Papakura Normal School

Others Achieve Respect

Job Description — Learning Support Coordinator

1. Position details

Hours: Full-time (1.0 FTTE)
Reports to: Deputy Principal SENCo
Member of: Rōpū Motuhake

2. Purpose

The Learning Support Coordinator is responsible for the day-to-day coordination and implementation of the school's Learning Support provision, working under the direction of the DP SENCo. The role ensures that agreed support, interventions and processes are organised, delivered effectively, monitored and followed through.

The role encompasses academic, behavioural, social-emotional, communication, sensory, health and wellbeing needs, and operates within the school's established Learning Support Handbook, tiered support processes and mana-enhancing philosophy, including Te Ara Whakamana and North East Pedagogy.

A key focus is ensuring that support provided through classroom teaching, targeted interventions, kaiawhina | learning assistant support and specialist programmes works together to strengthen ākonga | learner participation, learning and progress in their everyday classroom and school environments. The LSC supports kaiako | teachers to understand and implement agreed strategies, ensuring that learning and skills developed through additional support are reinforced and applied within the classroom.

The role involves coordinating and supporting the delivery of Learning Support provision, including working directly alongside kaiako | teachers, kaiawhina | learning assistants, and ākonga | learners to model, demonstrate and strengthen effective teaching and support practices. The LSC is not expected to take ongoing responsibility for classroom teaching or the delivery of individual interventions but may work directly with ākonga | learners where this supports modelling, assessment, professional learning and the effective implementation of agreed support.

3. Position within the school structure

The LSC reports directly to the SENCo | Deputy Principal, who provides strategic direction, professional oversight and guidance on complex or specialist matters. The LSC is responsible for the day-to-day coordination and implementation of Learning Support processes within the school's established systems and expectations. For staff organisation and professional learning purposes, the LSC is a member of Rōpū Motuhake, alongside other specialist and release teachers.

The LSC works in partnership with the Kaiarahi | Head Learning Assistant, whose role includes the practical leadership and day-to-day organisation of the kaiawhina | learning assistant team.

Kaiako | teachers retain responsibility for curriculum delivery, teaching, assessment, inclusion and the learning and progress of all ākonga | learners in their classrooms.

4. Key relationships

- SENCo / Deputy Principal
- Deputy Principal Pastoral Care
- Kaiarahi | Head Learning Assistant
- Kaiako | teachers and Rōpū Leaders
- Kaiawhina | learning assistants
- Ākonga | learners and whānau | families
- Social Worker in Schools (SWiS)
- Ministry of Education personnel
- RTLB and other external specialists and agencies
- Other Learning Support professionals and community organisations

5. Key responsibilities

A. Operational Learning Support coordination

- Receive and coordinate Learning Support referrals, working collaboratively with kaiako | teachers to explore concerns and gather relevant information about ākonga | learner's strengths, needs, classroom experiences, and strategies already implemented, and their impact.
- Ensure referrals and requests for additional support are considered through the appropriate Pastoral Team processes and/or with the SENCo before further support or intervention is agreed. Contribute to identifying appropriate next steps, recognising that additional intervention or external referral is not necessarily the first response.
- Coordinate Learning Support information and arrangements for ākonga | learners transitioning into PNS, between year levels or learning environments, and when transitioning to another school, ensuring relevant information is shared appropriately, and continuity of agreed support is maintained.
- Maintain the Learning Support Register, ensuring information is accurate, current and accessible to authorised kaimahi | staff.
- Attend and contribute to weekly Pastoral Team Hui, providing updates on ākonga | learners receiving targeted support and following up agreed actions.
- Work within the school's tiered support framework, keeping the DP SENCo informed of significant developments, operational concerns and matters requiring specialist or senior leadership input, and escalating concerns when they require SENCo involvement.

B. Identification, assessment and targeted intervention

- Coordinate appropriate assessment and information gathering to identify ākonga | learner strengths, needs and barriers to participation and progress, and use this information to coordinate targeted interventions across academic, behavioural, communication, sensory and social-emotional needs.
- Work alongside kaiako | teachers to explore identified learning needs, consider classroom-based strategies already implemented and their effectiveness, and contribute to decisions about appropriate Tier 2 interventions and support arrangements in accordance with the school's Learning Support referral processes and criteria.
- Ensure interventions have clear starting points, identified goals and intended outcomes. Coordinate appropriate baseline and follow-up assessments, monitor ākonga | learner progress and review intervention effectiveness, identifying ākonga | learners requiring further support or adjustments and recommending appropriate next steps to the SENCo.
- Monitor the delivery of targeted interventions and specialist programmes to ensure they take place as planned, with the agreed ākonga | learners, frequency and duration. Follow up on missed, shortened or altered sessions, identify barriers to consistent delivery and ensure changes are appropriately discussed, communicated and recorded.

