

**Kaiwhakatere (Teacher Aide)**

| **Job Title:** | Kaiwhakatere | Teacher Aide  **(Grade B/C)**  |
| --- | --- |
| **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** |
| --- | --- |
| **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** |  |
| --- | --- |
| **Signature** |  |
| **Date** |  |