

LEARNING SUPPORT COORDINATOR POSITION DESCRIPTION

Reporting to: **HOD of Learning Support**

Other Direct Relationships: **Principal**
Executive Principal

The primary role of the Learning Support Coordinator is:

- To provide expertise and specific skills in the area of Learning Support for students and staff
- To ensure students have the necessary Student Assessment Conditions (SAC's) in place for NCEA
- To be responsible for the processes of the evaluation of needs and subsequent support mechanisms for students who require learning support
- Creation and management of learning support programmes that will benefit students
- To support, model and promote the school principles, values and ethos

Key Areas	Expected Outcomes
Learning Support Coordination	
To provide relevant expertise in the area of Learning Support for students and staff	<ul style="list-style-type: none"> • To be recognised and utilised as the Learning Support Coordinator • To actively lead and guide teaching and non-teaching staff in their learning support with students. Effective advice, support and a wide range of resources/techniques have been provided for staff to access • To remain up to date with relevant pedagogy and current practices within the area of Learning Support • To be committed to and actively involved in a programme of professional development to improve practice • To be part of the professional performance appraisal process to improve practice • To be responsible for the performance management process for a group of learning support staff
Learning Support Programme Development and Management	
Creation and management of learning support programmes	<ul style="list-style-type: none"> • Individual education programmes IEPs for learning support students (non ORS/ICS/IWS) in Years 7-10, have been prepared and followed

<p>Responsibility for individual education programmes for learning support students</p> <p>Relevant teaching support programmes are developed and operate in collaboration with teaching staff</p>	<ul style="list-style-type: none"> • Effective learning support programmes have been developed that provide effective learning support for students • Sufficient resources are available for staff to use to support their students as needed • Relevant meetings are held with staff to identify needs, initiate actions and evaluate progress
Student Learning Support	
<p>To be responsible for the processes of the evaluation of needs and subsequent support mechanisms and actions for student with learning difficulties</p> <p>Management of an identification process and the analysis of learning needs</p> <p>Effective actions and programmes are provided for students identified as requiring learning support</p>	<ul style="list-style-type: none"> • Managing the transition process for all students with identified learning needs moving from year 6 to HIBS, students with specific learning needs such as: physical disabilities, sensory impairment, speech and language requirements, cognitive disabilities, emotional/behavioural difficulties, who are not currently supported through the ORS/ICS/IWS funding streams, have been identified, assessed, with results analysed and a suitable course of action is in place • Relevant referrals/connection have been made with outside agencies. For example: Learning Support, RTLB, social workers, speech and language therapists, physiotherapists and educational psychologists • Assessment, analysis of results and monitoring of students who have been identified as possible candidates for Learning Support • Assessment reports provided for teachers, parents and support agencies (including NZQA – SAC applications)
Specialist Teacher	
<p>Teach, guide and develop the learning and achievement for students as a specialist teacher</p> <p>Teach using a range of effective techniques, best practice and current pedagogy</p>	<ul style="list-style-type: none"> • Provide effective and relevant teaching and pastoral care, to relevant students in the capacity as specialist teacher. This could include individuals as well as small groups of students within or outside of a class • Learning programmes are personalised and responsive to individual student learning needs • Teaching uses a range of effective techniques, best practice and demonstrates current pedagogy • Positive and productive relationships are maintained with parents/whanau of students • Attendance at relevant professional learning opportunities

	<ul style="list-style-type: none"> • Active involvement in the co-curricular programme of the school • Active involvement in the school wide house/whanau system
Management	
The effective management of programmes and actions, through the use of documentation that is clear and useful, and with the provision of necessary resources	<ul style="list-style-type: none"> • Relevant documentation and other administrative requirements are up to date and used for improving student learning. For example: learning programme outlines and instructions • Resources and equipment are well maintained and recorded in a relevant inventory