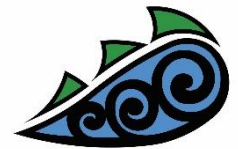


# Ngā Mātāpuna o te Waihora Kahui Ako

Ellesmere College, Dunsandel School, Leeston School and Southbridge School.



## Application Pack for Primary Schools' (Years 1-6) Learning Support Coordinator

Leeston School (0.6), Southbridge School (0.2) and Dunsandel School (0.2)

Thank you for your interest in this permanent full time Learning Support Coordinator position.

Ngā Mātāpuna o te Waihora Kahui Ako is looking to employ a permanent full time Learning Support Coordinator as outlined above, based at Leeston School and employed by Leeston School Board. The preferred start date is 28 January 2025, however this can be by negotiation.

The successful candidate will be an experienced teacher who is committed to making a difference for the students in our Kahui Ako. Ngā Mātāpuna o te Waihora is committed to all students and kura having equitable access to this service.

Please find attached the following information to assist you with your application.

- Position Description
- Application Form

### Timeframe

|                                |  |
|--------------------------------|--|
| Position advertised in Gazette | 28 November 2024                             |
| Applications close             | Friday 13 December, 12 noon                  |
| Interviews conducted           | Week commencing 16 December                  |
| Positions to commence          | Beginning of Term 1, 2025, or by negotiation |

If you require any further information, or if you would like to arrange a visit, please do not hesitate to contact me on (03) 3243493.

Please include with your application a covering letter detailing suitability for the position in relation to the job description overview, your curriculum vitae, and the completed application form. Applications are to be sent to [principal@leeston.school.nz](mailto:principal@leeston.school.nz)



## Learning Support Coordinator – Position Description

### Purpose of the Role

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The purpose of the LSC role is to ensure children and young people with additional learning needs have access to the services they need. The successful applicant will contribute to a collaborative approach that organizes learning support around what best meets the needs of children and young people across a local community.

### Role Description

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This role is a full time, dedicated role, working closely with each primary school's leadership team. While associated functions undertaken by the LSC will depend on the needs and contexts of each school in the cluster the successful applicant will predominately work to build the learning support capability of kaiako/teachers, and to help identify and plan for the learning support needs of all the children and young people in their cluster. This is a coordinating role and requires the incumbent to be an experienced teacher who can engage with kaiako/teachers to support the development of their practice in working with children and young people with a range of learning support needs. The successful applicant will help build core capability in schools to support the range of identified needs and to connect with a range of specialist supports and services, such as the MOE learning support team, Resource Teachers, and those provided by other agencies, such as Oranga Tamariki – Ministry for Children, and community organisations. They will also work with a range of colleagues, including gifted coordinators and other professionals, and Special Education Needs Coordinators (SENCO) where such roles are retained by schools, as part of a cluster's learning support team.

### Role Requirements

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

- excellent professional relationships with staff, students and whānau
- experience in supporting learning needs in the classroom including ESOL learners
- a sound knowledge, commitment to, and understanding of the learning support system including student funding applications, external referral processes, alternative assessments and support plans.
- the ability to engage with a school or kura and cluster at leadership level
- a current teaching practicing certificate and relevant teaching qualification
- a current drivers license and suitable car

### Role Functions

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- Support kaiako/teachers in schools and kura to meet the needs of learners and ensure all students have equitable access to the services and resources they require to succeed.
- Work closely, building relationships with our kaiako/teachers, our leadership teams, parents, whānau, and external agencies.
- Help build inclusive learning environments through collaboration with kaiako/teachers and support staff to co-construct strategies/plans to support learners.
- Support successful transitions from ECE to school, and from Year 6 to Ellesmere College.
- Facilitate relevant PD.
- Meet regularly with RTLb liaison and RTLit
- Have an understanding of culturally responsive and relational pedagogy.
- Facilitate group meetings

## Learning Support Coordinator – Person Specification

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### Attributes we are looking for in the successful candidate:

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- Demonstrated successful experience in working with and including children and young people with learning support needs in the classroom
- Is passionate and effective; able to improve the lives of our learners, encourage well-being/hauora and lift learning
- Have a high level of personal integrity
- Have a commitment to relationship building
- Ability to be flexible in their work routines and their approach to change management
- Have a solutions focused attitude and problem solve successfully
- Display excellent organisational and communication skills.
- Have the ability and desire to work independently or in conjunction with others.
- Connects with the Kahui Ako and schools' values
- Is a team player and can work with a range of staff, students, Kura, support agencies and personnel
- a good sense of balance and can manage time successfully

### Terms and Conditions:

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Remuneration will be determined by their position on the salary scale, as set in the relevant teacher collective agreements.

