

Job Description



Position	Terms of employment	Responsible to
Teacher Aide	Support Staff in Schools Collective Agreement (Grade B)	HOD Learning Support & Principal
Central Beliefs		
<ul style="list-style-type: none">• The Lincoln tikanga: Let's be Respectful, reliable, supportive and resilient underpin all we do.• We are all Life Long Learners (Everyone is capable of learning)• We are committed to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand		
Core Skills		
<ol style="list-style-type: none">1. The ability to listen, have patience & empathy, to encouraging and have resilience2. Committed to learning new skills and engaging in professional development3. Ability to demonstrate a high level of understanding pertinent to areas of work4. Relevant administration experience5. Strong IT skills including OneNote and other classroom specific IT6. Effective problem-solving skills7. The ability to establish and maintain supportive and co-operative working relationships with class teachers and colleagues and values the contribution all staff make to the efficient operation of Lincoln High School8. Is a strong and supportive "team player" with great communication skills9. A commitment to culture responsive practice10. Has a friendly and approachable manner		
Employment Status		

School Hours, term time only

Hours per week, days, and hours per day to be confirmed

This position involves working with students with special needs who are mainstreamed in regular classes or in learning support classes if required. These students may have intellectual or physical disabilities, including visual and other impairments.

While working at a Grade B status, it is expected that you encompass Grade A responsibilities as well. (Grade A appendix attached)

Professional Responsibilities

IEPs

- Assisting students to meet their Individual Educational Programme (IEP) goals when required
- Attending IEP meetings with teachers and parents when required

Individual Needs

- Keeping the Head of Department informed on student progress, personal or social needs

General

- Undertaking clerical duties for the Learning Support Department as required
- Prepare and/or maintain resources
- Other duties as negotiated with your Head of Department.

Confidentiality

To maintain confidentiality in communications

- Demonstrates a high regard for and maintains confidentiality at all times
- Communicates issues or concerns relating to employment to the HOD Learning Support, Office Manager &/or Principal

Key Descriptors of an Effective Grade B Teacher Aide at Lincoln High School

General Support	Additional Support	Te ao Maori	At Lincoln High School
<p>Follows structured programmes but can make minor adaptions / create activities</p> <ul style="list-style-type: none"> • Works with individual students and small groups delivering a range of subjects and topics OR works more in-depth in a single or limited range of subjects. • Will make minor adaptions to lesson plans and resources to ensure learning objectives are achieved and in response to individual student needs. • Designs activities to supplement programmes. • Supports inclusion in school and amongst peers and takes appropriate action to support students' wellbeing. • Has more day-to-day independence although will have regular conversations with colleagues. • Has occasional supervisory responsibility for other employees, parent help or volunteers. • May use a language other than English in daily conversations to provide assistance or respond to needs. • Uses multi-cultural knowledge to guide students and colleagues or develop rapport 	<p>Directly supports students with specific health, behavioural and/or other needs</p> <ul style="list-style-type: none"> • Provides direct support for specific health, behavioural and/or other needs of student/s in order to enhance the student's ability to integrate, improve, be independent and participate more fully in the school. • 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. • Precision in providing care and safe handling is required. • If responsible for behavioural needs students, must be constantly monitoring for escalating behaviours and diffuse these situations. 	<p>Supporting, guiding reo and tikanga</p> <ul style="list-style-type: none"> • Adapts and prepares te reo Māori resources and activities to support programmes. • Uses te reo Māori in daily conversations to provide assistance or respond to needs. • Supports teachers by guiding students and colleagues in tikanga on marae and during pōwhiri. • Participates in activities that encourage kaitiakitanga. • Supports and encourages the use of te reo in the classroom. 	<p>This could look like:</p> <ul style="list-style-type: none"> • Working either within the learning space OR unsupervised to assist with instructional groups and basic testing, and also additional support programmes that are school supplied. • Having a little autonomy to adapt the above programmes (in consultation with the subject teacher), knowing the learner and the programme. • Co-ordinating other TAs and/or volunteers to provide SAC for internal assessments. • Inducting volunteers; getting paperwork filled out, showing them around etc • Supervising students to complete LUCID, Patoss or other learning support diagnostic testing • Learning Support Duty before school, at interval or lunch time to support the students specific needs. • Assistance students with individual needs such as toileting, showering or changing of clothes. • Working with students under guidance of SENCO/Learning Support Teaching Staff to implement physio therapy plans. • Using Te Reo to communicate with students or other staff and encouraging the use of Te Reo in the classroom
Signed (Employee): _____		Date: _____	
Signed (Principal): _____		Date: _____	