TAMATEA HIGH SCHOOL

Learning Support Teacher

Learning Support Framework Project | Fixed Term 2027

Position information and rationale

Why this role

Tamatea High School is supporting a growing number of ākonga with learning needs, including neurodiversity, literacy and numeracy gaps, and needs related to trauma and regulation. Our kaiako are committed to these ākonga, but support is not yet as coordinated, consistent or classroom-centred as it needs to be. Too often it relies on individual effort, or responds after difficulties have escalated.

This fixed-term role is a special project to change that. During 2027 we will design and establish a schoolwide learning support framework, so that every ākonga receives the right support, in the right place, at the right time, and so that we can show the support is making a difference.

What we are trying to achieve

The framework will be built on **Te Tūāpapa o He Pikorua**, the Ministry of Education's model for flexible, integrated learning support. It organises support into three connected layers. Ākonga can receive support from more than one layer at the same time, and do not need to struggle at one layer before they can access the next.

Layer	What it looks like at Tamatea	Led by
Te Matua Universal	Accessible, adaptive teaching, clear routines and inclusive classrooms for every ākonga	All kaiako and curriculum leaders
Te Kāhui Targeted	Small-group literacy and numeracy intervention, transition support and focused programmes, alongside classroom learning	Learning support kaiako and Learning Assistants
Te Arotahi Tailored	Individual plans, specialist support and coordinated work with whānau and agencies	SENCO, Learning Support Teacher, kaiako, specialists and whānau

Our principles

- **Classroom first.** The learning support hub supports classroom learning; it does not replace it. A hub cannot make up for teaching that ākonga cannot access.
- **Need, not labels.** Support is based on assessed need, not on a label or a placement.
- **Ākonga and whānau at the centre.** Ākonga and whānau are part of every decision about their support.
- **Building capability.** The project strengthens the capability of kaiako, rather than moving responsibility out of the classroom.

- **Evidence-informed.** Every support has a clear purpose, and we check whether it is working.
- **Te Tiriti and PRIDE.** The work is grounded in Te Tiriti o Waitangi and our PRIDE values: Participation, Respect, Integrity, Diversity, Excellence.

Questions the project will answer

- What is driving the growth in learning support needs, and where does it show up?
- Which systems do we already have, and are they working as intended?
- How consistently is adaptive teaching happening in ordinary classrooms, and what support do kaiako need?
- What should the learning support hub be for, and how do ākonga move into it and back to class?
- How will we know support is improving learning, participation, independence and belonging?

What success looks like by the end of 2027

- A clear, agreed learning support framework that kaimahi understand and use.
- A learning support hub operating with a clear purpose and clear entry and return processes.
- Kaiako who are more confident supporting ākonga with learning needs in their classrooms.
- Ākonga making measurable progress, with whānau voice in their plans.
- An evidence-based recommendation to the Board on the future structure of learning support at Tamatea.

TAMATEA HIGH SCHOOL

Job Description

Position Title: Learning Support Teacher — Learning Support Framework Project

Location: Tamatea High School, Napier

Employment Type: Full-time, Fixed Term from Term 1, 2027 to the end of Term 4, 2027

Reason for Fixed Term: This is a special project to design and establish a schoolwide learning support framework. Ongoing staffing will be decided from the project's findings.

Reports to: SENCO (Deputy Principal) and Principal (Tumuaki)

Team: Member of the Middle Leaders team and the Pastoral team

Remuneration: Secondary Teachers' Collective Agreement (STCA): Units and or Allowances negotiable dependent on experience.

Teaching Load: Teaching role of approximately 18 hours per week, with remaining non-contact time allocated to the project: Negotiable dependant on experience.

Start Date: Term 1, 2027

Purpose of the Role

Tamatea High School is supporting a growing number of ākonga with learning needs. This fixed-term role leads a special project to get a coordinated learning support framework off the ground, so support is planned, consistent and centred on the classroom, not dependent on individuals or reactive responses.

The framework will be built on the Ministry of Education's Te Tūāpapa o He Pikorua model. Te Matua (universal support) means strong, accessible teaching in every classroom. Te Kāhui (targeted support) means focused intervention for ākonga who need more. Te Arotahi (tailored support) means individualised, coordinated support for ākonga with complex needs. Ākonga may receive support from more than one layer at the same time.

Working alongside the SENCO, the Learning Support Teacher will find out what is and isn't working, design the framework and the learning support hub, pilot it, and report on its impact. Throughout, the focus is on building kaiako capability rather than moving responsibility for ākonga out of the classroom.

Guided by Te Tiriti o Waitangi and our PRIDE values (Participation, Respect, Integrity, Diversity, Excellence), the role upholds the mana of every ākonga and works in partnership with whānau.

Project Phases and Deliverables

Phase	Timing	Focus	Deliverables
1. Understand	Term 1	Find out whether the pressure on learning support comes from systems that aren't followed, from teaching capability, or from a change in need	Baseline data report. Audit of current systems such as identification, referral, IEPs, SAC and the Tiered Behaviour Response. Case studies tracing the support received by a sample of ākonga. Kaiako, ākonga and whānau voice.

