Te Kāhui Wha o
Te Raki Paewhenua
RTLB CLUSTER 4

Job Description: Resource Teacher; Learning & Behaviour

Employer School: Beach Haven School

Description

A Resource Teacher: Learning and Behaviour (RTLB) may be based at a particular site but is employed by the Board of Trustees of the lead school employer (Beach Haven School) for the cluster. The RTLB works across a designated cluster of schools providing support in relation to Year 0-10 students in particular. The RTLB will consult and work collaboratively with the Ministry of Education Learning Support staff.

Role

The role of the RTLB is to provide itinerant specialist support across the cluster to students and teachers, school leaders and work with families in order to improve the education outcomes for students with learning and/or behaviour difficulties. This role may also include presenting to Teachers, whole school staff and Kāhui Ako if required. The role could include demonstrating practice, strategy or techniques so that:

- Students receive appropriate learning programmes that cater for their diverse needs, learning goals and behaviour management on an ongoing basis.
- Teachers can use the skills they have acquired with these and other students with similar needs in an inclusive manner.

Accountability

The RTLB will be accountable to the board of the employer school through the Cluster Manager.

Working Relationships

The RTLB will work with:

- staff and students in the designated schools
- the Special Education Needs Coordinator (SENCO) and any special needs committee in cluster schools
- senior management teams in cluster schools
- Ministry of Education Learning Support staff
- other agencies such as Health & Oranga Tamariki
- students' families/Whānau i in conjunction with the school and classroom teachers.

Key Tasks

Working with in the He Pikorua practice model https://hepikorua.education.govt.nz/he-pikorua/ key tasks are;

- work flexibly within a designated cluster of schools
- undertake operational procedures consistent with the agreed policies and needs of the cluster
- receive and process referrals, as described in the cluster referral process

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● work collaboratively within an ecological model with class teachers, relevant staff and Learning Support personnel to manage the behaviour and/or address the learning challenges of a whole class, a group, or individual students and

- identify strengths & needs
- set goals
- implement interventions
- monitor progress and assist teachers to adapt or implement programmes - review
- record outcomes

- Support teachers with assessment, analysis and evaluation
- Report regularly to the Cluster Manager of the employer school detailing work undertaken and student outcomes
- Support schools to refer students to other services when additional specialist advice or behaviour support is required
- Keep appropriate records of all professional practice
- Provide written reports that describe and analyse work undertaken throughout the year
- Assist with transitions of designated students between classes and schools.
- Undertake regular case supervision with designated Practice Leader

Person Specification

The successful applicant must be a trained teacher with full New Zealand teacher registration and a current practising certificate, and should have the following attributes, knowledge and skills:

- Strong interpersonal and communication skills to allow for full and comprehensive consultation and effective teacher support
- Commitment to biculturalism and to meeting the needs of Mäori students
- Commitment to understanding the needs of students from different cultures, and a demonstrated willingness to provide services that are culturally appropriate
- Ability to meet the relevant Professional Standards for Experienced Teachers and key indicators for RTLB
- Hold the Resource Teacher: Learning and Behaviour qualification or have the capacity and willingness to undertake and attain the RTLB qualification
- Empathy with students who have learning and/or behaviour challenges
- Sound knowledge of the New Zealand Curriculum, updates and mandates in Literacy & Numeracy
- Assessment skills
- Ability to identify, implement and evaluate a range of educational and management approaches to meet students' and teachers' needs
- Ability to liaise and work with Learning Support staff and other professionals and/or agencies
- Ability to work with and provide professional support for staff, families and whānau in the cluster schools
- A current clean full drivers' licence and be prepared to use your own vehicle for work.