- Provide accurate assessment information, intervention data and progress evidence to inform SENCo analysis, reporting, funding applications and resourcing decisions.

C. Kaiako | teacher capability and inclusive classroom practice

- Work regularly alongside kaiako | teachers in classrooms to understand ākonga | learner needs, identify barriers to participation and learning, and support the implementation of effective inclusive practices, strategies and adaptations.
- Build kaiako | teacher capability to identify and respond to diverse learning needs across the curriculum, including literacy, mathematics and other curriculum areas, through modelling, demonstrating effective teaching strategies and providing practical guidance and feedback.
- Work alongside kaiako | teachers to ensure that strategies, resources and skills developed through assessments, specialist recommendations and targeted or withdrawal interventions are incorporated into everyday classroom teaching and learning experiences.
- Reinforce the shared responsibility of kaiako | teacher for the learning, progress, participation and inclusion of all ākonga | learners in their classrooms, ensuring that Kaiawhina | learning assistant support and targeted interventions supplement rather than replace effective classroom teaching.
- Monitor the implementation and effectiveness of agreed classroom strategies and learner support plans, including IEPs. Work alongside kaiako| teachers to ensure they understand and implement agreed goals, strategies and adaptations within their classroom programmes, identify barriers to implementation and support adjustments where required.

D. Kaiawhina | learning assistant coordination

The LSC provides operational direction to the Kaiarahi | Head Learning Assistant in relation to Learning Support provision, working in partnership to:

- Ensure Kaiawhina | learning assistant deployment aligns with identified ākonga | learner needs, agreed support plans and intervention priorities.
- Monitor kaiawhina | learning assistant timetables and deployment to ensure agreed support is taking place as planned, identifying and following up on gaps or inconsistencies in provision.
- Work with the Kaiarahi | Head Learning Assistant to ensure staff absences and changes to planned support arrangements are addressed appropriately. The Kaiarahi | Head Learning Assistant coordinates immediate team and timetable adjustments, while the LSC advises on any implications for Learning Support provision. Ensure kaiawhina | learning assistants have access to relevant ākonga | learner information, agreed strategies and resources needed to implement planned support consistently and effectively.
- Work collaboratively with kaiako | teachers, the Kaiarahi | Head Learning Assistant and kaiawhina | learning assistants to ensure agreed ākonga | learner support arrangements, including IEPs, and intervention strategies are understood and consistently implemented, and follow up where implementation is inconsistent.
- Work alongside the SENCo and Kaiarahi | Head Learning Assistant to support kaiawhina | learning assistants' understanding of individual ākonga | learner needs, learning goals and agreed strategies, providing guidance and opportunities for professional learning to strengthen the effective implementation of support plans and programmes.
- Work with the Kaiarahi | Head Learning Assistant to monitor kaiawhina | learning assistant practice, identify professional learning needs and support the consistent implementation of agreed learner support strategies and programmes. Provide feedback and relevant information to the SENCo to inform professional growth and performance review processes.

E. Waka Hauora and Tau Ke Tamariki

- Coordinate access to the Waka Hauora space to ensure it provides purposeful, planned and responsive support for ākonga | learners with a range of wellbeing, sensory, regulation, communication and social needs.
- Work with kaiako | teachers and Kaiawhina | learning assistants to ensure ākonga | learners attending the Waka Hauora space have clear support goals, appropriate session lengths and planned opportunities to transition back into their regular classroom programmes, ensuring access is guided by identified needs and agreed purposes.
- Ensure that skills and strategies developed through the Hauora space and Tau Ke Tamariki programme are reinforced and practised in classroom and everyday school environments, working alongside kaiako | teachers and Kaiawhina | learning assistants to support consistent approaches and the development of communication, regulation, relationships, movement and independence.
- Work with the SENCo and relevant kaimahi to review and refine the use of the Hauora space and life-skills programme as provision develops, identifying effective practices, emerging needs, resource requirements and opportunities to extend access to additional ākonga | learners.

