

# HERETAUNGA COLLEGE POSITION DESCRIPTION



- POSITION:** TEACHER AIDE
- REPORTS TO:** Student Support Faculty Leader and Deputy Principal - Equity  
LSCo, HOD LRC, HOD ESOL
- WORKING RELATIONSHIPS:** All HC Staff (in particular Classroom Teachers), all students, parents, caregivers and outside agencies.

**The Mission Statement of Heretaunga College:**  
*Growing connected, creative, resilient and engaged citizens*

## **PURPOSE OF POSITION:**

The purpose of this position is to assist classroom teachers to enable students to be present, participate and make progress.

## **Professional Expectations**

It is expected that all staff will:

- Act in a confidential and professional manner at all times – respecting student and staff privacy. Be mindful of audience when discussing student/staff issues in person or over the phone.
- Establish and maintain respectful and professional working relationships with key personnel/colleagues and respecting decisions made by the Senior Leadership Team.
- Uphold the College's PRIDE values and lead by example.

## **General Responsibilities**

To comply with all Board policies and relevant legislation eg participate in the teacher aide appraisal process.

## **Essential Skills and attributes**

Communication, empathy, active listening, team work, initiative and responsiveness.

## SKILLS/DEMANDS AND RESPONSIBILITIES

Performance standards will be measured against Appendix 1 (attached).

### Key Responsibilities - All Grades:

- Ensuring the safety and wellbeing of students at all times
- Any other duties as required from time to time

### Key Responsibilities - Grade A:

- Assist teachers in keeping students on task so that students complete their classwork
- Build positive relationships with all members of the school community
- Work collaboratively with other members of the Student Support Faculty

### Key Responsibilities - Grade B:

- Contribute to and help implement students wellbeing plans
- Problem solve within the classroom so as to help meet the social and learning needs of students
- Advocate for students

### Key Responsibilities - Grade C:

- Deliver specific intervention programmes to agreed standards
- Use expertise to support students eg Braille, sign language, physiotherapy
- Produce adapted plans to learning programmes which are shared with and evaluated by the teacher, home and Student Support Faculty

I have read and understand this position description in conjunction with Appendix 1 and accept all the responsibilities incorporated herein.

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Employee

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Date Signed

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Siobhan Pike  
Deputy Principal

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Date Signed

## Teacher Aide Position Description

### Appendix 1

Grade	Support	
	Key Responsibilities	Appraisal indicators
A	<p><b>Teacher aide follows structured programmes, lesson plans and activities to support the classroom teacher:</b></p> <p><b><u>In the classroom</u></b></p> <ul style="list-style-type: none"> <li>• Works with students under teacher supervision on set tasks.</li> <li>• Assists students to stay on task.</li> <li>• Monitors and observes students and acts to build trusting relationships with students and colleagues.</li> <li>• Responsible for own work under regular supervision.</li> <li>• Prepares resources required by the teacher e.g. photocopying, laminating.</li> <li>• Respects and accommodates language, heritage and cultures in a multi-cultural environment.</li> <li>• Provides interval and lunchtime supervision on a roster if needed.</li> <li>• Participates in professional development.</li> <li>• Act as reader/writer as necessary.</li> <li>• Other tasks as may be required by DP/HOD LRC/LSCo/HOD ESOL from time to time.</li> <li>• Advise DP/ HOD LRC/HOD ESOL of sickness, appointments or any other reason preventing attendance in timetabled classes.</li> </ul> <p><b><u>Beyond the classroom</u></b></p> <ul style="list-style-type: none"> <li>• Collaborates with others in the team.</li> </ul>	<p><b>The Teacher Aide:</b></p> <ul style="list-style-type: none"> <li>• routinely re-explains the work to students with additional needs.</li> <li>• works mostly with students with additional needs.</li> <li>• Ensures students with additional needs have some opportunities to engage 1:1 with the teacher or interact with peers.</li> <li>• tends to focus on task completion.</li> <li>• tends to position themselves next to or very near to students with additional learning needs</li> <li>• ensure the health and safety of all students and maintain their dignity in relation to support with feeding and personal hygiene.</li> </ul>
B	<p><b>Teacher aide follows structured programmes but can make adoptions and creates activities:</b></p> <p><b><u>In the classroom</u></b></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>• Will make adoptions to lesson plans and resources to ensure learning objectives are achieved and are responsive 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 more day-to-day independence although will have regular conversations with colleagues.</li> <li>• Has occasional supervisory responsibility for other employees, parent help or volunteers.</li> <li>• Uses effective evidence based strategies to improve outcomes for students.</li> <li>• Uses a language other than English in daily conversations to provide assistance or respond to needs.</li> <li>• Uses multi-cultural knowledge to guide students and colleagues or develop rapport.</li> <li>• Contributes to and helps implement wellbeing plans such as - implementation of High Health Needs plan, implementation of Behavioural IWS plan, other plans to meet the 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> </ul> <p><b><u>Beyond the classroom</u></b></p> <ul style="list-style-type: none"> <li>• Attends planning meetings.</li> <li>• Advocates for students and shares successful strategies with other teacher aides.</li> </ul>	<p><b>The Teacher Aide:</b></p> <ul style="list-style-type: none"> <li>• enable teachers to work 1:1 with students with additional needs.</li> <li>• enables students with additional needs to regularly learn and interact with peers.</li> <li>• understands and uses strategies for supporting social interactions between students.</li> <li>• uses open-ended questions and wait time to allow students to think and respond and 'make meaning' of the work for themselves.</li> <li>• follows agreed plans for strategies for managing inappropriate behaviour and getting students back on task.</li> <li>• actively seek to get to know their students well; they ask students what they know and love to do and what support they require.</li> <li>• regularly scan and rove around the room, listening in and looking for opportunities to support students' engagement in their learning.</li> <li>• provides the right amount of scaffolding at the right time, consistently giving less support at first.</li> <li>• ensure the health and safety of all students and maintain their dignity in relation to support with feeding and personal hygiene including Implementing behavioural, physiotherapy, and/or occupational therapy programmes as prescribed by specialists.</li> </ul>