Phase	Timing	Focus	Deliverables
2. Design	Term 2	Co-design the learning support framework with the SENCO, kaiako, ākonga and whānau	Written learning support framework mapped to Te Matua, Te Kāhui and Te Arotahi. Process for identifying need and referring ākonga. IEP and individual plan process. Purpose, access, entry and return processes, and staffing model for the learning support hub.
3. Implement	Term 3	Pilot the framework and hub, and build kaiako capability	Hub operating with clear entry and return processes. Targeted literacy and numeracy intervention running. Kaiako PLD programme delivered. Tracking system in place.
4. Review and embed	Term 4	Evaluate impact and plan for sustainability	Evaluation report to the SENCO, Principal and Board, including recommendations on ongoing structure, staffing and resourcing. Handover documentation.

Key Responsibilities

1. Project Leadership

- Lead the project through each phase, keeping to timelines and reporting on progress to the SENCO and Principal each term.
- Gather and analyse data to establish a clear baseline of learning support need, provision and outcomes.
- Co-design the framework with kaiako, HODs, Deans, ākonga and whānau, using He Pikorua's collaborative inquiry process.
- Write clear, usable processes and documents that will outlast the project.

2. Observation and Identification of Need

- Observe ākonga in class and in the learning support hub to identify learning, sensory, regulation and behaviour needs.
- Observe how classroom practice supports ākonga with learning needs, and give kaiako constructive, practical feedback.
- Use observations to inform plans, applications, Special Assessment Conditions (SAC) evidence and referrals.

3. Classroom Support and Kaiako Capability (Te Matua)

- Provide in-class support and model adaptive, accessible teaching strategies.
- Lead kaiako PLD on neurodiversity, trauma-informed practice, regulation and learning behaviour, aligned with the Tamatea Pedagogy Framework (the Playbook).
- Support high-need junior classes as part of the team around the class.

4. Learning Support Hub and Targeted Support (Te Kāhui)

- Design and establish the learning support hub, including separate functions for targeted teaching, regulation and high sensory needs.
- Coordinate literacy and numeracy intervention based on assessed need.
- Make sure use of the hub is purposeful, planned and monitored, and that ākonga return to class.

5. Tailored Support and Whānau Partnership (Te Arotahi)

- Develop and review IEPs and individual plans with ākonga, whānau, kaiako and specialists.
- Lead or co-lead whānau hui.
- Work with the SENCO to prepare and coordinate ORS, high-needs and SAC applications.
- Liaise with external agencies, including RTLB and Ministry of Education Learning Support.

6. Evaluation and Reporting

- Track ākonga progress, hub use and intervention outcomes against the baseline.
- Report findings to the SENCO, Principal and Board.
- Make evidence-based recommendations on the ongoing structure and staffing of learning support at Tamatea.

7. Teaching

- Teach an allocated timetable to a high standard, modelling inclusive and adaptive practice.

Success Measures

Area	Indicators
Baseline	Baseline report completed by the end of Term 1
Framework	Framework and processes written, agreed and shared with kaimahi by the end of Term 2
Hub	Hub operating with clear entry and return processes, and use tracked
Kaiako capability	PLD delivered. Kaiako report increased confidence in supporting ākonga with learning needs.
Individual planning	IEPs and individual plans are current, reviewed on schedule, and include whānau voice
Intervention	Intervention ākonga show measurable progress against the baseline
Sustainability	Evaluation report and recommendations presented to the Board in Term 4

Key Relationships

Ākonga and whānau; SENCO and Learning Support team; Principal and Senior Leadership Team (Ngā Hautūtanga); Middle Leaders and Pastoral teams; Deans and Whānau Group Teachers (WGTs); HODs and kaiako; Learning Assistants; Guidance Counsellor; external agencies (RTLB,

Ministry of Education Learning Support, allied health and therapy providers); NZQA (SAC); Board of Trustees.

Person Specification

Qualifications and Experience

- New Zealand registered teacher with a current Practising Certificate (essential).
- Experience supporting ākonga with learning needs in a secondary setting (essential).
- Experience leading a project, initiative or change process in a school (essential).
- Experience with IEPs, ORS or high-needs applications, or SAC (desirable).
- Postgraduate study or training in learning support, specialist teaching, neurodiversity or trauma-informed practice (desirable).
- Familiarity with He Pikorua and Te Tūāpapa (desirable).

Knowledge, Skills and Attributes

- Able to gather, analyse and present data clearly to leaders and the Board.
- Strong understanding of neurodiversity, trauma, regulation and learning behaviour in the classroom.
- Skilled observer, able to turn observations into practical plans and kaiako feedback.
- Credibility with kaiako as a practitioner, able to support and challenge practice constructively.
- Strong relational practice with ākonga and whānau, upholding mana and building trust.
- Highly organised and self-directed, able to balance teaching with project milestones.
- Strong written communication, able to produce clear frameworks and processes.
- Commitment to culturally sustaining, inclusive practice and Te Tiriti o Waitangi.

Special Conditions and Compliance

- This is a fixed-term position for a special project. There is no expectation of ongoing employment beyond the end date.
- Subject to Police vetting and Children's Act safety checking.
- Follow school policies: child protection, privacy, health and safety, records management.
- Maintain confidentiality of sensitive learning support, health and whānau information.

How to Apply

Submit a brief cover letter addressing this job description and a CV including two referees to enquiries@tamatea.school.nz by the closing date stated in the advertisement.