F. Whānau | family, kaiako | teacher and agency collaboration

- Ensure whānau | families are informed whenever their tamaiti | child is identified for targeted Learning Support or participation in a withdrawal intervention and communicate the purpose, intended outcomes and nature of the support being provided.
- Provide whānau | families with feedback at the conclusion of interventions, including progress, outcomes and recommended next steps and inform them when significant changes are made to agreed support arrangements.
- Ensure the views, experiences and preferences of ākonga | learners are considered where possible, in planning, implementing and reviewing Learning Support, using appropriate ways to support their participation and communication.
- Maintain regular communication and coordinate meetings between kaiako | teachers, whānau | families and relevant professionals to ensure they are informed, involved and actively contributing to ākonga | learner support and intervention planning.
- Work collaboratively with the SENCo in liaising with external agencies and specialists, contributing ākonga | learner information and evidence, coordinating agreed actions, ensuring recommendations are communicated to relevant kaiako | teachers, whānau | families, and kaimahi | staff, and following up to monitor their implementation.
- Refer complex matters, significant concerns, specialist decisions and funding-related matters to the SENCo.

G. Monitoring, records, data collection and reporting

- Monitor the delivery of interventions and support programmes to ensure they are operating as intended and agreed processes and learner support plans are being implemented consistently.
- Coordinate baseline and follow-up assessments and maintain accurate records of intervention participation, attendance, assessment results, ākonga | learner progress and agreed next steps.
- Review intervention information and ākonga | learner progress to identify patterns, evaluate effectiveness, recognise learners requiring further support or adjustments, contribute suggestions for improving intervention approaches and support processes, and bring significant concerns or recommendations to the SENCo.

- Provide accurate and timely information, data and analysis to the SENCo to support strategic evaluation of Learning Support provision, funding applications, agency reporting and Board reporting.

6. Professional knowledge, experience and capabilities

Qualifications and experience

- Be a registered teacher with a current practising certificate and relevant teaching qualification.
- Have significant successful experience working with and supporting ākonga | learners with diverse and complex needs, including academic, behavioural, communication, sensory and social-emotional needs.
- Have experience coordinating and overseeing the delivery of interventions, support programmes or targeted provision.
- Demonstrate the ability to work collaboratively and build effective relationships with kaiako | teachers, Kaiawhina | learning assistants, whānau | families and external professionals.

Knowledge and capabilities

- Strong understanding of inclusive teaching and learning across the curriculum, with the ability to work alongside kaiako | teachers, model effective practice and support the development of strategies that strengthen participation and progress for diverse learners.
- Understanding of effective assessment practices and the use of data to identify ākonga | learner needs, monitor progress and evaluate the effectiveness of interventions and support programmes.
- Understanding of North East Pedagogy and its application to teaching, learning and learner support, together with awareness of the Ministry of Education's Expanded New Zealand Curriculum and its three learning profiles, including a willingness to develop and apply this knowledge to support ākonga | learners with complex needs.
- Understanding of mana-enhancing, culturally responsive practice, including Te Ara Whakamana and the importance of upholding the mana, identity, language and culture of ākonga | learners and whānau | families.
- Strong organisational, coordination and communication skills, with the ability to manage competing priorities, work independently, build effective relationships, influence and support others, ensure agreed actions are followed through and recognise when matters require SENCo involvement.

7. Scope, accountability and role boundaries

The Learning Support Coordinator works within the school's established strategic direction, policies, procedures and Learning Support frameworks, exercising professional judgement within the scope of the role and referring complex, significant or specialist matters to the SENCo.

Shared responsibilities and accountability

- The SENCo retains overall strategic leadership, specialist oversight and accountability for the school's Learning Support provision.
- Kaiako | teachers retain responsibility for teaching, curriculum delivery, assessment, classroom inclusion and the learning and progress of all ākonga | learners in their classrooms.
- The Kaiarahi | Head Learning Assistant retains responsibility for the practical leadership and day-to-day organisation of the kaiawhina | learning assistant team, working in partnership with the LSC.

- Kaiawhina | learning assistant support and targeted interventions supplement, rather than replace, the responsibility of kaiako | teacher for the learning and inclusion of all ākonga | learners.

8. Professional expectations and review

The LSC is expected to:

- Uphold the school's values, OAR expectations and mana-enhancing philosophy.
- Demonstrate commitment to Te Tiriti o Waitangi and culturally responsive practice.
- Maintain professional relationships and communicate respectfully with ākonga | learners, whānau | families, and colleagues.
- Engage in relevant professional networks and opportunities to collaborate with other Learning Support professionals, share effective practice and develop knowledge of available resources and services.
- Maintain confidentiality and follow privacy, information-sharing and safeguarding requirements.
- Engage in ongoing professional learning and reflective practice.
- Contribute to a collaborative, inclusive and safe school environment.

The position description will be reviewed regularly with the Deputy Principal SENCo to ensure responsibilities remain aligned with school priorities, ākonga | learner needs and the effective operation of Learning Support.