



West Melton School

Te Kura o Papatahora

*Innovative, Connected and Empowered learners
driving their passion for learning*

Application Package
Learning Support Co-ordinator
1PMU

Commencing January 2020

Appointment of Learning Support Co-ordinator Position 2020

Kia ora

Thank you for your interest in the Learning Support Coordinator at West Melton School, Te Kura o Papatahara.

Enclosed you will find:

- A description of the school and community
- The personal qualities being sought (learners and staff)
- An outline of the appointment process
- Person Specification and Job Description
- An application form

Please note the closing date for applications will be Friday 27 September 9 am. Commencement date will be 28 January 2020. There will be two teacher only days on 30/31 January 2020 as part of the induction process.

Please address applications to Tracey Ogle (Principal PA) and email to the following address:
vacancy@westmelton.school.nz

Only applications completed on the West Melton School application form will be accepted.

All applications and information obtained from referees will be treated in the strictest confidence.

We encourage interested applicants to visit the school!

Yours sincerely

Susan Jackson

Principal
West Melton School



TIMELINE

- 18 September Positions advertised - Gazette on line and school website www.westmelton.school.nz
- 27 September 9 am Closing date for applications
- 27 September Shortlist Applicants
- 28 September Interviews
- 28 September Verbal offer of position
- 7 October Written acceptance of offer received
- 18 December Induction process begins (TBC)
- 30 / 31 January Quality Professional Development (TBC)
- 4 February 2020 School commences



COMMUNITY

West Melton Primary School is a U6, full primary school located in the Selwyn District situated 20 km west of Christchurch.

Increased demand on housing on the west side of Christchurch, as families relocate from the red zoned areas in the city, has seen a large portion of land made available to housing development, (over 500 new houses and families into the community) resulting in a huge increase in population and changing demographics for the area. The resulting growth in the community has been and continues to be, a key focus for the Board and the school. In 2020 we are staffed on a roll of 480 learners.

2017 saw the completion of our two storey flexible learning spaces. This block comprises a new administration and staffroom area and innovative learning spaces for our Year one to three learners. This is an exciting time as the future of West Melton School is designed to educate our future learners in an exciting, effective and engaging environment.

Since 2017 the whole school operates in innovative learning environments, embracing collaborative teaching practices. There is also a dedicated science and technology laboratory. We have a strong relationship with Te Taumutu Rūnanga who support the school with our powerful Kapa Haka group and Te Reo Maori programmes.

West Melton School enjoys a supportive and collaborative partnership with its community. In addition to providing high quality education for learners, the school and community enjoy access to pool facilities, cricket and playing fields, a BMX track and numerous learning opportunities utilising expertise, skills and knowledge of our school and wider community.

An area of future focus is to promote and enhance learners knowledge and understanding of the environment and ecosystems. Our actions to achieve this include achieving a green/gold status within the EnviroSchools Environmental programme and to actively encourage learner connections and decision making, leading to improving the environment of West Melton and our world. We are developing sustainable practices and authentic relationships with the environment. Our school Enviro map supports school wide relationships and responsibilities. Our active and creative Eco Warriors drive this vision and actions.


We have successfully implemented BYOD, where learners in years 4 - 8 are using digital technologies in a rich and meaningful way to enhance their learning. Our actions to achieve this are, to ensure sufficient provision of digital technologies, supporting teachers, learners and our community, and to develop the necessary skills to participate fully in a knowledge society. This implementation continues to be a work in progress.

The school provides quality professional development supporting the following school priorities:

- New Pedagogies for Deep Learning 2018 - 2020 facilitated by Core Education
- Restorative Practices (Margaret Thorsborne)

- Mindfulness
- Mathematics

WEST MELTON SCHOOL EXPECTATIONS



Learners will:

- Be prepared to learn
- Always do their best
- Be inclusive
- Will respect themselves, others and property
- Take risks
- Believe in themselves – having a Growth Mindset
- Be role models promoting ICE DRIVER

Delivery and achievement of the Strategic Plan relies on support and partnerships with parents and caregivers, teachers, the Board and our learners.

