

Job Description Inclusive Learning Assistant (ILA)

Name:	
Regular coordination and reporting to:	Leader of Inclusive Learning / SENCO
Department:	Learning Support
Weeks and Hours:	26 hours 40 mins

Position Purpose:

The Learning Support department is committed to supporting high-quality educational outcomes for our students by meeting their needs, both individually and within mainstream classroom settings.

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

<https://teachingcouncil.nz/en/code-and-standards>

1. The terms and conditions are 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 their academic, cultural and sporting potential.

Values:

- Manaakitanga
- Mahi Tahi
- 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
Key Responsibilities:	
In-Class Learning Support	<ul style="list-style-type: none"> • Work under the guidance of the classroom teacher and specialist teacher to provide one-to-one or small-group support. • Assist in implementing, adapting, and monitoring learning activities tailored to students' individual needs. • Support students in accessing the curriculum, developing independence, and engaging positively in learning tasks. • Help prepare learning materials and resources as required.
Student Well-being and Safety	<ul style="list-style-type: none"> • Support students with additional behavioural, physical, emotional, or health needs, including personal care where required and aligned with school policy. • Monitor student well-being and encourage social engagement and positive peer interactions. • Assist with safe and inclusive transitions between learning spaces or activities. • Inform the SENCO promptly of any concerns regarding student safety, well-being, or behaviour.
Collaboration and Professional Communication	<ul style="list-style-type: none"> • Work alongside classroom teachers, specialist teachers, SENCO, and external professionals to contribute to Individual Education Plans (IEPs) and other student support plans. • Participate in meetings (e.g., IEPs), contribute to observations, and assist with recording student progress when requested. • Maintain clear, respectful, and timely communication with staff and whānau.
Classroom Support and Organisation	<ul style="list-style-type: none"> • Assist with general classroom tasks, organisation, and routines as directed by the classroom teacher.

	<ul style="list-style-type: none"> • Support positive behaviour strategies and model appropriate, respectful behaviour for students. • Encourage student independence by supporting—not completing—learning tasks.
Professional Conduct	<ul style="list-style-type: none"> • Maintain confidentiality, professionalism, and ethical conduct at all times. • Uphold and model the school's vision, values, and inclusive principles. • Maintain a high standard of written and oral communication. • Engage in ongoing professional development relevant to the role and school priorities. <p>Form, develop, and maintain positive, productive relationships with ākonga, whānau, staff, specialists, and community members.</p>
Te Ao Māori	
Developing	<p>Requires some familiarity and ability to function on an informal basis in a Māori cultural context.</p> <p>AND/OR</p> <p>Respects, accommodates, and has some basic knowledge of Māori language/pronunciation, culture, beliefs, values, and heritage, and an interest and commitment to further developing their reo.</p>

Confirmation:

Employee:	Signature:	Date:
Employer: Tauranga Girls' College	Signature: Tara Kanji (Tumuaki Principal)	Date: