support programmes, as appropriate
- Uphold and model James Hargest College values, including commitment to inclusive, strengths-based practice
- Participate in Junior Campus professional development where relevant, contributing to a shared understanding of inclusive teaching and support approaches
- Engage in job-specific professional learning (e.g. RTLB processes, neurodiversity, structured literacy), with opportunities for external PLD actively supported and encouraged
- Maintain accurate, confidential, and accessible records of student support and progress, using Kamar systems
- Promptly raise learning support-related issues that require leadership involvement in order to

resolve them

- Ensure that documentation (IEPs, timetables, copies of applications etc) is shared appropriately with the Associate Principal, Assistant Principal and, where appropriate, the Senior Campus SENCO, to support coordinated, transparent transitions and planning
- Provide regular reporting to the school leadership and Board of Trustees about student numbers, needs and trends regarding learning support

Delegations & Boundaries

- The LSC coordinates learning support across the Junior Campus and is responsible for Teacher Aides, but does not hold formal leadership responsibilities over teaching staff
- Tier 3 students and high-needs planning are reported directly to the Associate Principal
- All information regarding students who may qualify for ORS, ACC, or in-class support funding must be conveyed to the Associate Principal in a timely manner in Term 4, so that she can assess, allocate, and coordinate appropriate staffing for the following year
- The LSC maintains records for funded students within the Junior Campus and ensures shared access to support documentation for the Associate and Assistant Principal, and the Principal, when required
- The LSC is responsible for allocation of Teacher Aide funding (for example, RTLB, In-class Support, ORS, ACC, High Health and High and Complex Needs) to the appropriate students
- Responsibility for the Learning Support Coordinator budget