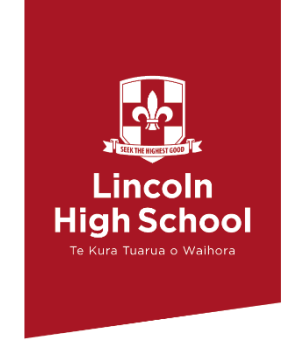


Job Description



Position	Terms of employment	Responsible to
Teacher Aide	Support Staff in Schools Collective Agreement (Grade B)	HOD Learning Support & Principal
Central Beliefs		
<ol style="list-style-type: none"> 1. The Lincoln tikanga: Let's be Respectful, reliable, supportive and resilient underpin all we do. 2. We are all Life-long Learners (Everyone is capable of learning). 3. We are committed to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand. 		
Core Skills		
<ol style="list-style-type: none"> 1. Core skills for all teacher aides will include: listening, patience, empathy, encouraging and resilience. 2. Core skills may include: active listening, calmness, and tact. 		
Employment Status		
<ol style="list-style-type: none"> 1. School Hours, term time only 2. Hours per week, days, and hours per day to be confirmed 		
Key Descriptors of an Effective Teacher Aide at Lincoln High School		
Professional Responsibilities	<p>This position involves working with students with special needs who are mainstreamed in regular classes or in learning support classes if required. These students may have intellectual or physical disabilities, including visual and other impairments.</p> <p>Teacher Aide Responsibilities include but not limited to:</p> <p>Students</p> <ul style="list-style-type: none"> • Works with individual students and small 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 	

	<p>achieved and in response to individual student needs.</p> <ul style="list-style-type: none"> • Designs activities to supplement programmes. • 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. • May use 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. • Provides direct support for specific health, behavioural 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 behavioural, physiotherapy, and/or occupational therapy programmes as prescribed by specialists. • Responsible for a range of physical care and will be required to ensure the students' dignity is maintained. • Precision in providing care and safe handling is required. • If responsible for behavioural needs students, must be constantly monitoring for escalating behaviours and diffuse these situations. <p>IEPs</p> <ul style="list-style-type: none"> • Assisting students to meet their Individual Educational Programme (IEP) goals when required • Attending IEP meetings with teachers and parents when required <p>Individual Needs</p> <ul style="list-style-type: none"> • Keeping the Head of Department informed on student progress, personal or social needs • Other duties that are specific to student with individual needs – such as moving students in wheelchairs, toileting, showering and other procedures (such as physiotherapy) as necessary <p>General</p> <ul style="list-style-type: none"> • Undertaking clerical duties for the Learning Support Department as required • Prepare and/or maintain resources • Follows school processes and procedures 	
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	<ul style="list-style-type: none"> The personal development in using ICT's is essential as the tools are used widely throughout the school <p>Other duties as negotiated with your Head of Department.</p>	
Content Knowledge	<p>Supporting, guiding reo and tikanga</p> <ul style="list-style-type: none"> Adapts and prepare 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. Supports and encourages the use of te reo in the classroom. <p>General</p> <ul style="list-style-type: none"> Demonstrates a high level of understanding pertinent to areas of work Relevant administration experience Strong IT skills including OneNote and other classroom specific IT Critical thinking and effective problem solving skills 	
Building Learning Capacity Life Long Learning	<ul style="list-style-type: none"> To actively engage in learning new skills and gain new knowledge pertinent to areas of work To attend professional development and training courses as provided or funded by school with approval from the Head of Department 	

<p>Relationships, Attributes, Community</p>	<p>To establish a positive working relationship with students, teachers and colleagues</p> <ul style="list-style-type: none"> • Establishes and maintains supportive and co-operative working relationships with colleagues and values the contribution all staff make to the efficient operation of Lincoln High School • Is a strong and supportive “team player” with great communication skills • Confidence to work autonomously or within a team environment • Demonstrates initiative and resourcefulness • Has a friendly and approachable manner <p>To maintain confidentiality in communications</p> <ul style="list-style-type: none"> • Demonstrates a high regard for and maintains confidentiality at all times • Communicates issues or concerns relating to employment to the HOD Learning Support &/or Principal 	
<p>Signed (Employee): _____ Date: _____</p> <p>Signed (Principal): _____ Date: _____</p>		