TWIZEL AREA SCHOOL

Learning Support Coordinator (LSC)

Learning support coordinators in schools - **MOE website**

Below is a contemporary New Zealand Learning Support Coordinator (LSC) job description aligned with guidance from the New Zealand Ministry of Education and current school practice. It reflects the intent of the LSC role: strengthening inclusive practice, building teacher capability, coordinating support, and improving outcomes for learners with additional needs.

Position Title: Learning Support Coordinator
Reports To: Principal / Deputy Principal
Position Type: Permanent / Fixed Term
Teaching Component: Negotiable
Salary: In accordance with the applicable collective agreement and LSC entitlement provisions

Position Purpose

The Learning Support Coordinator provides leadership and coordination of learning support systems across the school. The role ensures learners with diverse learning, behavioural, social, emotional, and physical needs are identified early and receive appropriate support to access, participate, progress, and achieve in education.

The Learning Support Coordinator works collaboratively with teachers, whānau, external agencies, and specialist services to strengthen inclusive practice and improve outcomes for all learners. The role focuses on building teacher capability and school-wide systems rather than providing direct intervention.

Key Responsibilities

1. Leadership of Learning Support

- Lead the development and implementation of effective school-wide learning support systems.
- Promote inclusive practices that enable all learners to participate and succeed.
- Contribute to strategic planning and decision-making relating to learner wellbeing and achievement.
- Support the school's commitment to equitable and excellent outcomes for all learners.
- Ensure learning support processes align with Ministry of Education expectations and school priorities.

2. Learner Identification and Coordination

- Coordinate processes for identifying learners requiring additional support.
- Facilitate collaborative planning for learners with diverse needs.
- Maintain oversight of students receiving learning support interventions.
- Coordinate transitions into, through, and beyond the school.
- Monitor progress and evaluate the effectiveness of support plans and interventions.
- Ensure timely access to appropriate support services.

3. Building Teacher Capability

- Strengthen staff understanding of inclusive education practices.
- Coach and mentor teachers in adapting programmes, environments, and teaching strategies.
- Support teachers to use evidence-informed approaches to meet diverse learning needs.
- Facilitate professional learning opportunities related to learning support, neurodiversity, behaviour, attendance, wellbeing, and inclusion.
- Promote effective use of teacher aides and support staff.

4. Collaboration and Partnership

- Develop strong partnerships with whānau, parents, caregivers, and community organisations.
- Work collaboratively with Resource Teachers: Learning and Behaviour (RTLB), Ministry specialists, health professionals, social agencies, and iwi.
- Act as a key point of contact for learning support within the school.
- Facilitate effective communication between all members of the team around the learner.
- Support culturally responsive and whānau-centred approaches to learning support.

5. Learning Support Systems and Administration

- Maintain accurate records and documentation relating to learning support.
- Coordinate referrals and applications for specialist services and funding where appropriate.
- Support the development and review of individual learning plans and support plans.
- Analyse school-wide data to identify trends and priorities.
- Prepare reports for school leadership and the Board as required.
- Ensure compliance with privacy, legislative, and Ministry requirements.

6. Commitment to Te Tiriti o Waitangi

- Demonstrate commitment to Te Tiriti o Waitangi in practice.
- Build culturally responsive systems that support Māori learners and whānau.
- Promote equitable outcomes through culturally sustaining approaches.
- Strengthen staff understanding of culturally responsive learning support practices.
- Develop meaningful partnerships with whānau, hapū, iwi, and local communities.

Key Relationships

Internal

- Principal
- Senior Leadership Team
- Teachers
- Teacher Aides
- Guidance and Wellbeing Staff (Deans)
- Learning Area Leaders

External

- Parents, caregivers, and whānau
- Ministry of Education Learning Support Staff
- RTLB
- Health and Social Service Providers
- Community Organisations
- Iwi and Māori Partners

Professional Expectations

The Learning Support Coordinator will:

- Model the school's values and professional standards.
- Maintain confidentiality and professional integrity.
- Engage in ongoing professional learning.
- Contribute positively to school culture and continuous improvement.
- Demonstrate a commitment to inclusion, equity, and learner success.

Suggested Performance Indicators

- Increased teacher confidence in supporting diverse learners.
- Effective coordination of learning support systems.
- Timely access to specialist services and supports.
- Positive learner engagement, attendance, and achievement outcomes.
- Strong whānau satisfaction and engagement.
- Evidence of improved inclusive practice across the school.

.