


POSITION DESCRIPTION

POSITION:	Learning Assistant - Junior School	
STATUS:	Fixed term	
TIME:	Full-time or Part-time as required	
LOCATION:	Kristin School, Auckland, New Zealand	
VISION / CONTEXT:	<p>Kristin School is an independent co-educational school for students from Early Learning to Year 13, which aims to provide students with a superior all-round education, to prepare them to be responsible global citizens, to think creatively, reason critically, communicate effectively and learn enthusiastically throughout life.</p> <p>Key to the achievement of this vision is the School's strategy of attracting and retaining the Best People.</p>	
VALUES	<ul style="list-style-type: none"> • Progress with vision, integrity, and love 	
LINE MANAGEMENT:	<ul style="list-style-type: none"> • Reports directly to Junior School Assistant Principal or Kindergarten Manager 	
KEY RELATIONSHIPS:	<ul style="list-style-type: none"> • JS Assistant Principals and Enrichment teachers • Teachers and Deans • Curriculum Leaders • Students and their families 	
SALARY:	Hourly rate based on experience	
JOB PURPOSE	The Learning Assistant is responsible for supporting students in relevant year group with specific learning difficulties within a mainstream classroom programme. Ability to make minor adjustments to individual learning plans.	

Accountabilities	Responsibilities & Expectations	Performance Indicators
Professional Conduct	<ul style="list-style-type: none"> • Behave in a way that articulates, supports, and furthers the School's strategic vision. • Model positive behaviours, which support the School's Code of Ethics and Core Values. • Demonstrate and understanding of, and commitment to the national and international foci of the school. 	<ul style="list-style-type: none"> • Evidence of support for the School's vision and strategic plan. • Personal conduct reflects the Core Values of the School. • Evidence of awareness, acknowledgment, and promotion of the School's commitment to biculturalism and multiculturalism.
Student support	<ul style="list-style-type: none"> • Follow student programmes as developed by the Specialist teachers and make minor adjustments as needed for the student. • Support student inclusion in the classroom as necessary, including self-care, personal safety, mobility. • Assists students to stay on task. • Participate in the use of agreed appropriate behaviour management strategies. • Use age-appropriate language and activities for students. • Provide feedback/ reinforcement that is consistent and meaningful to the student, which aligns with the School's policies and procedures. • Implements behavioural, physiotherapy, and/ or occupational therapy programmes as prescribed by specialists. • Responsible for a range of physical care and will be required to ensure the students' dignity is maintained. • Implement activities as planned by the teacher but may make minor adaptations and create other activities. • Based on assessment data, observations, and teacher discussions, will make minor adaptations to lesson plans and resources to 	<ul style="list-style-type: none"> • Student results demonstrate that programmes have been adhered to according to the individual needs of the student. • Feedback students are feeling happy, safe, and secure in the classroom. • Evidence the child is not distracted in class and stays on task. • Evidence behaviour management strategies are being adhered to as needed. • Feedback that appropriate language and activities are being used for students. • Evidence positive feedback and reinforcement has been provided to students on a regular basis. • Evidence the programmes prescribed by specialists are being implemented and followed. • Feedback from teachers' activities planned have been implemented in a timely manner. • Feedback tasks have been performed as agreed, including any physical care needs of the students. • Feedback from teachers that their plans have been adapted as needed to suit the needs of the student requiring extra help, using data and feedback provided by the teachers.

Accountabilities	Responsibilities & Expectations	Performance Indicators
	<p>ensure learning objectives are achieved and in response to individual student needs.</p> <ul style="list-style-type: none"> • Independently prepares and designs activities to supplement programmes. • Has day to day independence although will have regular conversations with colleagues. • Uses a language other than English in daily conversations to help or respond to needs. • Uses multi-cultural knowledge to guide students and colleagues or develop rapport. • Has occasional supervisory responsibility for other employees, parent help or volunteers 	
Teacher support	<ul style="list-style-type: none"> • Prepare classroom materials as directed during non-teaching time. • Provide support for tests, including accurate marking and assessment. • Assist the teacher in preparing lessons during non-teaching time or attend specialist lesson with student if needed. 	<ul style="list-style-type: none"> • Feedback relevant classroom teachers that materials have been developed as needed. • Evidence support has been provided for assessments and tests as needed.
Health & Safety	<ul style="list-style-type: none"> • Facilitate a safe and supportive work environment by ensuring compliance with the School's policies, procedures, and legislative requirements. • Ensure all practicable steps are taken to keep staff, students and parents are safe while on the School grounds or participating in school activities. 	<ul style="list-style-type: none"> • Evidence of compliance with School's policies, procedures, and workplace health & safety legislative requirements. • Evidence all practicable steps are taken to ensure safe work practices, including hazard identification, accident, incident and near miss reporting for all events.
Other	<ul style="list-style-type: none"> • Attend and participate in meetings as required. • Other duties as requested by the Principal or, Assistant Principal (s). 	<ul style="list-style-type: none"> • Evidence of attending and participating in meetings as required.

Key Selection Criteria

Qualifications, Training & Experience

- Teacher Aide/ Learning Assistant experience preferably experienced with young students.
- Ability to understand and work with students who have learning difficulties and / or different learning styles.
- Understanding of school curriculum
- Satisfactory National Police Vetting Check
- Desirable: Current First Aid certificate

Attributes and Skills

- Proven ability to develop and maintain effective relationships with students, staff, and parents from diverse backgrounds.
- Proven ability to listen, have patience, empathy and be encouraging.
- Ability to remain calm under pressure.
- The proven ability to work as an effective and constructive team member, with a willingness to help as needed.
- Excellent interpersonal skills, including the ability to listen and liaise effectively across all areas of a school community to achieve successful outcomes.
- Highly organised with demonstrated self-motivation and initiative in goal setting, prioritising work and managing multiple tasks.
- Well-developed problem-solving skills and proven experience in creating solutions.
- An understanding of contemporary student pastoral and wellbeing practices
- Outstanding verbal and written communication skills
- Demonstrated personal resilience, including the ability to work in a demanding role.
- A high degree of professional judgement and confidentiality
- Flexible, approachable, and consistent in manner.