

Position Description



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| TITLE OF POSITION: | Learning Support Co-ordinator |
| REPORTS TO: | Assistant Principal |
| KEY RELATIONSHIPS: | Coordinate and communicate with: Senior Management Team, Guidance Counsellors, HOD's, Deans, Gifted and Talented Coordinator, Kaitiaki, Teachers, Students, Parents, Learning Support Staff, RTLB, Learning Area Coordinators, MOE, and other staff involved in various learning communities. |
| PRIMARY TASK: | The Learning Support Coordinator (SENCO) will be directly responsible for managing a Learning Support Programme for students with specific learning needs. |

| | Key Task and performance indicators | Key Outcomes/Competencies |
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| 1. | <p>Leadership of Learning Support</p> <ul style="list-style-type: none"> To initiate and coordinate learning programmes for students with learning needs. Create and maintain the Learning Support policies, procedures and record of need. Manage the annual Learning Support budget. Manage the Learning Support assets and resources. Work with students who have special learning needs such as: physical disabilities, sensory impairment, speech and language requirements, cognitive disabilities, emotional/behavioural difficulties, specific learning disabilities such as Dyslexia etc. Responsible for Individual Education Programmes (IEP) and pastoral care for learning support students. Responsible for the identification of students (school wide) who require learning support and suggest strategies to address barriers to learning. Coordinate student referrals to various agencies where appropriate. Make applications to NZQA for students who require special assessment conditions in assessments and prepare all related paper work. Liaise closely and regularly with parents/whanau. Collaboration with teaching staff in planning integrated and differentiated programmes for students with special learning needs | <ul style="list-style-type: none"> Coordinate evaluation of the effectiveness of programmes Report annually on the Learning Support Programme and student achievement Develop and maintain a register of students requiring learning support Undertake testing to provide evidence to NZQA of students who require special assessment conditions Ensure programmes for students requiring learning support meet their learning needs. |

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| | Key Task and performance indicators | Key Outcomes/Competencies |
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| 2. | Student Learning Programmes <ul style="list-style-type: none"> Plan and develop learning programmes that meet the specific needs of the students Develop personalised student learning programmes, that include effective assessment and measurement of achievement | <ul style="list-style-type: none"> Operate as a teacher working with individuals and small groups of students within or outside of the classroom |
| 3. | Relationships and connections <ul style="list-style-type: none"> Form, develop and maintain positive and productive relationships with students Form, develop and maintain positive and productive relationships with parents/caregivers and whanau Form, develop and maintain professional, positive and productive relationships with all staff Form, develop and maintain professional, positive and productive relationships with all external agencies (For example GSE, RTLb, social workers, speech and language therapists, physiotherapists and educational psychologists) | <ul style="list-style-type: none"> Students with learning needs and their families feel welcome and supported. Teachers provided specific support for students with specific learning needs. |
| 4. | Staff Management <ul style="list-style-type: none"> Leadership and coordination of teacher aides and their timetables. Responsibility for performance management of teacher aides. Provide and coordinate relevant professional learning and development for all learning support staff. | <ul style="list-style-type: none"> Effective leadership of the Learning Support Team. Annual Appraisals completed. |

Ideal Appointee Requirements

- Trained teacher – ideally primary background
- Understanding of specific learning disabilities and neuro diversity
- Highly organized and with staff management skills
- Ability to make NZQA assessments for Special Assessment conditions

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| PERSONAL ATTRIBUTES AND COMPETENCIES - SMT | |
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| 1. | <ul style="list-style-type: none"> • Promote CBHS' Values and Vision: Contribute to a positive working environment. An advocate for CBHS and our students. |
| 2. | <ul style="list-style-type: none"> • Initiative: Anticipating needs, keeping abreast of changes, being proactive and taking unsolicited action to achieve goals beyond what is required outside the immediate role. Requires minimal direction in performing tasks. |
| 3. | <ul style="list-style-type: none"> • Oral Communication: Exchange information and ideas in a clear, concise and open manner, with both internal and external customers, whilst being receptive to alternative view points and ideas. Listening to others and handling sensitive one-on-one conversations effectively and respectfully. |
| 4 | <ul style="list-style-type: none"> • Written Communication: Uses knowledge of CBHS structures, processes and culture to write effective reports. Identify significant trends, issues and challenges which impact on CBHS. Presents written communication and information, analysis mark ups and ideas in a clear, concise, accurate manner. Uses appropriate writing style. |
| 5 | <ul style="list-style-type: none"> • Time Management: Prioritising tasks effectively to meet deadlines ensuring a consistent workflow despite interruptions. Takes ownership and responsibility for ensuring cost efficiency by working accurately and efficiently. Handles multiple demands and competing priorities. |
| 6 | <ul style="list-style-type: none"> • Problem-solving/analysis and decision-making: Identifying and analysing issues, problems and opportunities in a timely and effective manner; developing appropriate solutions or taking effective action that is consistent with the facts, constraints and probable consequences. |
| 7 | <ul style="list-style-type: none"> • Establishing Credibility & Trust: Demonstrates expertise and professionalism in all interactions, gaining the confidence of clients and others. Maintains a calm and professional manner, even in situations of conflict, stress and rejection. Builds and extends Trust. Communicates an understanding of the other person's interests, needs and concerns. Demonstrates honesty, keeps commitments and behaves in a consistent and appropriate manner. Provides frank, open and accurate feedback whilst avoiding destructive comments. |
| 8 | <ul style="list-style-type: none"> • Leadership: Maintaining energy and motivation in the face of setbacks, additional pressures and workloads. Seeking to exert influence, taking charge, leading and directing the efforts of others towards the goal. Being a positive influence on co- workers. |
| 9 | <ul style="list-style-type: none"> • Accuracy: Consistently meets high standards by paying attention to detail, displaying pride in work, and ensuring that the finished product is always of the highest standard. |
| 10 | <ul style="list-style-type: none"> • Teamwork: Treats all stakeholders with dignity and respect. Looks for ways to encourage participation and providing encouragement to bring out the best in others. Creating a climate in which people work successfully together and do their very best. |

APPROVED BY:

Headmaster's Signature

Date: