

Teacher Aide Job Description

Grade-B/C 1-5 Name:	Relevant Contract (select one) <ul style="list-style-type: none"> - Support Staff in Schools' Collective Agreement - IEA
<p style="text-align: center;">PURPOSE</p> <ul style="list-style-type: none"> - To support the Teacher to deliver educational programmes to students , following structured programmes but making minor adaptations and creating activities. - To directly support students with specific health, behavioural and other needs - To support, guide te reo and tikanga Maori where applicable 	
KEY RESPONSIBILITIES	Appraisal Indicators
General- To comply with all Board policies and procedures and relevant legislation Training -	Tasks and responsibilities are carried out in accordance with requirements of school and current legislation . Will attend and engage in PLD opportunities provided to increase their own professional knowledge
Learning Works with individual students & small groups delivering a range of subjects, topics or programmes.	Engages individual students and small groups in effective learning.Delivers individual learning tasks set by the teacher & follows teacher direction to take small groups, e.g. phonics, sensory programmes. Uses initiative and skills to respond to student needs using relationship approaches, at the playground or during unstructured time
Will make minor adaptations to lesson plans & resources to ensure learning objectives are achieved & in response to individual student needs.	Students are provided with learning experiences which fit their individual needs and motivations. Asks questions and gives constructive feedback to the teacher on the effectiveness of resources. When working with students, is responsive to the student in terms of interests and regulation. Adapts the teaching interaction to meet student needs in line with wellbeing plans and teacher's instructions.
Has more day-to-day independence although will have regular conversations with colleagues.	Takes initiative within parameters set by the teacher when working with a student or group, e.g. recognising if a student needs a break.
Designs activities to supplement programmes.	Documents progress in activities and completes monitoring of PLP/ TLP goals on a regular basis. Uses creativity to extend teacher-led programmes e.g. choose readers for the students, extends learning in a new context, creates new patterns or opportunities in relationship-based programmes.
Supports inclusion in school and amongst peers and takes appropriate action to support students' wellbeing.	Is positive and interactive with host school students and staff, and looks for opportunities to extend this collaboration, with the support of the teacher.

Has occasional supervisory responsibility for other employees, trainees or others.	May step into the teaching role if the teacher needs to leave the class. Uses initiative in the playground to coordinate and lead a group game or activity. Shares knowledge with and supports new and relieving staff, visitors and trainees.
Uses a language other than English in daily conversation to provide assistance or respond to needs.	Uses basic te reo Māori and Makaton embedded into daily practice. Routinely engages each student through their communication systems and AAC.
Uses multi-cultural knowledge to guide students and colleagues or develop rapport.	Seeks to understand a student's culture and uses this knowledge when working with students and staff. When required, draws on their own cultures and languages to support students and staff.
KEY RESPONSIBILITIES	Appraisal Indicators
Caring and Supporting Provides direct support for specific health, behavioural and/or other needs of students in order to enhance the student's ability to integrate, improve, be independent and participate more fully in the school.	Demonstrates understanding of and implements all key documents, such as health plans. Administers regular medication, following the agreed medication plan and school procedures, as delegated by a teacher. Follows emergency health plans including epilepsy plans, insulin testing, and administers emergency medication in line with plans signed off by health professionals and the classroom plan set up by the teacher.
Implements wellbeing (behavioural), physiotherapy, &/or occupational therapy programmes as prescribed by specialists.	Follows therapy plans independently in line with training from therapists and teacher's planning, and records feedback for therapists and the teacher.
Responsible for a range of physical care & will be required to ensure the students' dignity is maintained.	Supports students in a range of personal cares, first aid and eating, being mindful of student dignity, needs, self-worth and self-advocacy.
Precision in providing care & safe handling is required.	Provides direct support for specific, behavioural and or other needs of students in order to enhance the student's ability to integrate, improve, be independent and participate more fully in the school. Systems and procedures are listed in Appendix of Specialist Tasks.
If responsible for students with behavioural needs, must be constantly monitoring for escalating behaviours & diffuse these situations.	Uses recognised and positive strategies to diffuse escalating behaviour and promote engagement and learning. Keeps updated with Positive Behaviour Support/training including, if required, appropriate use of restraint.
KEY RESPONSIBILITIES	Appraisal Indicators
Te Ao Māori Uses te reo Māori in daily conversations to provide assistance or respond to needs.	Models and positively promotes and supports the use of Te Reo Māori in the class and school .

-Supports & encourages the use of te reo in the classroom.	
Supports teachers by guiding students & colleagues in tikanga on marae & during powhiri	-willingly shares their skill and expertise in Te Ao Māori to benefit the staff and students in their class and beyond.
Participates in activities that encourage kaitiakitanga.	Models the value of kaitiakitanga
Adapts & prepares te reo Māori resources & activities to support programmes.	-initiate and contribute to resources and activities that build development in Te Reo.
<u>Working Relationships</u> Internal: <ul style="list-style-type: none"> - Reports to the Classroom Teacher - - Accountable to Principal who manages all staff through the Leadership Team of the School External: -Parents, whānau, agencies contractors, host school staff	Minimum Requirements <ul style="list-style-type: none"> • A satisfactory Police Vet, which must be completed every three years • Sign and abide by the Code of Conduct • Follow the appraisal processes of the school to ensure they meet the professional standards of their role.
Type of Contract Fixed Term _____ Permanent /Casual Annualised / Non Annualised	<u>Hours per week :</u> <u>Days worked: M, T, W, Th, F</u>
.Related Documents : -Appraisal Document Staff Handbook, including Oaklynn School Procedures -Code of Conduct Oaklynn School Policies	<u>Relevant allowances:</u> Designated First Aider Y/N Qual. Allowance Y/N Tiaki: - <ul style="list-style-type: none"> - Hourly (at least once every day) - Occasional (not every day)
<i>I have read and understand my role and responsibilities as an employee of Oaklynn Specialist School</i> Signed : _____ Date: _____	Signed _____ (Principal or Delegate) Date: _____