

**Kaiwhakatere (Teacher Aide)**

| **Job Title:** | Kaiwhakatere | Teacher Aide  **(Grade B/C)** |
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| **Responsible to:** | Head of Learning Support  Senior Leader responsible for Learning Support  Principal |
| **Employed under:** | As per Support Staff in Schools’ Collective Agreement |
| **Functional Relationships:** | Learning Support Team (SENCO, ORS, Learning Support Coordinator)  Teaching Staff  All Staff |
| **Overall Objective:** | To promote the inclusive ideals and vision of the school this role will   * Create, plan and deliver ongoing programmes for specific learners requiring strong technical proficiency and skills. * In providing highly specialised support for students with complex health, behavioural and/or other needs, the successful candidate will be able to de-escalate emotionally charged situations and overcome significant barriers to learning by employing a wide range of techniques * A leader and advocate for te reo Māori in the kura and community. |

| **Key Areas** | **Key Responsibilities** |
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| **General Support |** Follows structured programmes but can make minor adaption and creates activities | * Works with individual students and small groups ( literacy, numeracy, language, social development and other groups) delivering a range of subjects and topics OR works more in depth in a single or limited range of subjects. * Will make minor adaptations to lesson plans and resources to ensure learning objectives are achieved and in response to individual student needs. * Designs activities to supplement programmes. * Keep up to date with available specialised learning resources, ensuring they are kept in good order. * Assists in the use of ICT and learning resources in the classroom. * 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. * Uses 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 |
| **Additional Support |** Directly supports students with specific health, behavioral and/or other needs | * Provides direct support for specific health, behavioral 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 behavioral, physiotherapy, and/or occupational therapy programmes as prescribed by specialists. * Responsible for a range of physical care (such as toileting assistance, eating) and will be required to ensure the students’ dignity is maintained. (Occasional Tiaki Allowance) * Precision in providing care and safe handling is required. * If responsible for behavioral needs students must be constantly monitoring for escalating behaviors and diffuse these situations. * Will ensure the health and safety of the learners, letting the appropriate person know if you have any concerns about a student. |
| **Te ao Maori |** Familiarity with Te reo and Te ao Maori | Assists in **supporting, guiding reo and tikanga**   * 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. oSupports and encourages the use of te |
| **Relationships and Connections** | * Under the direction of the Head of Learning Support, teachers and other professionals, provide relevant support to staff to support student learning. * Attend and contribute to meetings such as IEPs or team meetings as required within the normal working day. * Form, develop and maintain positive and productive relationships with students, whanau/caregivers, staff, community members and other agencies. * Foster good links between home and school and other agencies. * Model the ideals and behaviors that exemplify the vision and principles of the school. * Undertake professional development as appropriate. |
| **General** | * High standard of active listening, calmness, and tact * High standard of written and oral communication skills. * Maintain privacy and confidentiality at all times. |

| **Name** |  |
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| **Signature** |  |
| **Date** |  |