Staff will:

- Provide the very best learning opportunities and experiences for all learners
- Be positive, fair and consistent
- Communicate respectfully with parents, at all times
- Welcome visitors, parents and learners
- Listen openly to concerns of parents and learners
- Be enthusiastic and positive
- Apply resources to meet the school's priorities so that achievement is supported and learners are engaged
- Be role models promoting ICE DRIVER

Parents / Caregivers / Whanau will:

- Take an active part in supporting the school to achieve the vision
- Be role models promoting ICE DRIVER
- Be open minded about new ideas and initiatives
- Become familiar with the operations of the school
- Support their child's learning
- Feel welcomed at the school
- Communicate respectfully with staff, at all times

Board of Trustees Members will:

- Delegate operational management of the school to the Principal
- Develop and review the Charter and Budget
- Operate transparently and communicate professionally with the school community
- Apply resources to meet the school's priorities so that achievement is supported and learners are engaged
- Be role models promoting ICE DRIVER
- Communicate respectfully with parents and staff

Further information available:

- www.westmelton.school.nz

WEST MELTON SCHOOL

understands and embraces all learning needs

works well under pressure and can meet deadlines

forms high trust relationships

challenges our learning

WE'RE LOOKING FOR A PRACTITIONER WHO ...

is open to change and new ideas

likes to have fun!

practises restorative justice

attends school and community events

enhances student engagement using digital technologies

is a team player who supports and encourages others

is an effective communicator

approachable and supportive

and we'd like to hear from you!

LSC: Person Specification

To be considered for the position, applicants will:

- Be registered teachers and have demonstrated successful experience in working with and including children and young people with learning support needs in the classroom
- Have a sound knowledge, commitment to, and understanding of the learning support system and the Learning Support Action Plan priorities
- Have the ability to engage at a school/kura and cluster leadership level
- Have influencing skills at a working level within a school/ kura and the wider cluster
- Have an understanding of te ao Māori
- Have a current teaching practising certificate and relevant teaching qualification
- Have met professional standards relevant to their current position



LSC: Job Description

Role:	LSC and Intervention Support Teacher
Units:	1PMU for Leadership and Co-ordination of Learning Assistants (LA)
Responsible to:	The Board of Trustees via the Principal
Scope:	This job description describes the outcomes required of the LSC. Specific objectives and management responsibilities will be negotiated annually between the Principal and LSC and recorded separately in a Performance Agreement document.

The Learning Support Co-ordinator will:

Administration

- Maintain Learning Support registers (Special Needs, GATE and ESOL) and share with all teachers. Monitor register for changes and IEP dates. Meet with teams termly to review this
- Monitor and plan programmes for ESOL learners and supervise the Learning Assistants support
- Monitor and plan programmes for GATE learners
- Co-ordinate the ESOL ELLP assessments and ensure the funding documentation is sent bi-annually
- Review IEPs/CAPs - check they have been scheduled or held and updates are on eTap / Google Drive. IEPs/CAPs are held twice yearly
- Liaise with other professionals from outside services and external agencies
- Complete RTLb forms via the cluster site and be available for meetings with RTLb's working with our learners
- Set and review timetables for Learning Assistants to best meet the needs of our learners and share with teaching staff
- Scan and store reports that have come from outside agencies for any learner and ensure all reports have been shared with relevant staff and that recommendations are being implemented, via an IEP/CAP if needed
- Report to the Board of Trustees annually and also be part of the mid year data report to the BOT about our Intervention Plan and target learners
- Review the school procedures as part of the Learning Support action plan
- Keep staff informed re up to date documentation they need in admin meetings and/or in regular meetings with teams each term

Meetings

- Meet with Learning Assistants fortnightly to review learners with IEPs/CAPs and groups of targeted learners, check timetables, learner needs and communication between them and staff
- Hold Professional Development workshops for the LAs
- Meet with RTLb's and RTLits to discuss referrals terms or as appropriate

- Support teachers in IEP meetings - PRTs must have support person (team leader, tutor teacher or LSC)
- Meet with teams and classroom teachers to discuss needs, programmes for learners and concerns. This is a termly meeting with each team
- Meet Specialist Teacher / LAs and teachers of our ORS learners to review and plan when necessary
- Attend and chair the ORS IEP goal setting and reviews bi-annually
- Assist in facilitating IEP / CAP meetings with teachers, whānau and external agencies
- Attend cluster meetings and meetings concerning Learning Support learners including the ESOL cluster meeting and SENCo/LSC meeting once per term
- Meet as part of the Pastoral Care team twice a term

Professional Development

- Induction programme - inform and share with staff the West Melton Learning Support policies and procedures, Intervention Action Plan, IEPs/CAPs
- Run or organise staff or team meetings on any new programmes, resources etc or on specific learning needs
- Attend quality professional development to support their enhance their skills and abilities

