


POSITION DESCRIPTION

POSITION:	Lead Teacher – Neurodiverse Learners (Middle School)	
STATUS:	Full Time	
TIME:	Full-time (1.0FTE) = 34ppc contact/ 42 periods per cycle (ppc) Minimum of 6ppc	
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:	Progress with vision, integrity, and love	
LINE MANAGEMENT:	<ul style="list-style-type: none"> ● Reports directly Head of Inclusive Learning 	
KEY RELATIONSHIPS:	<ul style="list-style-type: none"> ● Inclusive Learning team ● Principals, Middle & Senior School ● Executive Principal, Executive Leadership Team ● Assistant Principals & Deans ● Heads of Faculties and Curriculum Leaders ● Other Teachers ● Students and their families 	
SALARY:	Teacher as per designated level with a leadership allowance	
JOB PURPOSE	<p>The Lead Teacher –Neurodiverse Learners (Middle School) is responsible for working with and leading the Inclusive Learning team to increase access and engagement for a diverse group of learners in the Middle School, through the identification and assessment of learning needs, and removal of barriers that might otherwise exclude students. This includes the identification of students for special assessment conditions (SACs) screening, assisting with class placements, and developing individualised learning plans (IEPs) for supporting and challenging identified students and their teachers within the school environment. The Lead Teacher- Neurodiverse Learners (Middle School) will work with other IL team members to provide support, mentoring, coaching, and training for teachers across Y7-10 to enhance their provision in meeting the needs of diverse learners.</p>	

Accountabilities	Responsibilities & Expectations	Performance Indicators
Identifying, assessing and supporting Student Learning Needs in the Middle School	<ul style="list-style-type: none"> ● This is done in a holistic manner through a range of information gathering systems as appropriate to the student. This could include the following but is not limited to: <ul style="list-style-type: none"> ○ Class observations ○ Feedback from subject teachers, parents, student ○ Formal assessments e.g. Lucids, Key Maths ○ Outside Agency reports e.g. OT; Ed. Psych. ● Reporting back to the student, parents and staff of the findings. ● Creating a collaborative plan to support the student where all voices are included and considered. ● Liaising with MS deans and counsellors. 	<ul style="list-style-type: none"> ● Paperwork of assessments/observations to be kept on file. ● Written report of findings written and shared with parents, student and staff and then kept on file. ● Differentiation Tab on Synergetic kept up to date. ● Student and Teacher feedback. ● IEP/Collaborative meeting document (where appropriate). ● MS deans/pastoral meetings twice a term with actions identified and assigned, and minutes kept and reviewed.
Special Assessment Conditions	<ul style="list-style-type: none"> ● Prepare and write SAC applications to NZQA. ● Conferencing with students to identify SAC requirements. ● Analysis of assessment data. ● Reporting to parents on assessment data and SAC provision arranged. 	<ul style="list-style-type: none"> ● SAC applications written and submitted within NZQA timeframe (changes yearly). ● Increase in student's assessment marks. ● Increase in student's own confidence. ● Increase in student's ability to learn independently in their subject classes.
Student Support	<ul style="list-style-type: none"> ● Work with students in small groups to teach targeted strategies for students to support their specific needs. ● Work with students in small groups to unpack assessments in a way they can understand. ● Discuss learning needs with the student(s) in an informed but sensitive manner so students can understand their learning profile. ● IEPs are written in a collaborative manner with students, staff, and parents (when applicable). 	<ul style="list-style-type: none"> ● Increase in student's ability to learn independently in their subject classes. ● Increase in student's assessment marks. ● Increase in student understanding in subject classes. ● Student's own confidence increases. ● Student and Teacher feedback. ● IEP documents (where appropriate).
Parent Support and Communication	<ul style="list-style-type: none"> ● Liaise with parents with regards to testing and assessment of students, confirm agreement to testing costs and timing. 	<ul style="list-style-type: none"> ● All parents have agreed to testing and assessment costs before invoicing.

