Te Kura o Hau Karetu

He waka eke noa: *We're all in this waka together*
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Upper Hutt Learning Network,
Appointment of Learning Support Coordinator
Permanent, Part-time 0.5 FTTE – Pinehaven Schools

November 2026

Dear Applicant,

Thank you for expressing an interest in the permanent, part time 0.5 FTTE position of 'Learning Support Coordinator' for the Upper Hutt Cluster of Schools, working at **Pinehaven School,** and being employed by Te Kura o Hau Karetu.

The Upper Hutt Cluster of Schools is unique in that we have one school who employs 11 of our Learning Support Coordinators across our cluster. LSCs work as a team to ensure support for the role.

The following documents are included in this application pack:

- Job description
- Application to be completed for appointment

Application or queries is to be emailed to Karen Wellington at principal@tehaukaretu.school.nz with your CV, application form, covering letter and the names of two referees.

Timeline:

Please be prepared for the following timeline:

- Applications close Wednesday 9th December 3pm
- Interviews Friday 11th December

Yours sincerely,

Karen Wellington
Employing Principal

Application for Appointment (yes, this is designed to be handwritten on – thanks).

TO: The Upper Hutt Principals' Association

POSITION APPLIED FOR: Learning Support Coordinator, 0.5 FTTE position, working at Pinehaven School.

PERSONAL DETAILS
Name: _____
Address: _____
Phone: _____
Email: _____

Are you a NZ registered teacher? Yes/No
Registration No: _____ Expiry Date: _____
Citizenship _____

PRESENT EMPLOYER
Name: _____
Address: _____Phone:_____

Position Held: _____

REFEREES
Name: _____
Phone: _____
Address: _____
Email: _____
Relationship: _____

Name: _____
Phone: _____
Address: _____
Email: _____
Relationship: _____

Name: _____
Phone: _____
Address: _____
Email: _____
Relationship: _____

TERTIARY EDUCATION QUALIFICATIONS

_____
_____
_____
_____
_____

Successful applicants will be required to provide verified copies of qualifications
TEACHING SERVICE

Position and Dates served:

_____
_____
_____
_____
_____

OTHER INFORMATION

1. Have you had any injury or medical condition which the tasks of this job may aggravate or contribute to, or know of any reason why you might have difficulty carrying out the role description attached? Yes/no

If yes, please give details below:

_____
_____
_____

2. Do you have any matters relating to yourself currently or previously before the Education Council? Yes/No

3. Do you have a current full New Zealand driver's licence? Yes/No

4. Do you give permission for your police record to be checked? Yes/No

5. Have you changed your name by deed poll/statutory declaration? Yes/no

Other names known by:

_____

The successful applicant will be required to provide two forms of photo identification.

PRIVACY ACT 1993 (TO BE SIGNED BY APPLICANT)

This Application is submitted with the understanding that any further information given is for the use of the employer and their authorised representatives who may at any time have access to this information.

Furthermore, consent is given for members of the Upper Hutt School Appointments Committee or its advisor to make enquiries of my present or past employers or colleagues or any other person who may assist in establishing my suitability for the position of teacher at this school.

APPLICANT'S SIGNATURE: _____ DATE: _____

DECLARATION

HAVE YOU EVER BEEN CONVICTED OF AN OFFENCE AGAINST THE LAW? (apart from minor traffic offences): received police diversion for an offence, have charges pending or know of any reason why you should not be employed to work in a school environment?

Yes/No

If YES, please provide date and details of offence(s) on a separate sheet. Please note that you may be asked to provide a copy of the relevant court records available from the registrar of the court concerned.

I certify that I am registered (or provisionally registered) as a New Zealand teacher.
I solemnly and sincerely declare that to the best of my knowledge and belief the information given in this application and in my CV is correct.

APPLICANT'S SIGNATURE: _____ DATE : _____

Learning Support Co-ordinator Roles in Schools - Upper Hutt

"Shaping our future with engaging learning pathways for our tamariki"
This document summarises the sort of activities you can expect of your LSC.