An induction programme will be provided by each school

Travel and networking grant

## LSC: Position

**Responsible to:** Board of Trustees via Principal of Leeston School.

**Scope:** This profile describes the outcomes required of a Teacher. Specific objectives and management responsibilities will be negotiated annually between the Principal and Teacher, and recorded separately in a Performance Agreement document

### Learning Support Coordinator: Role description

#### Stakeholder focus

Support **students** through building an inclusive school or kura and cluster environment where all students participate, progress and make successful transitions.

Support **kaiako/teachers** in schools and kura to meet the needs of learners, and ensure all students have equitable access to the services and resources they require to succeed.

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.

#### Function

Supporting the development of an inclusive environment in the cluster for all students;  
Working with classroom teachers, other professionals and parents to identify student's needs early and respond in a timely manner with the right support;  
Working with individual students or groups of students to provide direct support where appropriate;  
Ensuring a Register of students' needs 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 adapted learning plan  
Contributing to smooth transitions for learners from early learning into school, between year levels, and into secondary school.

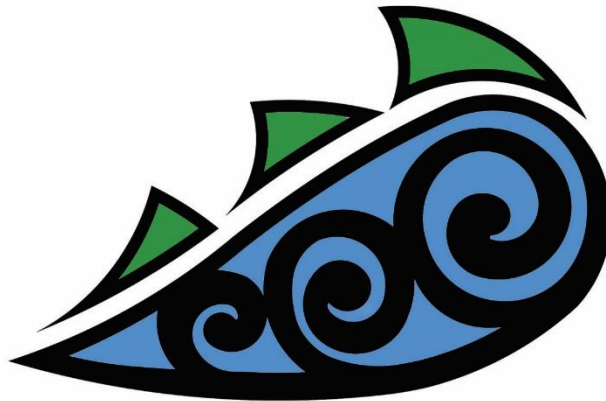
Contributing to the identification of learning support needs across the school or kura and cluster through the provision of tools and advice to teachers;  
Providing the learning support team with evidence-based strategies, practices, and guidance about what will make a difference for their students;  
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.

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.

Work with the school or kura leadership team to ensure all students receive the appropriate support to enhance their learning and progress

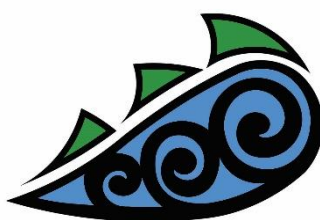
Providing regular reporting to the school and kura leadership about student numbers, needs and trends regarding learning support;  
Raising and advising on particular capability development needs related to learning support for kaiako/teachers and learning support professionals;  
Raising learning support 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.



## Professional Knowledge, Relationships, Values and Engagement

### Domain: Professional Knowledge in Practice – Ako

| Focus Area  | Broad Standards   | Applicant Demonstrates Successful Practice and Understanding of ...   |
|---|---|---|
| <b>Bicultural knowledge and practice</b>                          | Supports the development of expertise across the school and/or cluster in learning support in bicultural and/or bilingual Aotearoa New Zealand, consistent with the Treaty of Waitangi, to support improved outcomes for Māori students                         | Implications and applications of the Treaty of Waitangi in New Zealand school settings;<br>Māori enjoying and achieving educational success as Māori;<br>Working collaboratively on bicultural initiatives.   |
| <b>Planning for success</b>                                       | Promoting evidence-based strategies, practices, and inquiry processes to plan, implement and review effectiveness in progressing school or kura goals to improve outcomes for diverse (all) students  | The development of systems and processes that result in improved outcomes for diverse (all) students particularly for those requiring additional support, or accelerated opportunities.   |
| <b>Effective learning support knowledge about what works best</b> | Helps to develop and implement strategic change across a school/cluster/Kāhui Ako with the current and relevant research evidence to support the learning and progress of every student in ways that recognise their identity, language and culture             | Leading change with colleagues using current and relevant research evidence to improve leadership and teaching capability to support every student to learn and achieve in ways that recognise their identity, language and culture.                            |
| <b>Professional Learning</b>                                      | Works responsively with colleagues to identify teachers' and their own professional learning strengths and needs using a range of evidence. Works collaboratively to enhance capabilities to improve teaching, and learning outcomes for diverse (all) students | Using a range of evidence to collaboratively identify professional learning strengths and needs of self and others; monitor progress towards goals;<br>Leading collaborative professional learning approaches that improve outcomes for diverse (all) students. |



# Ngā Mātāpuna o te Waihora Kahui Ako Learning Support Coordinator

## APPLICATION FOR APPOINTMENT

**Personal Information:** Please provide some form of photo identification with this application.

Surname:

First name/s:

Address:

|  |
|--|
|  |
|  |
|  |
|  |

Preferred form of address – optional (circle or highlight)

Mr      Mrs      Ms      Miss      Dr

Telephone:

Mobile:

Email

Are you legally entitled to work in New Zealand?

