Job Description: Scale A Teacher - DRAFT

2027 Neurodiverse & Learning Support Class

Remuneration: Scale A + 1 Management Unit (1MU) by negotiation

Reporting To: Principal / SENCo / Learning Support Coordinator (LSC)

Class Size: Approximately 10–12 neurodiverse aakonga with diverse learning, sensory, and / or behavioural support needs

Purpose of the Role

To lead a newly established, small-ratio learning environment for neurodiverse aakonga requiring additional support. Grounded in strong, high-trust relationships with aakonga, whaanau, staff, and external agencies, the teacher will work within a wrap-around support model to create a safe, predictable, and strengths-based classroom that embodies our school vision: *"He waka eke noa, ki te pae tawhiti — paddling the waka together to reach new horizons."*

Key Responsibilities

Relational Practice & Wrap-Around Collaboration

- **Whaanau Partnership:** Establish and nurture high-trust, open, and empathetic relationships with parents and whaanau, actively valuing their expertise in their child's needs and co-constructing learning and wellbeing goals.
- **Student Connection & Advocacy:** Build authentic, mana-enhancing relationships with each of the aakonga, ensuring every learner feels safe, heard, respected, and celebrated for their unique strengths.
- **Leading & Supporting Staff:** Direct, mentor, and work alongside Learning Assistants (LAs) to foster a cohesive classroom team. Collaborate closely with mainstream teaching colleagues to support transitions, inclusion opportunities, and shared understanding across the wider kura.
- **External Agency & Specialist Coordination:** Partner seamlessly with the SENCo, LSC, Resource Teachers: Learning and Behaviour (RTLB), Ministry of Education Learning Support specialists, speech-language therapists, occupational therapists, and psychologists - integrating specialist advice into daily classroom routines.

Teaching & Learning Programme

- **Responsive Curriculum Design:** Plan, implement, and review individualised and small-group programmes tailored to the sensory, behavioural, communication, and academic needs of neurodiverse learners.

- **Inclusive Pedagogies:** Apply Universal Design for Learning (UDL), trauma-informed practices, and the Expanded Curriculum (e.g., communication, sensory regulation, social-emotional skills, and independence) alongside *Te Mātaiaho* / The New Zealand Curriculum.
- **Individual Education Plans (IEPs):** With the SENCo and LSC, support the development, implementation, and regular review of IEPs/IBPs through collaborative hui with whaanau, Learning Assistants, and specialists.
- **Assessment & Reporting:** Use strength-based, holistic assessment tools to track progress across academic, social, and developmental goals, sharing meaningful updates with whaanau and leadership.

Classroom Environment & Wellbeing

- **Safe & Predictable Culture:** Establish clear routines, visual supports, and sensory-friendly spaces that promote emotional regulation, co-regulation, and physical safety.
- **Positive Behaviour Support:** Proactively identify triggers and implement compassionate, restorative de-escalation strategies.
- **Upholding Kura Values:** Model and embed our core values - **Whakamiha** | Respect, **Mana Motuhake** | Responsibility, and **Manaaki** | Caring - across all interactions with aakonga, kaimahi, and whaanau.

Wider Kura Contribution

- **Professional Growth:** Engage actively in professional learning, reflective practice, and growth cycle processes.
- **Inclusive School Culture:** Contribute to wider kura life and advocate for inclusive practices across the school community.

Person Specification

Essential

- Current New Zealand Teacher Registration and Practising Certificate.
- Exceptional relational capability - demonstrated ability to build trust and collaborate effectively with neurodiverse aakonga, whaanau, Learning Assistants, teaching colleagues, and external agencies.
- Deep empathy, patience, and adaptability when supporting learners with complex or neurodiverse needs.
- Commitment to culturally responsive practice and honouring Te Tiriti o Waitangi.

Preferred / Advantageous

- Proven experience teaching neurodiverse aakonga (e.g., Autism, ADHD, sensory processing differences, communication or behavioural needs) in primary or specialist settings.
- Working knowledge of Universal Design for Learning (UDL), trauma-informed practice, and the Expanded Curriculum.
- Experience leading, mentoring, or coordinating Learning Assistants and working within multi-disciplinary wrap-around teams.