



LEARNING SUPPORT CO-ORDINATOR- St Mary's and St Matthew's Schools ROLE DESCRIPTION



Role Requirements

To be considered for the position, applicants will be registered teachers and have ...

- demonstrated successful experience in working with and including children and young people with learning support needs in the classroom
- a sound knowledge, commitment to, and understanding of the learning support system and the Learning Support Action Plan priorities
- the ability to engage at a school or kura and cluster leadership level
- influencing skills at a working level within a school or kura and the wider cluster
- understanding of te ao Māori
- a current teaching practising certificate and relevant teaching qualification
- met professional standards relevant to their current position.

Role Functions

The functions of the LSC role have been grouped so that they focus on five key groups of stakeholders in order to meet learning support needs ...

- support **students** through building an inclusive school and cluster environment where all students participate, progress and make successful transitions;
- support **kaiako/teachers** in schools and kura to lift their capability to better meet the needs of learners, and to strengthen their connections with early learning services;
- support for **parents and whānau** to partner successfully with their school or kura and develop an understanding of learning support processes and who to contact if needed;
- work with other **LSCs** across the cluster, and connect with the **Learning Support Facilitator** and wider **agencies**, such as Oranga Tamariki—Ministry for Children, to access services and resources to support learners;
- work with and influence the **school or kura leadership** team to ensure all students receive the appropriate support to enhance their learning and progress.

While the LSC role will focus on all five stakeholder groups, how many and how much of the associated functions are undertaken by the LSC will depend on the needs and context of the schools, kura, ngā kōhanga reo, and early learning services in a cluster.

Tikanga expectations as underpinned by our school values:

- Mannakitanga - modelling mana enhancing words and actions
- Rangatiratanga - weaving of the voice and people together to create a pathway forward
- Whanaungatanga - respecting and understanding the relationships within the whānau and whānau whanui (wider whānau)
- Kaitiakitanga - being the protector of the relationship by building strong trusting relationships
- Mihi used to whakatau, welcome, acknowledge and thank

Learning Support Coordinator: Role description

Stakeholder focus	Function	What this looks like at Frimley and across the Kāhui Ako
<p>Support students through building an inclusive school or kura and cluster environment where all students participate, progress and make successful transitions.</p>	<ul style="list-style-type: none"> • Supporting the development of an inclusive environment in the cluster for all students and help create a common understanding of what this means; • Working with classroom teachers, other professionals and parents to identify student's needs early and respond in a timely manner with the right support; • Occasionally working with individual students to provide direct support where appropriate; • Ensuring a Learning Support Register of students' needs (at school and cluster levels) is kept up-to-date, and used regularly by authorised staff. Information sharing and privacy protocols must be followed; • Supporting kaiako/teachers to ensure that students receiving specialist support have an individual learning plan; • Contributing to learning support system improvements, including smooth transitions for learners from early learning into school, between year levels, into secondary school, and into further education, training or work. 	<ul style="list-style-type: none"> • Develop with the staff and BOT a shared understanding of inclusion- what it looks, feels and sounds like. Hold the school to this agreed understanding • Ensure that school systems and the implementation of LS tools identify students needs early in schooling. Work with ECE and whanau on enrolment to identify past needs and support received. Be part of on -enrolment interviews • Modelling for Teachers/ Learning Assistants as necessary. Stepping in for ORS teachers when away to ensure integrity of programmes. • Ensure that all staff follow agreed protocols. Maintain the LS register. • Co-ordinate and facilitate, then monitor ILP's for all students receiving specialist support. Review and update as agreed. • Review regularly and report to Principal, BOT and Kāhui Ako on implementation of LS system. Support transition to St Mary's and St Matthew's Schools from ECE (with LCL) and for students moving from Frimley to either another Primary or intermediate. •

