



TRIDENT HIGH SCHOOL

Position Description & Performance Agreement

Full time Position

Learning Support Co-ordinator – Trident High School

Learning Support Co-ordinators will:

- Build the capability of teachers
- Identify and plan for the learning support needs of all children and young people in the school, including those with moderate needs
- Be available to support learners, and their parents and whanau
- Report to the Trident SENCO and SLT
- Work with Whakatane COL LSC

Purpose of the Role

- The purpose of LSC role is to ensure children and young people with disability and additional learning needs have access to the services they need.
- They will substantively contribute to a collaborative approach that organizes learning support around what best meets the needs of children and young people across a local community.
- They will help simplify the current learning support system, particularly for the key stakeholders that interact with it, including parents and whanau.

Learning Support Coordinator: Role description

- 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.

SPECIFIC TASKS	
Supporting students	<ul style="list-style-type: none">• Testing and establishing student needs• Identifying students requiring support• Developing learning plans for students• Monitor attendance for students with issues in this area• Work with DP Pastoral in supporting attendance related issues.• Work with AE and Landskills to monitor and assist with assessments and progress.
Supporting teachers	<ul style="list-style-type: none">• Provide teachers with strategies to support identified students• Inform teachers of students specific learning needs

	<ul style="list-style-type: none"> ● Provide PLD for teachers to assist with the learning needs of specific students. ● Support teachers in developing strong home-centre relationships and reducing barriers ● Observe specific students in classes and provide feedback to Deans and teachers on ways to support learning
Support parents and whanau	<ul style="list-style-type: none"> ● Regularly engage the whanau of identified students through home visits and school meetings ● Inform whanau regarding: <ul style="list-style-type: none"> - What's happening at school - The school systems - What needs addressing - How they can help at home ● Provide whanau with a contact person within the school who they will feel comfortable in discussing their child's progress. ● Work with Maori Liaison Staff to support whanau and families in engaging in learning programmes at school
Working across the Whakatane Kahui Ako	<ul style="list-style-type: none"> ● Maintain the Trident learning support register ● Contribute, with the other LSCs, to the development of a learning support network across a range of providers and agencies ● Share good practice and resources across the Kahui Ako ● Contribute to the development of the Learning Support Delivery Model (LSDM) across the Kahui Ako, and the evaluation of this implementation
Working within the school to influence school leadership and ensure students receive appropriate support	<ul style="list-style-type: none"> ● Attend Deans Meetings and work with the Pastoral Care team to address issues that arise. ● Work with the SENCO to develop programmes that support learning through Teacher Aides and the learning centre. ● Responsible for the SAC, In-Class Support and Northern Health School applications in conjunction with the DP Pastoral ● In conjunction with the SENCO, make application to other organisations eg. MOE, RTLB etc. ● In conjunction with the SENCO, develop and monitor transition plans for students moving from the AE to a full school programme.

Declaration:

Approved by:	<i>Adrienne Scott-Jones</i>	<i>Signature</i>
Date approved:	<i>December 2021</i>	
Reviewed:	<i>January 2023</i>	
Appointee:		
Date appointed:		