**Yes**

**No**

(Circle or highlight your response)

**NOTE:** If appropriate, please attach evidence of eligibility to work in New Zealand.

**Teacher Registration:** Please provide a copy of your Practising Certificate with this application.

Teacher Registration Number:

Expiry date:

### Teaching Qualifications

Trained Teacher's Certificate

Diploma of Teaching

Degree Qualifications

Other Academic Qualifications

| Institution | Year Awarded |
|-------------|--------------|
|             |              |
|             |              |
|             |              |
|             |              |





## DECLARATIONS

### Health

|   |                         |           |
|---|-------------------------|-----------|
| Have you had any injury or medical condition caused by gradual process, disease or infection that will or may be aggravated by the tasks of this position? If, <b>YES</b> , please provide details: | <b>Yes</b>              | <b>No</b> |
|   | Highlight or circle one |           |

### Student Safety

|  |                         |           |
|--|-------------------------|-----------|
| Have you been the subject to any concerns related to student safety?<br>If, <b>YES</b> , please provide details: | <b>Yes</b>              | <b>No</b> |
|  | Highlight or circle one |           |

### Convictions against the Law

|   |                         |           |
|---|-------------------------|-----------|
| Have you ever been convicted of any criminal offence (other than a minor traffic offence)?<br>If, <b>YES</b> , please provide details and note that you may be asked to provide a copy of the relevant court records. | <b>Yes</b>              | <b>No</b> |
|   | Highlight or circle one |           |
|   |                         |           |
| Are you currently awaiting the hearing of any charges?<br>If, <b>YES</b> , please provide details   | <b>Yes</b>              | <b>No</b> |
|   | Highlight or circle one |           |
|   |                         |           |

**Please Note:**

The Board reserves the right to contact authorities to verify any claim made.

Please comment briefly on each area.

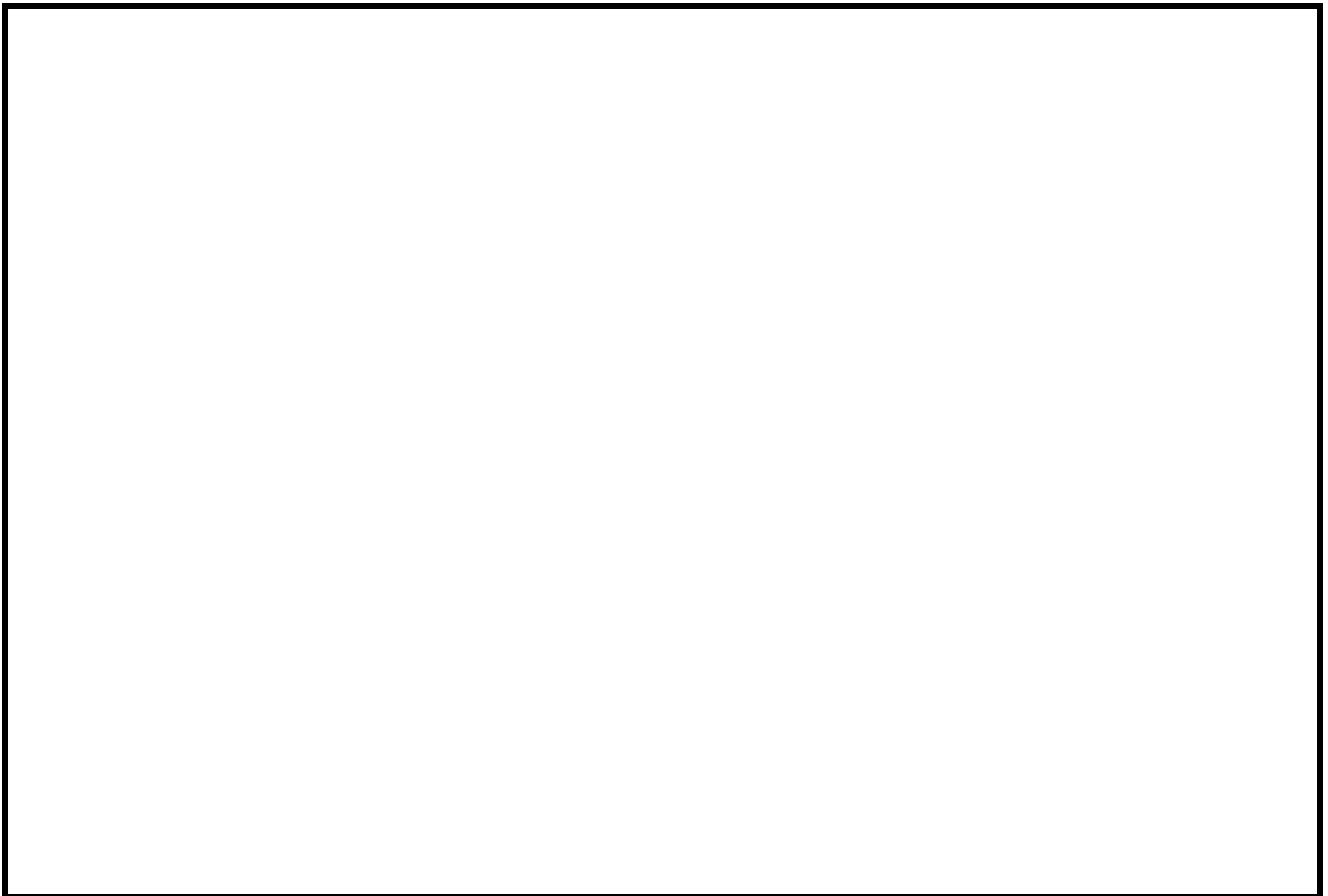
**In less than 150 words, what are the key skills and abilities you bring to this position?**