<p>Support kaiako/teachers in schools and kura to lift their capability to better meet the needs of learners, and to strengthen their connections with early learning services.</p>	<ul style="list-style-type: none"> ● Contributing to the identification of learning support needs across the school or kura and cluster through the provision of tools and advice to teachers; ● Providing the learning support team with evidence-based strategies, practices, and guidance about what will make a difference for their students; ● Embedding a culture of collaboration between the LSC and teaching professionals where different approaches are openly observed and shared; ● Working with the learning support team (teachers and teacher aides, SENCOs, gifted coordinators, and other professionals) to develop its capability through training and professional development; ● Working with the learning support team to decide on the best use of available learning support resources to meet the needs of children; ● Providing kaiako/teachers across a cluster with clear avenues to seek additional advice on meeting the learning support needs of all students. 	<ul style="list-style-type: none"> ● Support teachers to identify students with LS needs. Identify teachers who don't refer. Review PB4L. IY plans, LS, health and pastoral records to identify students needing support. Offer advice to teachers or provide tools and training to assist teachers to recognise students who need additional support. ● Establish LS team, convene regular meetings and report to Leadership team. Attend senior leadership meetings as required. ● Attend PLD, review PLD opportunities and encourage teachers/ LA's to personalise, modify or adapt their practice to meet the needs of identified learners. ● Develop protocols for observing teachers as part of everyday referral and monitoring practices. Hold open to learning conversations and provide coaching to teachers and LA who require this. ● Develop recommendations for the Senior leaders team/ BOT/ Kāhui Ako on how learning support resources are allocated. Review and evaluate as necessary to ensure the best outcomes are received by students and whanau ● Work with Kāhui Ako LSC to identify common needs, interventions and PLD opportunities. Lead these as requested or as your skills and expertise determine ● Support Principal on budgeting and determining impact of specific programmes/ interventions. ● Plan timetables for Learning Assistants and Specialist Teachers. Appraise Learning Assistants.
<p>Support for parents and whānau to partner successfully with their school or kura and develop an understanding of learning support processes and who to contact if needed.</p>	<ul style="list-style-type: none"> ● Ensuring parent, whānau and student voice is heard and represented when the school or kura is making decisions about learning support; ● Providing parents and whānau with access to resources and guidance at an early stage so they are able to be pro-active in school engagement about their children; ● Leading school and kura-wide engagement and communication with parents and whānau of students with learning support needs; ● Helping kaiako/teachers build capability and confidence in working in partnership with parents and whānau, and working directly with parents on more complex or disputed matters. 	<ul style="list-style-type: none"> ● Develop, with advise an appropriate Whanau Hui model for meetings. Ensure that these follow inclusive tikanga, appropriate to our school ● Identify, develop plan for and make available to whanau 'how you can help at home' resources ● Facilitate whanau hui/ front meetings within Learning Support ● Ensure that whanau are well informed of developments, programmes being implemented etc ● Model tikanga, develop recording and reporting systems, provide coaching for teachers and ensure whanau have sufficient support and ensure that school presence is not overwhelming.

<p>Learning Support Facilitator and wider agencies, such as OT, Ministry for children to access services and resources to support learners.</p>	<ul style="list-style-type: none"> ● Using the learning support register and assisting with planning to meet needs as students move through the system ● Working with the LSC's across the Kāhui ako and the MOE Learning Support Facilitator to build a strong learning support network across a range of providers and agencies. ● Developing expertise and a connected network/ community of practice that shared good practice and up to date information, guidance, resources and support ● Collect information for research and evaluation purposes to assist the MOE and school/ kura with the development of the LSC role and LSDM 	<ul style="list-style-type: none"> ● Work with Senior Leadership and LCL to plan interventions, reviews and cases. ● Work collaboratively (and provide leadership) with the Kāhui Ako to identify collective responses and synergies. ● Develop strong and productive relationships with MOE LSF and other agencies to further school and KA aims. ● Proactively seek out and share PLD and effective teacher practice. Link up classroom teacher experts with teachers. ● Review LS register, impact data and other measures of success and use to inform advice and decision making. ● Meet MOE requirements for research and evaluation. Participate proactively to ensure FS is leading practice.
<p>Work with and influence the school or kura leadership team to ensure all students receive the appropriate support to enhance their learning and progress.</p>	<ul style="list-style-type: none"> ● Providing regular reporting, drawing on the learning support register, to the school and kura leadership about student numbers, needs and trends regarding learning support ● Raising and advising on particular capability development needs related to learning support for Kaiako/ teachers and learning support professionals ● Raising learning support related issues that require leadership involvement in order to resolve ● Influencing school wide system and resource decisions to support students with learning support needs ● Helping to create shifts toward earlier intervention and group delivery of LS services. 	<ul style="list-style-type: none"> ● Develop clear and meaningful ways to evaluate success (broad view) and report as required or considered necessary. ● Identify trends and patterns and seek collective, collaborative and across school PLD/ intervention initiatives ● Meet regularly and proactively with Senior leadership and LCL within the school and the RTLB/ MOE/ Kāhui Ako to resolve issues and modify practices ● Constantly explore, advocate for and pilot earliest interventions ● Look for strategies to build collective capability with the Teaching and LA workforce. ● Work collaboratively and provide support to other schools and LSC within the Kāhui Ako.