Whānau

- Help our teachers build capability and confidence when working in partnership with parents and whānau
- Lead school wide engagement and communication with parents and whānau of learners with learning support needs
- Provide support for parents and whānau to partner successfully with our school and develop an understanding of learning support processes and how to access support
- Ensure parent, whānau and learner voice is heard and represented when our school is making decisions about learning support

Other

- Support learners through helping to build an inclusive school and Kāhui Ako environment where all learners participate, progress and enjoy success at school
- Meet with teachers to discuss new children of concern
- Apply for additional funding to meet learners' needs
- Meet Deputy Principal fortnightly (or as needed) to discuss matters relating to Learning Support Learners
- Maintain the Learning Support Resource library and parent library, purchase new resources, recommend resources and maintain the Learning Support budget
- Allocate and co-ordinate the use of learning support staffing
- Liaise with Waitaha (fund holder), specialists and parents
- Work with teams to support target groups of learners as part of the Intervention Action Plan
- Participate fully in the life of the school, and actively contribute to the extra curricula programme
- Contribute to learning support system improvements, including smooth transitions for learners from early learning into school, between year levels and into secondary school
- Collect information for research and evaluation purposes to assist the Ministry of Education and school/kura with the development of the LSC role and the LSDM
- Work with other LSCs across the Kāhui Ako, and connect with the MOE Learning Support Facilitator to build a strong learning support network across a range of providers and agencies: such as Oranga Tamariki - Ministry for Children, to access services and resources to support learners

West Melton School Application for Appointment



TO:
POSITION APPLIED FOR:

PERSONAL DETAILS

Name:	Home phone:
Address:	Work phone:
	Mobile phone:
Registration No:	Email:
Expiry Date:	

PRESENT EMPLOYER

Name of present employer:	
Position held:	Date commenced:
Address:	Work phone:
	Other phone:

REFEREES (Note: at least one of these should be able to attest to your most recent work performance)

Name:	Work phone:
Address:	Other phone:
	Mobile phone:
	Email:

Capacity you have known the person:

Name:	Work phone:
Address:	Other phone:
	Mobile phone:
	Email:

Capacity you have known the person:

TERTIARY EDUCATION QUALIFICATIONS			
Institution attended	Year	Qualifications obtained	Date awarded

TEACHING SERVICE			
Position	School / Institution	Date from	Date to

Proof of Identity and right to work check

Shortlisted applicants being interviewed will need to provide originals of two types of identification (one photo ID, e.g. passport or New Zealand Driver Licence and the other a record ID e.g. birth certificate, bank statement, a bill).

OTHER INFORMATION	
Immigration Information Are you a New Zealand citizen? If not, do you have resident status, or A current work permit	Yes / No Yes / No Yes / No
Have you ever received a police diversion for an offence? If "Yes" please detail:	Yes / No
Have you ever been convicted of a driving offence which resulted in temporary or permanent loss of licence, or imprisonment? If "Yes" please detail:	Yes / No
Are you awaiting sentencing or have charges pending? If "Yes" please state the nature of the conviction / cases pending:	Yes / No
Have you ever been the subject of concerns involving learner safety? If "Yes" please detail:	Yes / No

<p>In addition to other information provided, are there any other factors that we should know to assess your suitability for appointment and your ability to do the job?</p> <p>If "Yes" please elaborate</p>	<p>Yes / No</p>
<p>Have you had any injury or medical condition caused by gradual process, disease or infection, such as occupational overuse syndrome, stress or repetitive strain injuries, which the tasks of this position may aggravate or contribute to?</p> <p>If "Yes" please detail:</p>	<p>Yes / No</p>

<p>AUTHORITY TO APPROACH OTHER REFEREES</p>	
<p>I authorise the West Melton School Board of Trustees, or nominated representatives, to approach persons in addition to the referees whose names I have supplied, to gather information related to my suitability for appointment to the position</p>	<p>Yes / No</p>
<p>I authorise the West Melton School Board of Trustees, or nominated representatives, permission to access any information held by the Education Council of Aotearoa New Zealand (EDUCANZ), past or present employers, colleagues or equivalent overseas professional bodies or any other person who may be able to assist the Board in determining my suitability for the position and consent to those people to provide such information</p>	<p>Yes / No</p>

I certify that:

- The information I have supplied in this application is true and correct and can be verified
- I confirm in terms of the Privacy Act 1993 that I have authorised access to referees
- I know of no reason why I would not be suitable to work with children / young people
- I understand that if I have supplied incorrect or misleading information, or have omitted any important information, I may be disqualified from appointment, or if appointed, may be liable to be dismissed

Signature: _____

Date: _____