Purpose of the Role:
The purpose of LSC role is to ensure children and young people with additional learning needs have access to the services and support they need. They will substantively contribute to a collaborative approach that organises learning support around what best meets the needs of children and young people across our cluster. They will help simplify the current learning support system, particularly for the key stakeholders that interact with it, including parents and whanau.

Relationships	MoE facilitator	● Seek advice & support ● Make referrals to facilitator in consultation with Senco • Communication with key workers as needed
	School Leadership Team	● Two way communication (oral and written) to keep informed ● Raise needs , share information an discuss students ● Make suggestions to ensure all children receive appropriate support ● Learn the schools systems for gathering and sharing information about learning support needs ● Build understanding of inclusive practice within and across schools and protocols around sharing information
	SENCO	● Collaborate to support identification of children with learning support needs and to identify appropriate support strategies • Define roles and responsibilities • Meet as required
	RTLB	● Open dialogue with school liaison RTLB about students on register and collaborate to develop one plan for every child on Te Rito ● Regular meetings to discuss cases. • Put referrals onto Schoolgate • Attend case meetings as needed • Build relationships with RTLB team
	Whānau	● Ensure whānau have a clear understanding of the processes and plans and be available. ● Be the contact person for the whānau. ● Ensure Parent voice is collected and heard • Ensure parents make informed consent

	Child	● Ensure students' voice is collected and heard
	Teachers	● Develop relationships with teachers so that they feel confident to raise concerns about students. ● Build understanding of inclusive practice within and across schools and protocols around sharing information ● Work with teachers to use tools that identify and support students with neurodiverse needs • Provide resources and strategies to support identified students
	Other LSC's	● Maintain regular contact with Cluster LSC's ● Analyse cluster wide data to get an overview of learning support issues in the community. ● Support and collaborate to improve practice
	Agencies	● Liaise with other agencies as required in support of child • Build relationships with key personnel
	Cluster	● Supporting cluster wide initiatives that arise from cluster strategic plan ● Engage/lead work of Uhub and give tangible support to Uhub initiatives ● Working across schools to gain a better understanding of factors that impact student achievement
	ECE	● Make connections with early learning settings in order to support transitions into school"
Professional Learning	LSC's	● Participate in activities that enhance your own professional learning and practice ● Create a culture of practice that is evidence-based. ● Develop your capacity to operate in a culturally inclusive manner. ● Be familiar with privacy and information sharing protocols. • Participate in relevant professional learning at assigned school
	In Schools	● Participate in projects that impact on student engagement and achievement ● Build capability of staff in schools to help an individual child ● Facilitate training that improves teacher and teacher aide capability

	Cultural Responsiveness	● Continue to upskill in cultural responsive practice that can be implemented across schools • Model and share good practice
Register	Manage implementation of Cluster register in the school.	● Initial set-up and accumulation of data ● Keep register up-to-date ● Follow information sharing protocols
Plans	Develop a plan for identified children on the register.	● Support teachers and liaise with SENCO's to develop plan for identified children on register ● Collaboratively develop a Learning Pathway profile for all students on the register ● Support teachers and teacher aides to develop and deliver programmes ● Support teachers and teacher aides to review plans
	Observations	● Observe students in classroom and playground setting to support teachers and inform plan
Referrals	Coordinate referrals to appropriate agencies	● Coordinate with SENCO and RTLB to make appropriate referrals to external agencies. ● Access appropriate referral forms ● Make and follow-up on referrals as required ● Coordinate special assessment condition applications (High School specific). ● Identify agencies that can help achieve the desired outcomes from the plan.
Meetings	Coordinate meetings (date, time, place)	● Meet with individual teachers and teaching teams to talk about learning support needs in their spaces. ● Coordinate meetings with whanau, teachers, SENCO, TAs and agencies ● Share the agenda/minutes/plans to all stakeholders
Transitions	Coordinate transitions between learning centres for children on register.	● Liaise with ECE/ Intermediates and colleges to support transitions to new settings • Share Learning Pathways with new setting • Ensure smooth transfer of information. • Liaise with other LSC based at different schools to discuss students and whanau moving to their schools.