<b>C</b>	<p><b>Teacher aide independently delivers ongoing programmes with ability to adapt as required:</b></p> <p><b><u>In the classroom</u></b></p> <ul style="list-style-type: none"> <li>• Has a high level of day-to-day independence – plans major adaptations to tasks and activities which involves tailoring, testing, adapting and creating individual plans and resources within the programme.</li> <li>• Has clear accountability for delivering specific programmes to agreed standards.</li> <li>• Will identify and take action to understand the causes of students' emotional states and provide appropriate support or alert others where de-escalation is required.</li> <li>• Uses a wide range of effective evidence based strategies to improve outcomes for students.</li> <li>• Provides cultural leadership which requires specific language skills, knowledge and expertise.</li> <li>• Provides 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 and medical support e.g. mic-key (feeding tube).</li> </ul> <p><b><u>Beyond the classroom</u></b></p> <ul style="list-style-type: none"> <li>• Contributes in planning meetings.</li> <li>• Communicates regularly with caregivers.</li> </ul>	<p><b>The Teacher Aide:</b></p> <ul style="list-style-type: none"> <li>• enables teachers to be able to spend as much time with students who have identified learning needs as they do with students who do not have identified learning needs, when a teacher aide is present.</li> <li>• has worked with a range of students in a range of situations.</li> <li>• delivers professional development for other teacher aides in their specific expertise area.</li> <li>• attends IEP's and interagency meetings.</li> <li>• identifies success criteria for identified students for each lesson.</li> <li>• increases peer interaction for targeted students.</li> <li>• understands and uses a range of strategies for supporting social interactions between students.</li> <li>• actively seeks to get to know their students well; they talk to families and whānau about students' strengths and interests, and they draw on students' diverse cultures, languages, and identities.</li> <li>• delivers specific programmes of learning independent of a teacher's classroom planning and curriculum delivery.</li> </ul>
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Grade	Te ao Maori	
	Key Responsibilities	Appraisal Indicators
<b>A</b>	<p><b>Developing</b></p> <ul style="list-style-type: none"> <li>• Requires some familiarity and ability to function on an informal basis in a Māori cultural context AND/OR</li> <li>• Respects, accommodates and has some basic knowledge of Māori language/pronunciation, culture, beliefs, values and heritage and an interest and commitment to further develop their reo.</li> </ul>	To be developed
<b>B</b>	<p><b>Supporting, guiding reo and tikanga</b></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>	
<b>C</b>	<p><b>Speaks and role models te reo</b></p> <ul style="list-style-type: none"> <li>• Delivers te reo Māori programmes including adapting and preparing resources and activities.</li> <li>• Translates resources and learning materials into te reo Māori.</li> <li>• Speaks te reo Māori when representing the school in the community.</li> <li>• Coordinates and delivers kapa haka and/or other Māori arts programmes.</li> <li>• Uses knowledge of students' background and whānau in order to make connections and provide appropriate support.</li> <li>• Works with whānau and kaiako to support and encourage students' learning.</li> <li>• Provides leadership at cultural events.</li> </ul>	



## Application for Appointment to a Position at Heretaunga College

<b>A. POSITION APPLIED FOR</b>	
<b>B. PERSONAL DETAILS</b>	
Surname:	
First Names:	
Full Postal Address:	
Contact Telephone Numbers (Mobile)	
(Home)	
(Work)	
Email Address:	
<b>C. PROOF OF IDENTITY AND RIGHT TO WORK</b>	
Shortlisted/applicants being interviewed for any position at Heretaunga College will be required to complete the Safety Check form and provide two forms of original photo identification (e.g. passport, New Zealand drivers licence) - <b>You must bring these along to your interview.</b>	
<b>IMMIGRATION INFORMATION</b>	
Are you a New Zealand Citizen?	Yes / No
If 'No', do you have residency status or a current work visa?	Yes / No
Are there conditions applied to your Visa?	Yes / No
If 'Yes', what are the conditions?	

