



Job Description for Learning Advisor (Teacher) to co-ordinate additional interventions for learning support and gifted and talented.

This is a part-time position – 15 hours per week, 3 hours per day each morning of the school week until December 10, 2010. The position will be located within a new Learning Opportunities space being established within the school. The role includes the organization and management of this space.

KEY ROLES:

Work within the “special character” of Unlimited Paenga Tawhiti to enhance and enrich the work of Learning Advisors (Teachers) with students identified as having highly individualized learning need – across the range from special learning needs/challenges to gifted and talented.

Support the work of Learning Advisors by providing advice and guidance to ensure those students in need of additional interventions are able to be supported or access entitlements such as special conditions .

Work alongside the Deputy Director to ensure the work of Community Assistants and Teacher–Aides is effectively managed co-ordinated and targeted.

Manage the administration of diagnostic testing for students.

Organise and manage a learning opportunities space for individuals and groups of students. Within this space equip students with the capacity to apply understandings and approaches from the SOLO Taxonomy approach to learning outcomes.

Liaise with the Qualifications Manager to ensure SAC (Special Assessment Conditions) arrangements are in place.

Liaise with the parents of students accessing the Learning Opportunities space so that they can support and reinforce the development of their students.

Train reader/writers for assessment support for identified students

Liaise with in-school and external supports as appropriate to assist students achieve better outcomes

REPORTING:

The position reports to the Senior Leadership Team Co-ordinator (Deputy Director) and through this position works alongside the Community Assistants and Teacher-Aides

KEY OUTCOMES:

Area	Outcomes to be Achieved
Support for student learning and purposeful engagement	<ul style="list-style-type: none"> • Positive and purposeful relationships are achieved with students. • Learning Advisors are aware of the support they can access for students with special needs or who are gifted and talented • Students requiring or eligible for extra interventions have their needs met • Students who are referred to or access the learning opportunities space have clarity about expectations and what good work looks like.
Literacy and numeracy support	<ul style="list-style-type: none"> • Students with literacy and numeracy support needs are assisted to increase their skills and helped to become more independent.
Diagnostic testing	<ul style="list-style-type: none"> • Students and their parents are able to access diagnostic information through EAs on request. • All Y9 and Y10 students entering the school in 2011 have diagnostic tests.
Co-ordination of the work of Community Assistants and Teacher-Aides	<ul style="list-style-type: none"> • There is a strong sense of purpose and in the team available to support learning within the school. • In consultation with Community Assistants and Teacher-Aides plan time and task allocations on a weekly basis. • Liaise with Community Co-ordinators and LAs to contribute to plan and actions to better meeting the needs of students across the school. • Students and parents are highly satisfied with the support available to them

PERSONAL ATTRIBUTES:

- An aptitude for working with and supporting adolescents through the special character of the school, the school strategic focus and its distinct Look of Learning.
- Effective communication skills, including being able to work as part of a team, including, liaising with Learning Advisors, students, parents and outside agencies.
- Familiarity with 'tools' that support students to manage and reflect on learning outcomes would be an advantage. The school currently has a commitment to SOLO Taxonomy.
- Ability to take responsibility for student learning when required.
- Good computer skills and the capability to maintain good records of student needs, interventions and achievements.