

Job Description Inclusive Learning Assistant (Grade B)

Name:	
Line Manager	Inclusive Learning Leader/SENCO
Department:	Learning Support

Position Purpose:

To support quality educational outcomes for our students, through meeting the needs of students on an individual basis and/or within mainstream classroom settings.

Learning Support staff are expected to adhere to the professional standard of behavior outlined in the Code of Ethics for New Zealand teachers. While the Code of Ethics only applies legally to teachers who hold a practising certificate and those who have been granted a Limited Authority to Teach, schools can use the framework to set out expectations for the conduct of non-certified staff and to enable a shared understanding of professional behaviour. Further information can be found at:

<https://educationcouncil.org.nz/content/our-code-our-standards>

This job description provides a guideline of responsibilities and expectations (outlined on page 2), and must be referred to alongside the following:

1. The terms and conditions outlined in the *Support Staff in Schools' Collective Agreement*.
2. A commitment to Tauranga Girls' College:

Vision: Empowering learners to make a positive impact

Mission Statement: To create a safe, stimulating and exciting learning environment that allows each student to develop her academic, cultural and sporting potential.

Values:

- Respect – Manaakitanga
 - Participation – Mahi Tahī
 - Pride – Mana Motuhake
3. Tauranga Girls' College policies, procedures and handbooks, including a commitment to:
 - Professional conduct which includes interacting appropriately with staff, students and visitors, and maintaining a professional standard at all times
 - Professional development, training, and adoption of new technology
 - School Health and Safety practices
 - Participating in appraisal processes
 - Undertaking all responsibilities with integrity and confidentiality in and outside of the role
 - Employee Assistance Programme
 - Partnership to Treaty of Waitangi

A. GENERAL RESPONSIBILITIES

Task	Description
General Support	
<p>Follows structured programmes, but can make minor adaptations and create resources and activities</p> <p>Requires core skills of listening, patience, empathy, encouragement and resilience, along with additional skills of active listening, calmness and tact.</p>	<p>Works with individual students and small groups delivering a range of programmes, subjects and topics OR works more in-depth in a single or limited range of subjects or programmes under teacher direction</p> <ul style="list-style-type: none"> • Makes minor adaptations to learning activities and resources to ensure learning objectives are achieved in response to individual student needs and IEP goals, under the guidance of classroom teacher(s) and/or ORS additional teacher. • Finds or adapts resources as directed by the teacher and/or ORS additional teacher. • Design activities to supplement programmes, e.g. activities for the SPEC programme. • Supports and encourages the use of te reo Māori in the classroom. • Assists with the use of ICT/digital technology. • Follows strategies for behaviour management set by the teacher. • Supports inclusion in school and amongst peers and take appropriate action to support students' wellbeing. • Uses a language other than English in daily conversations to provide assistance or respond to needs. • Uses multicultural knowledge to guide students and colleagues or develop rapport. • Attends and contributes to IEP meetings, as required. • Attends staff meetings and relevant in-service training, as required • Provides special assessment conditions (SAC) support for students' assessments, as required. • Provides support for the college with other duties, as may be reasonably required.
Additional Support	
<p>Supports students with specific health, behavioural and/or other needs</p>	<p>Provides 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.</p> <ul style="list-style-type: none"> • Implements behavioural, physiotherapy, and/or occupational therapy programmes as prescribed by specialists, such as physiotherapists or occupational therapists. • Provides a range of physical care, using safe handling techniques if required, as prescribed by specialists, such as physiotherapists

Confirmation

Employee _____

Date: _____

Employer _____

Date: _____

Next JD Review Date: _____