

POSITION DESCRIPTION

POSITION:	Inclusive Learning - Learning Assistant	
STATUS:	Permanent	
TIME:	32.5 Hours per week, term time only plus Week 0 Monday – Friday 8.30am – 3.30pm 1 hour per week Monday 3.30pm – 4.30pm for meetings/ professional learning.	
LOCATION:	Kristin School, Auckland, New Zealand	
VISION / CONTEXT:	<p>Kristin School is an independent co-educational school for students from Early Learning to Year 13, which aims to provide students with a superior all round education, to prepare them to be responsible global citizens, to think creatively, reason critically, communicate effectively and learn enthusiastically throughout life.</p> <p>Key to the achievement of this vision is the School’s strategy of attracting and retaining the Best People.</p>	
VALUES	<ul style="list-style-type: none"> ● Progress with vision, integrity, and love 	
LINE MANAGEMENT:	<ul style="list-style-type: none"> ● Reports directly to Head of Inclusive Learning 	
KEY RELATIONSHIPS:	<ul style="list-style-type: none"> ● Inclusive Learning team ● Teachers and Deans ● Curriculum Leaders ● Students and their families 	
SALARY:	Annual salary	
JOB PURPOSE	The Learning Assistant is responsible for supporting neurodivergent students within a mainstream classroom programme.	

Accountabilities	Responsibilities & Expectations	Performance Indicators
Professional Conduct	<ul style="list-style-type: none"> ● Behave in a way that articulates, supports and furthers the School's strategic vision. ● Model positive behaviours, which support the School's Code of Ethics and Core Values. ● Demonstrate and understanding of, and commitment to the national and international foci of the school. 	<ul style="list-style-type: none"> ● Evidence of support for the School's vision and strategic plan. ● Personal conduct reflects the Core Values of the School. ● Evidence of awareness, acknowledgment and promotion of the School's commitment to biculturalism and multiculturalism.
Student support	<ul style="list-style-type: none"> ● Follow student programmes as directed by the class teacher ● Supports student independence in learning ● Identify and take action to understand the causes of a student's emotional state and provide appropriate support or alert others when escalation is required. ● Identify and take action to understand the causes of students' emotional states and provide appropriate support or alert others when escalation is required. ● Support student inclusion in the classroom as necessary, including self-care, personal safety, mobility. ● Assists students to stay on task. ● Participate in the use of agreed appropriate behaviour management strategies. ● Use age-appropriate language and activities for students. ● Provide feedback/ reinforcement that is consistent and meaningful to the student, which aligns with the School's policies and procedures. ● Active intervention to support neurodivergent students in the classroom. ● Perform tasks as outlined by the class teacher and IL specialist teachers. 	<ul style="list-style-type: none"> ● Student results demonstrate that programmes have been adhered to according to the individual needs of the student. ● Evidence of programmes for students and student results. ● Feedback students are feeling happy, safe and secure in the classroom. ● Students are supported by the learning assistant to stay on task and engaged in learning. ● Evidence behaviour management strategies are being adhered to as needed. ● Feedback that appropriate language and activities are being used for students. ● Evidence positive feedback and reinforcement has been provided to students on a regular basis. ● Feedback that students' additional needs are being met. ● Tasks have been performed as agreed. ● Learning assistants engage with teachers positively. ● Evidence of attendance and participation of meetings as required. ● Feedback from students and parents around students' overall wellbeing.

Accountabilities	Responsibilities & Expectations	Performance Indicators
	<ul style="list-style-type: none"> ● Attend meetings with teachers, specialist teachers, parents and families as needed. ● As required, screens students for SAC applications and/or is an exam assistant for assessments and exams. This could include reading and writing for a student. ● 	<ul style="list-style-type: none"> ● Students are screened for SAC applications ● Students are supported in an assessments and exams with their SAC entitlements ● Evidence that student engagement is improved as a result of learning assistant support.
Teacher support	<ul style="list-style-type: none"> ● Provide support to the teacher as needed in the classroom. ● Support the teacher with learning strategies for students as required ● Work with individual or groups of student/s as directed by the class teacher. 	<ul style="list-style-type: none"> ● Evidence support has been provided in the classroom, or for assessments and tests as needed.
General Support	<ul style="list-style-type: none"> ● Provides regular provision of coaching and mentoring, guidance and training to other employees. ● Supports IL team as required 	<ul style="list-style-type: none"> ● Feedback from other learning assistants or colleagues.
Health & Safety	<ul style="list-style-type: none"> ● Facilitate a safe and supportive work environment by ensuring compliance with the School's policies, procedures, and legislative requirements. ● Ensure so far as is reasonably practicable that steps are taken to keep staff and students safe while on the School grounds or participating in school activities. 	<ul style="list-style-type: none"> ● Evidence of compliance with School's policies, procedures, and workplace health & safety legislative requirements. ● Evidence that risks to staff or students' health and safety have been eliminated or minimised so far as is reasonably practicable, ensure safe work practices, including hazard identification, accident, incident and near miss reporting for all events and EOTC RAMS forms.
Other	<ul style="list-style-type: none"> ● Attend and participate in meetings as required. ● To positively support the character and values of Kristin school. ● Other duties as requested by the Principals or Head of Inclusive Learning. 	<ul style="list-style-type: none"> ● Evidence of attending and participating in meetings as required.

Key Selection Criteria

Qualifications, Training & Experience

- Teacher Aide experience preferably experienced with adolescents.
- Ability to understand and work with students who have learning difficulties and / or different learning styles
- Understanding of school curriculum
- Recent National Police Vetting Check
- Desirable: Current First Aid certificate

Attributes and Skills

- Proven ability to develop and maintain effective relationships with students, staff and parents from diverse backgrounds
- Proven ability to enthuse, inspire and guide students
- The proven ability to work as an effective and constructive team member, with a willingness to help as needed
- Excellent interpersonal skills, including the ability to listen and liaise effectively across all areas of a school community to achieve successful outcomes
- Highly organised with demonstrated self-motivation and initiative in goal setting, prioritising work and managing multiple tasks
- Well-developed problem-solving skills and proven experience in creating solutions
- An understanding of contemporary student pastoral and wellbeing practices
- Outstanding verbal and written communication skills
- Demonstrated personal resilience, including the ability to work in a demanding role
- A high degree of professional judgement and confidentiality
- Flexible, approachable and consistent in manner.