# Job Description: Part-time Mathematics Teacher – Yr 9 - 13

## Role Purpose

The Mathematics Teacher supports autistic and neurodivergent students in Years 9–13 to engage in face-to-face education, access the New Zealand Curriculum and NCEA, build confidence, strengthen self-advocacy, and participate safely in school life and beyond. The role is both relational and instructional: our teachers act as a Kaiārahi, guiding students through a structured day, delivering personalised and meaningful learning, work collaboratively with whānau and colleagues, and help students use the tools and strategies they need to lead their own learning.

Encompass Education Hub provides a high level of relational safety and individualised support. It is an educational setting, not a clinical, hospital, or alternative education provider.

## Key Role and Responsibilities

**1. Kaiārahi Mentorship and Eke Tahi Sessions**

- Lead the morning Eke Tahi session for a designated group on scheduled working days, helping students feel calm, understand the day ahead, and prepare the tools and strategies they need for learning.
- Lead the afternoon Eke Tahi session for a designated group of scheduled working days, supporting students to reflect on successes, regulate, and prepare for the transition home.
- Act as a relational anchor by understanding each student's interests, communication preferences, sensory needs, stressors, support strategies, and learning goals.
- Uphold each student's right to be themselves without pressure to mask or hide their natural ways of communicating, learning, or participating.
- Contribute to a safe, predictable, and sensory-aware learning environment where students feel secure enough to engage.

## 2. Curriculum Design, Teaching, and Specialist Expertise

- Deliver the New Zealand Curriculum and NCEA pathways, where appropriate, using neuro-affirming, strengths-based, and trauma-informed pedagogy.
- Design and adapt personalised, cross-curricular, project-based learning within the Hub's Learning Stream structure, that reflects students' interests, aspirations, learning profiles, sensory preferences, communication styles, and wellbeing needs.
- Co-design Individual Learning Plans with students, whānau, and colleagues so learning reflects student aspirations, strengths, needs, and next steps.
- Lead and coordinate aspects of curriculum delivery, ensuring learning is meaningful, relevant, accessible, and connected to students' lives and future pathways.

### 3. Student Learning Support, Agency, and Inclusion

- Support students individually and in small groups to access curriculum learning, complete tasks, develop learning strategies, and experience success while building independence.
- Encourage student agency, self-advocacy, executive functioning, problem-solving, communication of needs, and independence.
- Provide scaffolding so students can participate in classroom, project-based, community, vocational, and social learning opportunities in ways that reflect their strengths and goals.
- Use strengths-based language and inclusive approaches that affirm neurodiversity, respect learner rights, and avoid deficit-based assumptions.

### 4. Wellbeing, Regulation, and Trauma-Informed Support

- Build safe, respectful, predictable, and trusting relationships with students, acting as a stable and non-judgemental mentor.
- Recognise signs of dysregulation, stress, overwhelm, shutdown, or escalation and respond calmly using agreed strategies.
- Support students to use regulation tools, sensory supports, breaks, communication systems, restorative approaches, and agreed personal plans for safety.
- Maintain student dignity, privacy, emotional safety, and professional boundaries at all times.

### 5. Data Collection, Assessment, and Evidence of Progress

- Capture rich, narrative evidence of student learning, including photos, recordings, notes, reflections, examples of successful strategies, and evidence of NCEA achievement where relevant.
- Capture achievement and progress data for reading, writing and mathematics for students using agreed assessment tools, where relevant and appropriate.
- Maintain accurate attendance, data records, assessment evidence, and SMS updates to support planning, reporting, review, and team decision-making.
- Record important progress such as increased confidence, self-advocacy, independent use of support tools, smoother transitions, curriculum progress, and pathway readiness.
- Share evidence and observations with relevant staff, students, and whānau in a timely, professional, and confidential way.
- Facilitate myPlan meetings with students and whānau twice a year, and complete written progress reports twice a year.