	<ul style="list-style-type: none"> ● Discussion of learning needs and assessment data with parents in an informed but sensitive manner so parents can understand their child's learning needs. ● Creating a collaborative plan to support the student where all voices are included and considered. 	<ul style="list-style-type: none"> ● Feedback from parents is that they have contributed to a collaborative plan for their child ● Parents are to be replied to within 24 hours, either by email or phone call. ● Parents are confident the school understands their child and is doing its best to support their learning.
Student Transitions into Middle School	<ul style="list-style-type: none"> ● Discuss learning needs and provisions required for a successful transition into Middle School ● Contact previous schools and agencies to get additional information as required. ● Assist with class placements. ● Update school systems to ensure that Middle School student transition information is shared with teachers. ● Liaise with JS Head of Inclusive Learning regularly. 	<ul style="list-style-type: none"> ● Transition meetings have taken place in JS and other schools (as appropriate). ● Additional information has been gathered as appropriate and stored on Docman. ● New MS students are placed in collaboration with MS deans. ● School's IL register is maintained and kept up to date. ● Termly meetings with JS Head of Inclusive Learning are scheduled, and actions are minuted and followed up.
Leading the Inclusive Learning Provision in the Middle School (Year 7-10)	<ul style="list-style-type: none"> ● Conduct a needs analysis to identify teaching and learning needs for neurodivergent students in the MS and organise and implement problem-solving strategies with teachers and other relevant staff. ● Facilitates training and coaching for teachers in areas that include but are not limited to effective teaching, differentiation, and data-driven teaching. ● Attend MS Curriculum Leader meetings. ● Work with teachers in the MS (in teams or individually) to refine their knowledge and skills. Methods of instruction may include in-class coaching, peer observation, co-teaching, and modelling effective instruction using a gradual release structure. ● Maintain and enhance the profile of Inclusive Learning throughout the school (Y7 to Y10), particularly with the faculties. 	<ul style="list-style-type: none"> ● Creates a comprehensive review of the teaching and learning needs within the Inclusive area (7-10) and produces a subsequent action plan. ● Contributes to the IL Strategic Plan for Middle School. ● Evidence of training and coaching of staff in effective teaching, differentiation, and data-driven teaching. ● Inclusive staff and teaching staff are involved in high-quality professional development that improves teaching and learning outcomes for all learners. ● Mentor, guide and advise staff, students and parents on inclusive education so that Inclusive Learning is understood and actively promoted among faculties, teaching staff and families. ● Best practices and relevant research developments are made available to all staff.

	<ul style="list-style-type: none"> • Working with Head of Faculty Inclusive Learning to guide and support Learning Assistants in their work with Middle School students. • With the Head of Inclusive Learning, collaboratively delegate as required day-to-day tasks/duties to the team. 	<ul style="list-style-type: none"> • A schedule of meetings is published with agendas and minutes available to all members of the Inclusive Learning team and other relevant staff. • Mentor, guide and advise Learning Assistants on Inclusive Learning so that evidence-based methods are used to support learners and improve student engagement and learning outcomes.
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.
Additional responsibilities	<ul style="list-style-type: none"> • To positively support the character and values of Kristin School. • Attend staff meetings as required. • Be actively involved in the life of the School, including community events, functions and promotional activities as required. • Other additional responsibilities at the discretion of the Head of Inclusive Learning or Principals as required. 	<ul style="list-style-type: none"> • Evidence of attendance at Staff meetings as required. • Evidence of regular involvement in activities of the School including community events, functions and promotional activities as the role allows.

Key Selection Criteria

Qualifications, Training & Experience

- New Zealand Registered Teacher with a current practising certificate.
- Qualifications and experience related to Special Needs and/or experience.
- Knowledge and experience with SAC testing and assessments.
- Knowledge of the MYP/IB Programme of the International Baccalaureate Organisation (or willingness to train).

Attributes and Skills

- Proven record as an outstanding educator
- Ability to proactively develop, promote and implement new and creative initiatives
- Proven ability to develop and maintain effective relationships with students, staff, and parents from diverse backgrounds
- Proven ability to lead, enthuse, inspire, and guide students and staff
- The proven ability to work as an effective and constructive team member, with a willingness to participate fully in School activities
- Excellent interpersonal skills, including the ability to listen and liaise effectively across all areas of a school community to achieve successful outcomes
- Superior organisational ability 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
- Ability to translate strategic plans and thinking into operational plans and priorities
- Thorough understanding of contemporary student welfare and wellbeing practices
- Outstanding verbal and written communication skills
- Demonstrated personal resilience, including the ability to work in a demanding role, often outside of normal hours
- A high degree of professional judgement and confidentiality
- A genuine interest and willingness to engage in professional development and learning opportunities and to identify suitable opportunities for others
- Flexible, approachable, and consistent in manner
- A high level of energy and vitality
- The ability to contribute to the School's outdoor education/co-curricular programme.