West Park School
Learning Support Coordinator: 2027 Role Description
"Every Child Matters, Every Moment Counts"

Purpose & Overview

The purpose of the Learning Support Coordinator (LSC) at West Park School is to ensure that ākonga (students) with disabilities and additional learning needs have timely access to the services and support they require. The LSC will substantively contribute to a collaborative school-wide approach that organises learning support around what best meets the needs of our students, helping to simplify the learning support system—particularly for key stakeholders such as parents and whānau.

- **Capability Building:** Strengthen kaiako (teachers') capability to support all learners by identifying and planning for diverse learning needs. While this is a non-teaching role, it requires an experienced educator who can effectively engage with staff to enhance inclusive practices across West Park School.

- **Collaboration & Connections:** Collaborate with regional Ministry of Education teams to build school-wide capability, connect with specialist services (e.g., Resource Teachers, external agencies, and community organisations), and work alongside colleagues such as gifted coordinators, SENCOs, and other professionals.

- **Leadership:** Serve as a critical, influential member of the West Park School leadership team, bringing strong capability in building and maintaining relationships both within our school and across the wider community we serve.

Role Requirements

The Learning Support Coordinator must be a registered teacher with a current practising certificate and relevant teaching qualification, and demonstrate:

- Successful experience in working with and including children and young people with learning support needs in the classroom.
- The ability to build and maintain strong, trusting relationships with parents, whānau, and the West Park School community.
- The ability to engage and contribute effectively at a school leadership level.
- Strong influencing skills at a working level among teaching and support staff.

- The ability to provide culturally responsive support that upholds and protects the principles of Te Tiriti o Waitangi.
- That they have met all professional standards relevant to their current position.

Role Functions by Stakeholder Focus

The functions of the LSC role are grouped around five key stakeholder groups. While the role encompasses all five areas, the exact scope and weighting of functions will reflect the specific needs and context of West Park School.

Stakeholder Focus	Key Functions
1. Students (Ākonga) *Support students by fostering a school environment that meets the needs of all learners.*	• Supports West Park School to meet the needs of all learners. • Assists classroom teachers, other professionals, and parents to identify student needs early and respond in a timely manner with appropriate support. • Provides direct support to individual students or small groups when targeted or tailored interventions are needed. • Ensures relevant student records are kept up-to-date and used regularly by authorised staff to respond to and plan for student needs (following information-sharing and privacy protocols). • Supports kaiako to ensure that students receiving specialist support have an Individual Education Plan (IEP) or individual learning plan. • Creates systems and provides support for smooth learner transitions—from early learning into West Park School, between year levels, and onward into intermediate or secondary school.

Stakeholder Focus	Key Functions
2. Kaiako / Teachers *Support kaiako at West Park School to lift their capability to meet learner needs, and strengthen connections with local early learning services.*	• Leads and supports staff to identify learning support needs across the school through the provision of tools and practical advice. • Provides staff with evidence-based strategies, practices, and guidance on what will make a measurable difference for their students. • Embeds a culture of collaboration between the LSC and teaching professionals where different approaches are openly observed and shared. • Works alongside West Park School staff (teachers, teacher aides, SENCO, gifted coordinator, and specialists) to develop their capability through training and professional development. • Collaborates with staff to decide on the most effective allocation of available learning support resources to meet student needs. • Provides kaiako with clear, accessible avenues to seek additional advice on meeting the learning support needs of all students.
3. Parents & Whānau *Support parents and whānau to partner successfully with West Park School and navigate learning support processes.*	• Ensures parent, whānau, and student voices are heard and represented when West Park School makes decisions regarding learning support. • Provides parents and whānau with early access to resources and guidance so they can be proactive in engaging with the school about their children.

Stakeholder Focus	Key Functions
	• Leads school-wide engagement and communication with parents and whānau of students with learning support needs. • Helps kaiako build capability and confidence in working in partnership with parents and whānau, and works directly with families on more complex or sensitive matters.
4. Other LSCs, Ministry & Wider Agencies *Work alongside other LSCs, Service Managers, regional Ministry teams, and external agencies to access services and resources.*	• Utilises relevant Ministry platforms and assists with planning to meet student needs as learners move through the education system. • Works across local early learning services, schools, community agencies, other LSCs, and regional Ministry teams to build a strong support network. • Develops expertise and participates in a connected community of practice that shares good practice, up-to-date information, guidance, and resources. • Collects information for research and evaluation purposes to assist the Ministry of Education and West Park School with the ongoing development of LSC practice.
5. West Park School Leadership *Work with and influence the leadership team to ensure all students receive appropriate support to enhance learning and progress.*	• Provides regular reporting to the West Park School leadership team regarding student numbers, needs, and trends in learning support. • Identifies and advises on specific capability development needs related to learning support for kaiako and support staff.

Stakeholder Focus	Key Functions
	• Escalates learning support-related issues that require leadership involvement to resolve. • Influences school-wide systems and resource allocation decisions to effectively support students with additional learning needs. • Helps drive a school-wide shift toward earlier intervention and a tiered approach to meeting learner needs at West Park School.

Professional Knowledge, Relationships, Values & Engagement

Domain: Professional Knowledge in Practice – *Ako*

Focus Area	Broad Standards	Applicant Demonstrates Successful Practice and Understanding of…
Bicultural knowledge and practice	Supports the development of expertise across West Park School in bicultural and/or bilingual Aotearoa New Zealand, consistent with Te Tiriti o Waitangi, to support improved outcomes for Māori learners.	• Implications and practical applications of Te Tiriti o Waitangi within West Park School. • Ensuring ākonga Māori enjoy and achieve educational success as Māori. • Working collaboratively with staff, whānau, and community on bicultural initiatives.

Focus Area	Broad Standards	Applicant Demonstrates Successful Practice and Understanding of…
Planning for success	Promotes evidence-based strategies, practices, and inquiry processes to plan, implement, and review effectiveness in progressing West Park School goals to improve outcomes for all learners.	• Developing and maintaining school-wide systems and processes that result in improved outcomes for diverse learners, particularly those requiring additional support or accelerated opportunities.
Effective learning support knowledge about what works best	Helps develop and implement strategic change across West Park School using current, relevant research evidence to support the learning and progress of every student in ways that recognise their identity, language, and culture.	• Leading change alongside colleagues using current and relevant research evidence to improve leadership and teaching capability, supporting every student to learn and achieve in ways that affirm their identity, language, and culture.
Professional Learning	Works responsively with colleagues to identify teachers' and their own professional learning strengths and needs using a range of evidence, enhancing capabilities to improve outcomes for all students.	• Using a range of evidence to collaboratively identify professional learning strengths and needs of self and others, and monitoring progress toward school goals. • Leading collaborative professional learning approaches at West Park School that improve outcomes for diverse learners.