<b>D. QUALIFICATIONS</b>			
Certificates, degrees, diplomas or other relevant qualifications	Institution	Major	Date Year Completed

**E. EMPLOYMENT**

<b>Current Position Held (Specify):</b>	<b>Status</b> (Permanent, Fixed Term etc)	<b>Date Appointed</b>
Job Title: ..... Employer: .....		
<b>Previous Employment:</b>	<b>Status</b> (Permanent, Fixed Term etc)	<b>Dates</b>
Job Title: ..... Employer: .....		to
Job Title: ..... Employer: .....		to
Job Title: ..... Employer: .....		to

**F. REFEREES**

Applicants should nominate up to three referees below. The College will contact the referees so please ensure full details are given, including phone numbers.

	Full Name of Referee	Phone	Email
1			
2			
3			

**AUTHORITY TO APPROACH OTHER REFEREES**

I authorise the Board, or nominated representative, to approach referees/authors of written references and persons other than the referees whose names I have supplied, to gather information related to my suitability for appointment to the position. Yes / No

I authorise the Board, or nominated representative, to access any information held by any professional body or licensing/education authority, including matters under investigation, to gather information related to my suitability for appointment to the position. Yes / No

## APPLICANT DECLARATION

- (i) I certify that the information given in this application is to the best of my knowledge correct. I understand that this may be verified.
- (ii) In accordance with the Privacy Act, I authorise the Board of Trustees to obtain further information from the referees listed in this application and consent to the referees disclosing such information to the Board.
- (iii) I know of no reason why I would not be suitable to work with children/young people.
- (iv) I also authorise the Board of Trustees to make other enquiries as they see fit in relation to my application and consent to the disclosure of information to the Board by such persons of whom enquiry is made on matters pertinent to the position description and person specification.
- (v) I understand that if I have supplied incorrect or misleading information or have omitted any important information, any offer of employment may be withdrawn, I may be disqualified from appointment, or if appointed, my employment may be terminated.

## INFORMATION FOR APPLICANTS

- (ii) Applicants will be expected to furnish a 'Curriculum Vitae' and should state in support of their application any special qualifications, experience, or strengths that they feel they possess, and any extra-curricular activities with which they may be prepared to assist.
- (iii) It is the applicant's responsibility to ensure that the application reaches the Board before the closing date specified in the Advertisement. Where there is any doubt a follow up email should be sent to [klauij@heretaunga.school.nz](mailto:klauij@heretaunga.school.nz) or phone (04) 939-9370 ext. 889 to confirm receipt.

Signature of Applicant: \_\_\_\_\_ Date: \_\_\_\_\_

# SAFETY CHECK

## The Vulnerable Children Act 2014

The Vulnerable Children Act 2014 requires organisations funded by state services to undertake a complete and thorough check of all paid staff in the state-funded children's workforce.

In applying for a position at Heretaunga College, should you be short-listed and/or interviewed for a position, you authorise us to undertake the following safety checks:

- Confirmation of identity – by providing two forms of photographic identification
- Referee Check – as indicated on Application form
- Work History Check and talk with previous employers about my suitability for the position
- Teaching Council Check or professional body or licensing authority

### DECLARATION STATEMENT

**DECLARATIONS**

**Please Circle:**

Have you ever been convicted of, or are being prosecuted or investigated for, a criminal offence? **Yes / No**

Have you ever been disciplined by a regulatory authority eg. Teaching Council? **Yes / No**

If you have answered 'Yes' to any of these questions please give full details. We will only take them into account if we consider them relevant to the position for which you have applied. All information provided in this application will be treated as strictly confidential and will only be used for the purpose of this application for a position at Heretaunga College.

I certify that to the best of my knowledge the details provided on this form and all other supporting papers are true and correct. Furthermore, I understand that the provision of false or misleading information given in response to any questions on this form or the failure to disclose information will result in the termination of any contract of employment entered into, or the withdrawal of any offer of employment. I also hereby give my consent to the processing of data contained or referred to in this application, in accordance with the Privacy Act 1993 and any subsequent legislation.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Full Legal Name: \_\_\_\_\_

#### OFFICE USE

Photographic Identification – sighted (copy attached)

Type:	Number:	Expiry Date:
	Date:	Undertaken By:
Referee Check Completed		
Work History Check Completed		
Police Vet		
Risk Assessment Completed		