



Job Description for Twizel Area School Relief Teacher Aide – 2023

Position Description: This position offers no guaranteed hours of work, no regular pattern of work, and no ongoing expectation of employment. The employer doesn't have to offer work to the employee, and the employee doesn't have to accept work if it's offered. The employee works as and when it suits both them and the employer.

Reporting to: SENCo, Assistant Principal, Deputy Principal, Principal

Working Relationships: SENCo, Principal, SLT, outside agencies, RTLB, Deans and Teachers

Agreement: Support Staff in Schools Collective Agreement or IEA

Grade: Grade to be added here with appropriate current weighting as per employment agreement (<https://www.education.govt.nz/school/people-and-employment/employment-agreements/collective-agreements/support-staff-in-schools-collective-agreement/>)

Allowances available: Taiki, Qualifications etc. (appropriate allowances to be added as per employment agreement)

Core Competencies for Staff

Participating and Contributing

- Appreciates, understands and applies commitment to Te Tiriti o Waitangi
- Supports and models the school values at all times
- Balances rights, roles and responsibilities
- Complies with and actively supports the school's policies and procedures
- Displays integrity and takes responsibility for own actions
- Able to work effectively with diverse groups
- Respects diversity in the workplace
- Identifies and participates in professional growth cycles
- Demonstrates commitment to quality outcomes for all students and staff
- Works collaboratively as a team member

Thinking and Communicating

Verbal

- Conveys information clearly, logically and accurately
- Listens and ask questions to maximise understanding
- Active listener

Written

- Writes in an appropriate manner so material is easily understood
- Written work is accurate
- Work is checked before distribution

Problem Solving

- Collects data relevant to the issue
- Completes analysis of data
- Applies judgement when making decisions and committing to an action considering all implications
- Consults / seeks assistance
- Keeps appropriate people informed when making decisions

Managing Self

- Accepts ownership for delivering to commitments
- Uses time productively
- Has a 'can do' attitude
- Establishes methods and systems for organising resources and/or documentation to provide an audit trail and for future reference
- Plans and organises tasks on a day-to-day basis to achieve results
- Pays attention to budgets and makes savings where possible
- Checks for agreement and approval before acting and seeks assistance when required
- Constructively challenges any negative workplace behaviour
- Maintains own wellbeing to ensure they are healthy and productive

Relating to Others

- Actively builds positive and productive working relationships
- Shares relevant knowledge with others
- Accepts constructive criticism and learns from it
- Shares credit with others

Specific to the Teacher Aide Role

Purpose

Teachers' aides work in different ways, depending on the needs of the child they are employed to support. While they're an important part of your child's team it's the teacher who remains responsible for the child's learning and behaviour. The teacher's aide will support them with this.

In general, a teacher's aide will:

- carry out learning activities with individuals and groups
- help teachers by using strategies to manage behaviour

- work with all students in the class and encourage students to play, work together and learn from each other
- take over some of the class teacher's duties so they have time to work more directly with target students.

Key Responsibilities	Appraisal Indicators
<p>General Support Teacher aide independently delivers ongoing programmes with ability to adapt as required</p> <ul style="list-style-type: none"> • Has a high level of day-to-day independence, which includes planning tasks and activities and clear accountability for delivering specific programmes to agreed standards. • Will involve tailoring, testing, adapting and creating individual plans and resources within the programme. • Provides regular provision of coaching and mentoring, guidance and training to other employees. • Will identify and take action to understand the causes of students' emotional states and provide appropriate support or alert others where escalation is required. • Provides cultural leadership which requires specific language skills, knowledge and expertise. • Translates resources and materials into languages other than English. • Provides translation support for students 	<p>Teacher Aide is able to describe and provide evidence of the following items to their appraiser:</p> <ul style="list-style-type: none"> • Students accessing the curriculum at their individual level • Resources created and adapted for students and activities designed to meet the needs of specific students • Target students included in school activities • Leads professional learning and conversations within the teacher aide community • Support of other Teacher Aides • Provision of cultural leadership using language skills, translation service, cultural knowledge and expertise • Reporting and managing pastoral needs of students
<p>Additional Support Teacher aide supports students with complex health, behavioural and/or other needs</p> <ul style="list-style-type: none"> • Specific expertise requiring active intervention to support students with additional needs. • These needs include some or all of medical, behavioural, academic, pastoral and personal care. Skills may include learned physiotherapy techniques, proficiency in braille, sign, Makaton, and medical support e.g. mic-key. • If responsible for behavioural needs students, must be constantly vigilant for escalating behaviours and defuses difficult situations which may pose risks to themselves or others e.g. de-escalating to avoid the need for restraint. • Supports a student's wellbeing by engaging with family to address 	<p>Teacher Aide is able to describe and provide evidence of the following items to their appraiser:</p> <ul style="list-style-type: none"> • Work or programme support using te reo Māori • Use of te reo Māori, and encouragement of others to use te reo Māori inside and outside of class settings • Participation in cultural events within the school such as marae visits or pōwhiri. • Encouraging kaitiakitanga, especially care of our school environment inside and outside of class settings.

<p>identified pastoral issues and enhance the student's ability to attend school and/or participate. This would include assisting new migrants with their transition into Aotearoa New Zealand culture and environment.</p>	
<p>Te Ao Maori Speaks and role models te reo</p> <ul style="list-style-type: none"> ● Delivers te reo Māori programmes including adapting and preparing resources and activities. ● Translates resources and learning materials into te reo Māori. ● Speaks te reo Māori when representing the school in the community. ● Coordinates and delivers kapa haka and/or other Māori arts programmes. ● Uses knowledge of students' background and whānau in order to make connections and provide appropriate support. ● Works with whānau and kaiako to support and encourage students' learning. ● Provides leadership at cultural events. 	<p>Teacher Aide is able to describe and provide evidence of the following items to their appraiser:</p> <ul style="list-style-type: none"> ● Delivery of te reo Māori programmes, adapting to the needs of target students ● Translation of resources and learning materials into te reo Māori. ● Use of te reo Māori in the school community ● Coordination and delivery of kapa haka and/or other Māori arts programmes. ● Providing cultural leadership. ● Use of students' background and whānau connections in order to make connections and provide appropriate support.

Essential Skills and Attributes

- Open to ongoing learning and gaining qualifications
- Enjoys working with young people
- Is Friendly, Patient, Sensitive, Empathetic, Creative, Shows understanding, Responsive, Encouraging, Positive, Calm, Committed, Comforting, has a sense of humour
- Has appropriate organisational and planning skills
- Is an effective communicator
- Is a team player, works effectively with other adults
- Able to assist students with special needs
- Possesses technological skills or is willing to learn

Declaration

Employee name:	
Employee signature:	
Person approved by:	
Approval signature:	
Date:	
Reviewed:	