



## **Job Description for Twizel Area School Teacher Aide – commences 2021**

**Position Description:** Hours per week as determined in appointment letter, term time only

**Reporting to:** Learning Support Coordinator / SENCo, Principal

**Working Relationships:** Learning Support Coordinator / 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

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

### **Core Competencies for all 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

Teacher 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><b>General Support</b> Follows structured programmes developed by teachers and creates activities</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Makes minor adaptations to lesson plans and resources to ensure learning objectives are achieved and in response to individual student needs.</li> <li>• Designs activities to supplement programmes.</li> <li>• Supports inclusion in school and amongst peers and takes appropriate action to support students' wellbeing.</li> <li>• Has day-to-day independence although will have regular conversations with colleagues.</li> <li>• Has supervisory responsibility for other employees, parent help or volunteers.</li> <li>• Uses a language other than English in daily conversations to provide assistance or respond to needs OR uses multi-cultural knowledge to guide students and colleagues or develop rapport.</li> </ul>	<p>Teacher Aide is able to describe and provide evidence of the following items to their appraiser:</p> <ul style="list-style-type: none"> <li>• Students accessing the curriculum at their individual level</li> <li>• Resources adapted for students and activities designed to meet the needs of specific students</li> <li>• Target students included in school activities</li> <li>• Professional learning and conversations</li> <li>• Support of other Teacher Aides</li> <li>• Provision of multicultural support</li> </ul>
<p><b>Additional Support</b> Teacher aide directly supports students with specific health, behavioural and/or other needs</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Implements behavioural, physiotherapy, and/or occupational therapy programmes as prescribed by specialists.</li> <li>• Responsible for a range of physical care and will be required to ensure the students' dignity is maintained.</li> <li>• Precision in providing care and safe handling is required.</li> <li>• If responsible for behavioural needs students, must be constantly monitoring for escalating behaviours and diffuse</li> </ul>	<p>Teacher Aide is able to describe and provide evidence of the following items to their appraiser:</p> <ul style="list-style-type: none"> <li>• Supporting independence within the target student community</li> <li>• Implementation of specialist programmes developed by teachers or other professionals (e.g. RTLB, OT etc)</li> <li>• Effective management of behavioural, emotional or physical needs in target students</li> </ul>

these situations.	
<p><b>Te Ao Māori</b> Supporting, guiding reo and tikanga</p> <ul style="list-style-type: none"> <li>• Adapts and prepares te reo Māori resources and activities to support programmes.</li> <li>• Uses te reo Māori in daily conversations to provide assistance or respond to needs.</li> <li>• Supports teachers by guiding students and colleagues in tikanga on marae and during pōwhiri.</li> <li>• Participates in activities that encourage kaitiakitanga.</li> <li>• Supports and encourages the use of te reo in the classroom.</li> </ul>	<p>Teacher Aide is able to describe and provide evidence of the following items to their appraiser:</p> <ul style="list-style-type: none"> <li>• Work or provide programme support using te reo Māori</li> <li>• Use of te reo Māori, and encouragement of others to use te reo Māori inside and outside of class settings</li> <li>• Participation in cultural events within the school such as marae visits or pōwhiri.</li> <li>• Encouraging kaitiakitanga, especially care of our school environment inside and outside of class settings.</li> </ul>

### Teacher Aide 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:	