ST PETER'S SCHOOL
TE KURA HAOIKA

St. Peter's School Te Kura Haoika

Job Description: Learning Support Coordinator

Name of Employee	
Reporting to	The Principal
FTE / Rate of Pay	0.2 FTTE (Permanent) *1x Management Unit available (subject to role scope/IEP attendance requirements)*
Key Working Relationships	Reports directly to the Principal and works alongside the Senior Leadership Team (SLT) Collaborates with Team Leaders, classroom teachers, and support staff Leads and coordinates the Learning Support / Teacher Aide team Liaises with external agencies: Ministry of Education (MoE) Learning Support, RTLB, Mana Ake Kaimahi, and allied specialists Partners with parents, whānau, and students requiring targeted or specialist support (including 1:1 active student support where required) Connects with cluster/regional LSC networks and communities of practice

Role Context & Ministry of Education Alignment

The Learning Support Coordinator (LSC) role has been established to bring learning support closer to children and young people in Years 1–8. This role contributes substantively to a collaborative, tiered approach that organises support around what best meets the needs of our learners. The LSC simplifies the learning support pathway for kaiako, parents, and whānau, ensuring earlier identification, timely intervention, and equitable outcomes grounded in our Catholic special character and the principles of Te Tiriti o Waitangi.

Primary Objective of the Role

The LSC's role is pivotal for ensuring that students with disability, high needs, or additional learning requirements have the tailored learning programmes and support they need to thrive at school. While operating within a 0.2 FTTE allocation, the LSC works alongside staff to strengthen classroom capability, embed evidence-based inclusive practices, and ensure effective teaching strategies are applied across the school.

Specifically, the LSC supports classroom teachers to:	Recognise and respond early to the diverse strengths and needs of students in their classrooms.
	Accommodate varied learning styles and areas of need through evidence-based strategies (e.g., cooperative learning, peer tutoring, team teaching, differentiation, and individualised instruction).
	Understand and uphold the rights of students with educational support needs.
	Locate appropriate resources, equipment, tools, or specialist services.
	Identify and overcome barriers to learning through a tiered intervention approach.
	Consult with and build genuine partnerships with parents, whānau, and colleagues.
	Utilise appropriate diagnostic and formative assessment tools.
	Foster an inclusive school community that reflects our Catholic values and extends beyond the school gates.
	Enhance the wellbeing, mana, and self-esteem of all learners.

Essential Role Requirements (MoE Standards)

The LSC must be a registered teacher	Proven successful experience working with and including children with learning support needs in the classroom.

with a current practising certificate and relevant teaching qualification, demonstrating:	Strong capability in building and maintaining trusting relationships with parents, whānau, and external community agencies. Influencing and coaching skills at a working level across teaching teams.
	The ability to engage effectively at a school leadership level to inform systems and resourcing.
	Consistent attainment of professional standards relevant to their position.
	Commitment to providing culturally responsive support that upholds Te Tiriti o Waitangi and enables Māori learners to enjoy and achieve educational success as Māori.

Key Responsibilities & Performance Indicators

Student Support & Record Keeping - Supporting students through building a school that meets the needs of all learners	Student learning support and pastoral information is accurate, up-to-date, and accessible to authorised staff via the SMS (HERO) and/or secure Google Drive in compliance with privacy protocols.
	Maintains and audits the school-wide Learning Support Register regularly.
	Supports teachers to ensure students receiving specialist or targeted support have active, meaningful learning plans.
	Provides targeted 1:1 or small-group support to individual learners when tailored interventions are required.

Managing IEPs & Transitions - Supporting early identification, individual planning and seamless transitions	Develops, maintains, and regularly reviews the student IEP list using assessment data and teacher observations.
	Coordinates all IEP meetings, attends where required, within 0.2 FTTE hours, and provides a clear meeting framework. Ensures documentation is shared accurately with staff and whānau.
	Monitors the classroom effectiveness of IEPs in consultation

	with teachers and facilitates timely adjustments.
	Holds biannual meetings to gather teacher voice on IEP cohorts and identify emerging support needs for the Learning Support Register.
	2027 Goal: Leads the consideration and potential implementation of a 2-tier IEP/learning plan system.
	Ensures staff, parents, and students are well-informed about the IEP process; provides timely information regarding external cognitive/educational assessments and pastorally supports whānau and staff through assessment processes.

Building Teacher Capability & PLD - supporting kaiako / teachers to lift capability and strengthen ECE connections	Provides staff with evidence-based strategies, tools, and guidance to identify learning needs early and differentiate classroom programmes effectively.
	Fosters a collaborative culture where inclusive strategies are openly shared and modelled.
	Works alongside teachers, teacher aides, and external specialists to build staff capability through targeted PLD.
	Engages in ongoing professional learning to stay current with best practice in special education and inclusive pedagogy.
	Strengthens connections with local early childhood centres to support smooth new-entrant transitions.

Whānau Partnership & Agency Liaison - partner with whānau and connect with regional Ministry / Wider agencies	Ensures parent, whānau, and student voice is heard and represented in learning support decisions, including supporting complex or sensitive discussions.
	Ensures whānau are kept informed of pastoral, social, and academic progress—supporting teachers to deliver at least one active communication per term regarding IEP goals (verbal, online via HERO, or in person).
	Contributes a biannual LSC/SENCO update to the school newsletter to inform families of support processes or share insights on learning complexities.
	In consultation with the Principal, manages referrals and communication with external agencies (MoE, RTLB, Mana Ake,

	SLT, etc.).
	Participates in regional LSC clusters/communities of practice to share good practice, stay updated on regional resources, and contribute to MoE evaluation/research where required.

Leadership, Resourcing & Reporting - Work with SLT on systems, resourcing and tiered support	Prepares and submits funding applications (e.g., ORS, In-Class Support, ESOL, ACC) in consultation with the Principal, and completes required funding reports.
	Allocates teacher aide hours using a data-driven, consultative approach within available financial resources, creating balanced timetables aligned with TA strengths.
	Provides ongoing guidance and check-ins for teacher aides regarding student needs, and supports the Principal with the learning support team appraisal process as required.
	Manages the LSC resource budget (physical tools and PLD) and responds to teacher requests for additional support materials.
	Provides regular verbal updates to the Principal on student numbers, trends, and emerging needs; delivers formal biannual reports to SLT and the Board of Trustees (BoT) on IEP tracking and learning support trends.
	Consults annually with parents of students receiving supported learning and shares feedback with the Principal to inform school-wide planning and tiered intervention shifts.

Gifted & Talented Education (GATE) - align with MoE focus on accelerated opportunities for diverse learners	Uses assessment data and Overall Teacher Judgements (OTJs) to identify students who would benefit from extension and wider educational opportunities.
	Develops positive pathways to engage whānau in GATE opportunities.
	Promotes broad co-curricular as well as academic extension opportunities across the school.

Professional Knowledge & Cultural Responsiveness (Ako)

Professional knowledge in Practice: the LSC demonstrates ongoing commitment to:	**Collaborative Growth:** Identifying professional learning strengths and needs across staff and self to continually lift inclusive teaching capability across St. Peter's School.
	Evidence-Based Inquiry: Using assessment data, inquiry processes, and current research to evaluate the effectiveness of learning support systems for both neurodiverse/high-needs learners and, where possible, accelerated (GATE) learners.
	Bicultural Practice: Applying the principles of Te Tiriti o Waitangi in daily practice and working collaboratively on bicultural initiatives to support Māori students enjoying and achieving educational success as Māori.