## 6. Collaboration, Communication, and External Partnerships

- Work collaboratively with a designated Learning Assistant, teachers across both Hubs, school leaders, whānau, specialists, and external agencies to ensure a consistent and supportive experience for every learner.
- Maintain open, positive, and professional communication with whānau, including facilitating myPlan meetings.
- Proactively build and maintain external partnerships to strengthen subject matter expertise and stay informed about curriculum change initiatives.
- Share relevant observations about student learning, engagement, wellbeing, communication, support needs, and pathway planning.
- Keep up to date with industry requirements and information.

## 7. Professional Practice, School Culture, and Safeguarding

- Uphold school policies, child protection expectations, health and safety requirements, privacy obligations, professional boundaries, and all relevant Encompass Education Hub and Autism NZ policies.
- Act in ways that support Te Tiriti o Waitangi, culturally sustaining practice, and respectful engagement with ākonga and whānau.
- Participate in professional learning, coaching and mentoring, reflection, team development, school events, and community-building activities.
- Maintain high standards of reliability, confidentiality, documentation, and professional conduct, including safe handling of student information.

## 8. Practical Support, Digital Agency, and Learning Environment

- Support students to use digital tools, assistive technologies, learning platforms, and communication supports to reduce barriers to communication, literacy, numeracy, organisation, curriculum access, and participation.
- Maintain organised, sensory-friendly, low-arousal learning spaces with the resources needed for daily learning, projects, assessment, and transitions.
- Support daily routines, transitions, breaks, projects, classroom activities, and supervision so students can participate safely and with dignity.
- Be actively present during some breaks, supporting social connection, shared interests, regulation, or access to quiet spaces as needed.

## Essential Knowledge and Experience

- Relevant Degree and a recognised Teaching Diploma.
- Current New Zealand teacher registration and a current practising certificate.
- Deep subject matter expertise and a commitment to ongoing professional development, including neuro-affirming and trauma-informed practice.

- Understanding of the New Zealand Curriculum, NCEA frameworks and assessment practices and project-based learning approaches.
- Understanding of senior secondary learning pathways, vocational learning, and evidence-based approaches to recognising student progress.
- Experience supporting autistic and/or neurodivergent learners, or young people with complex learning, social, emotional, sensory, behavioural, regulation, or trauma-related needs and/or a genuine commitment to inclusive, supportive education that values the unique strengths of every student.
- Commitment to completing school-required induction, safeguarding, health and safety, privacy, restraint minimisation, de-escalation, or specialist learning support training.
- Current first aid certificate, or willingness to obtain one within an agreed timeframe.
- Ability to meet all required pre-employment checks, including police vetting, identity verification, reference checks, and child safety requirements.
- Legal entitlement to work in New Zealand. Encompass Education Hub does not have the capacity to sponsor visas for overseas applicants.

## Person Specification

The successful candidate will demonstrate:

- A genuine commitment to working alongside autistic and neurodivergent young people, recognising and valuing their unique strengths, identities, communication styles, and ways of learning.
- An authentic, engaging, and relational approach that creates a calm, safe, predictable, and inclusive learning environment where students feel respected, connected, and able to thrive.
- Warmth, empathy, patience, and emotional resilience, with the ability to build and sustain positive, respectful relationships, including in complex or challenging situations.
- High standards of integrity, professionalism, reliability, and cultural responsiveness, ensuring all interactions are student-centred and respectful.
- A reflective, growth-oriented mindset, including openness to feedback, ongoing professional learning, and a willingness to challenge and unlearn traditional teaching practices to better support neurodivergent learners.
- Strong organisational skills, initiative, adaptability, and creative problem-solving, with the ability to respond flexibly to individual learner needs.

- A commitment to fostering student agency, autonomy, sovereignty, and self-determination through genuine partnerships with learners and their whānau.
- The ability to differentiate teaching and adapt learning experiences, environments, routines, resources, and communication to meet diverse learning, sensory, and wellbeing needs.
- Effective written, verbal, digital, and numeracy skills, with confidence using learning technologies, assistive technology, and school management systems to support teaching and professional practice.
- A strong commitment to culturally responsive practice, including respect for te reo Māori, tikanga Māori, and the identities, cultures, languages, and aspirations of all learners and their whānau.