**Experience in working with learners with significant needs.**

**Experience in leading or working with adults**

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**Experience in working with support agencies**

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## Other Relevant Information

If there is any other relevant information that would assist the Board in making its decision about your suitability or otherwise to fill the vacancy please outline this below:

## Referees

Please provide names, addresses and contact number of three (3) referees, one of whom is a current or previous employing board member (for principal applicants) or Principal (for teacher applicants) who can attest to your professional skills.

|  | 1st                            |  | 2nd                            |  | 3rd                            |  |
|--|--------------------------------|--|--------------------------------|--|--------------------------------|--|
| Name   |                                |  |                                |  |                                |  |
| Position                                       |                                |  |                                |  |                                |  |
| Address  |                                |  |                                |  |                                |  |
| Telephone Numbers                              | Mobile                         |  | Mobile                         |  | Mobile                         |  |
|  | Home                           |  | Home                           |  | Home                           |  |
|  | Work                           |  | Work                           |  | Work                           |  |
| Email  | <b>Referee's Email address</b> |  | <b>Referee's Email address</b> |  | <b>Referee's Email address</b> |  |
|  |                                |  |                                |  |                                |  |
| Capacity in which you have known this referee. |                                |  |                                |  |                                |  |

I consent to the Leeston School Board or their representatives seeking verbal or written information on a confidential basis about me from representatives of my previous employers, referees and any other persons, as necessary, for the purpose of ascertaining my suitability for the position for which I am applying.

I understand that the information received by the school is supplied in confidence as evaluative material and will not be disclosed to me.

Signature: .....

Date: .....

### **Declaration**

I ..... (full name) declare that to the best of my knowledge the information provided in this application and in my curriculum vitae enclosed, is accurate and I understand that if any false or misleading information is given, or any material fact suppressed, I will not be employed, or if I am employed, my employment may be terminated. I also understand that any false information given in relation to my medical history with regards to gradual process, disease or infection, can result in my loss of entitlement for any compensation from ACC.

\_\_\_\_\_  
Applicant's Signature

\_\_\_\_\_  
Date

### **Privacy Statement from Leeston School Board to Applicants**

The information that has been provided or will be provided to the Board in regard to this application will only be used for the purpose of determining the applicant's suitability to fill the vacancy. Only the Board and their representatives will have access to the information. The curriculum vitae of the successful applicant will be kept on file along with their application. All referee reports along with other information gathered on applicants during the process will be destroyed.

## APPLICATION CHECKLIST

### Checklist:

Please include with this application form:

- Your Cover letter

- Your CV

Applications close 12 noon, Friday 13 December, 2024.

Position to commence beginning of Term 1 2025 or by negotiation

Please submit your application online to:

Email: **principal@leeston.school.nz**

Subject line: **LSC Application**