Emmanuel Christian School

Job Description: Learning Support Coordinator (LSC) / SENCO

1. Position Overview & School Context

Position Title: Learning Support Coordinator (LSC) / Special Educational Needs Coordinator (SENCO)

School: Emmanuel Christian School

Tenure & Staffing Allocation: 0.7 FTTE Learning Support Coordinator / SENCO (with 0.3 FTTE Classroom Release available to the appropriate applicant, enabling up to a 1.0 FTTE combined teaching and coordination role)

Responsible To: Principal and Senior Leadership Team

Functional Relationships: Senior Leadership Team, Classroom Kaiako / Teachers, Teacher Aides, Pastoral Care Team, Parents & Whānau, Ministry of Education Learning Support Services, Resource Teachers of Learning and Behaviour (RTLB), External Specialist Agencies

Emmanuel Christian School Special Character

At Emmanuel Christian School, our Christian Special Character informs every aspect of school governance, leadership, and classroom practice. We recognize each student as fearfully and wonderfully made in the image of God, possessing unique God-given gifts, potential, and learning needs. The Learning Support Coordinator / SENCO plays a vital role in advancing this mission by advocating for, supporting, and empowering diverse learners so that every child experiences belonging, dignity, and educational success within a supportive Christian community.

This position requires a registered educator who authentically upholds and models the school's Christian character, demonstrating servant leadership, Christ-like compassion, high professional standards, and a deep commitment to partnership with whānau. This is a tagged position a willingness and ability to participate in religious instruction appropriate to the special character of the school is a condition of appointment.

Purpose of the Role

The primary purpose of the Learning Support Coordinator (LSC) / SENCO at Emmanuel Christian School is to ensure that children and young people in need of additional support, have timely access to the tailored support, resources, and specialist services they require to achieve their full potential.

Grounded in the Ministry of Education 2026 Learning Support Coordinator Framework and established SENCO management guidelines, the LSC / SENCO substantively contributes to a collaborative, school-wide approach to learning support. The role strengthens teacher capability, simplifies navigation of the learning support system for parents and whānau, and leads strategic systems that identify and address student needs early.

While predominantly a coordinating and leadership capability role rather than a full-time classroom teaching position, the 0.7 FTTE LSC / SENCO allocation is paired with 0.3 FTTE providing classroom release cover for an appropriate applicant. This structure ensures the coordinator maintains active grounding in effective classroom practice while providing dedicated leadership time for learning support coordination.

Core Role Functions & Stakeholder Engagement

Drawing on national learning support coordinator guidelines, the core responsibilities of the LSC / SENCO are organized around five key stakeholder focus areas, integrated with the school's Special Character.

3.1 Support for Students

- **Inclusive Environment:** Fosters an inclusive, welcoming school culture where diversity is celebrated as a God-given strength, ensuring all students participate fully in school life and learning.
- **Early Identification & Targeted Support:** Works alongside classroom teachers and specialists to identify learning support, neurodiverse, and gifted needs early, designing timely, tiered interventions.
- **Individual Learning Plans (ILPs):** Supports kaiako/teachers in developing, monitoring, and reviewing high-quality Individual Learning Plans for students receiving specialist support.
- **Record Keeping & Registers:** Maintains up-to-date, confidential Learning Support and GATE (Gifted and Talented Education) registers in compliance with information sharing and privacy protocols.
- **Transitions:** Establishes robust transition systems for learners entering school from early learning settings, progressing between year levels, and transitioning into secondary education or specialized settings.

3.2 Support for Kaiako and Teaching Staff

- **Capability Building:** Leads professional learning and provides evidence-based pedagogical guidance to teachers and teacher aides to enhance inclusive classroom practices.
- **Collaborative Culture:** Embeds a culture of open observation, collaborative inquiry, and shared practice across the teaching staff.
- **Resource Optimization:** Collaborates with teaching staff to determine the most effective deployment of available learning support resources and adaptive technologies.
- **Specialist Advice:** Provides clear, accessible avenues for staff to seek advice on differentiating curriculum and meeting complex learning needs.

3.3 Support for Parents and Whānau

- **Faith-Filled Partnership:** Establishes compassionate, transparent partnerships with parents and whānau, honouring their voice and expertise in decision-making for their children.
- **System Guidance:** Assists whānau to understand learning support processes, funding avenues, and available support networks at an early stage.
- **Complex Matter Navigation:** Acts as a key liaison and support person in complex or sensitive learning support discussions, bringing Christian empathy, clarity, and resolution focus.

3.4 Cluster Collaboration and External Agency Networking

- **Inter-Agency Connection:** Connects with Ministry of Education regional learning support teams, RTLB clusters, Oranga Tamariki, health professionals, and community providers to access specialist services.
- **Community of Practice:** Participates actively in regional LSC networks to share good practice and stay abreast of educational trends.
- **Transition Data Exchange:** Coordinates student data collations across education settings to ensure continuous support for incoming and outgoing learners.

3.5 School Leadership and Strategic Influence

- **Leadership Integration:** Serves as an influential member of the school leadership structure, providing regular reporting on student demographics, learning support trends, and programme outcomes.
- **Strategic Systems & Resource Influence:** Advises the Principal, Deputy Principals and Board of Trustees on strategic learning support priorities, capability needs, and resource decisions.

4. SENCO & Specialist Learning Management

In addition to core LSC stakeholder functions, the LSC / SENCO oversees key operational SENCO responsibilities in Years 1-6:

Teacher Aide Management,"Coordinates teacher aide allocations, establishes rosters, and monitors timetable implementation within allocated budget constraints.",Staffing effectively deployed; rosters maintained and aligned with student ILPs.

Statutory Documentation,"Completes and submits mandatory Ministry of Education documentation (e.g., ORRS applications, SEG reporting, RTLB referrals, SAC applications).", Statutory returns completed accurately within MoE timeframes.

Manages overview of both Learning Support programmes, recommending programme modifications as needed.

Annual Self-Review, Leads an annual self-review of school-wide learning support provisions, evaluating impact against student progress data

5. Person Specification & Role Requirements

Professional Qualifications & Registration

- Fully registered teacher with a current New Zealand practising certificate and relevant teaching qualification.
- Demonstrated track record of successful classroom teaching and inclusive pedagogical practice.

Special Character & Personal Dispositions

- Active commitment to the Christian Special Character and faith ethos of Emmanuel Christian School.
- Moral integrity, servant leadership, empathy, and a compassionate, Christ-like approach to student and whānau care.
- High level of interpersonal skill, emotional intelligence, and relational wisdom.
- Solution-focused mindset, adaptability, and strong organizational and problem-solving capability.

Professional Knowledge & Cultural Responsiveness

- Sound understanding of the New Zealand Curriculum, the Learning Support Action Plan, and multi-tiered learning support systems.
- Commitment to bicultural partnership and Treaty of Waitangi principles (Te Tiriti o Waitangi / Ako), supporting Māori students to achieve educational success as Māori.

Key Terms & Employment Provisions

- **Position Allocation:** 0.7 FTTE LSC / SENCO + 0.3 FTTE Classroom Release available to appropriate applicant (total 1.0 FTTE combined appointment).
- **Remuneration:** In accordance with the Area Schools Teachers' Collective Agreement, commensurate with qualifications and experience.
- **Professional Development:** Access to MoE LSC induction programmes, regional cluster professional learning, and ongoing professional development tailored to Special Character and learning support leadership.