Role Description: **Learning Support Teacher Aide – (Grade B MoE Work Matrix)**

We have different gifts according to the grace given to each of us.

(Roman 12:6)

Mission:

With Catholic faith as our compass, celebrated in the Eucharistic community of Sancta Maria College we will nurture confident, compassionate and connected life-long learners. We will be inspired to make a positive difference to a future global community and to the wider Catholic Church to which we belong.

Responsible to:

The Principal
Deputy Principal for Learning Support
Head of Learning Support

Reports to:

Head of Learning Support

Functional Relationship with:

Teaching Staff
Students with learning needs
Parents/Whānau of identified students
Pastoral Team

Responsible for:

Supporting Teachers to meet the identified needs of students with their learning.
Following structured programmes including meeting IEP goals.
Provides support and intervention strategies to students with specific health, behavioural and/or other needs.
Supports, participates in and guides students in Te reo Māori and tikanga.
Ensures the learning environment is inclusive, safe and respectful.
Participates in, encourages and guides Te reo Māori and tikanga practices.
Maintains a high level of professionalism expected for working in an educational environment.
Supports and participates in the Special Catholic Character of the College.

Core Skills/Dispositions:

These include active listening, patience, empathy, encouraging, resilience, calmness and tact.

Teaching and Learning Support

Key Tasks	Expected Outcomes	Learnings/Insights/Professional Growth
Provision of personalising and adapting of teaching and learning programmes.	• Assists the teacher, by working with individual and small groups of students to implement teaching and learning programmes in a range of subjects and topics. • Works more in-depth in a single or limited range of subjects with students as guided by the advice of the teacher. • Checks student understanding of the task expectations and is able to assist the learner when required. • Uses positive language, praise and encouragement to keep students motivated, on task to achieving, as well as when tasks are challenging. • Gathers appropriate data from assessments, tests etc to be used as part of self-review and informing next steps and goals.	
Implements intervention strategies, carries out relevant checkpoints, creates charts/visual ques and learning support materials/resources to support differentiated programmes.	• Will make minor adaptions and intervention strategies to lesson plans and resources to ensure learning objectives and differentiated programmes are in response to meeting individual student needs and include preparation of learning materials, technology set-up etc. • Designs activities to supplement the teaching and learning programme(s) being implemented. • Assists students with the learning of routines.	
There is a shared understanding of the IEP process and expected outcomes.	• Works as part of a collaborative process led by the Head of Learning Support (SENCO) and involves teachers, parents/whanau and other key identified personnel to meet the expected outcomes. • Regularly liaises and reviews with the SENCO, progress towards the agreed goals.	

Pastoral Care, Wellbeing and Inclusion

Key Tasks	Expected Outcomes	Learnings/Insights/Professional Growth
Supports inclusion in the school environment and amongst peers.	• Takes appropriate action to support students' wellbeing. • Assists and encourages students to participate in activities to promote collaborative learning beyond the classroom that is supportive of developing social skills. • Can organise social stories. • Uses the school Pastoral Care and Wellbeing support systems in place for referrals (Deans, DPs, SENCO) as appropriate but also incorporates restorative practices. • 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 wider life of the college. • Encourages group participation.	
Upholds a safe, caring and respectful learning environment.	• Students and fellow colleagues are treated with respect and dignity. • Early identification of when a student is not at ease with their Teacher Aide is made to enable the type of support and approach needed to be considered. • Responds to a range of appropriate physical care strategies and ensures the students' dignity is maintained. • Consistently monitors for any escalating behaviours and takes appropriate considered action to diffuse these situations. • Ensures precision in providing care, student management safety. • Knows when to step back and guide students to meet managed challenges. • Notifies the Head of Learning Support (SENCO), if wellbeing is being compromised. • When required and in consultation with the Head of Learning Support (SENCO) implements behavioural, physiotherapy, and/or occupational therapy programmes as prescribed by specialists.	
Upholds the Special Catholic Character of the College.	• Attends identified liturgies and professional learning. • Appreciates the Catholic ethos and special character vision, mission, values and virtues. • Speaks respectfully of the Special Catholic Character and takes action to integrate examples and meaning in everyday work.	

Cultural Responsiveness

Key Tasks	Expected Outcomes	Learnings/Insights/Professional Growth
Supports, participates in, guides and encourages the use of Te reo Māori and tikanga practices.	• Adapts and prepares Te reo Māori resources and activities to support programmes. • Supports teachers by guiding students and colleagues in tikanga practices on the Marae and during powhiri. • Participates in activities that encourage kaitiakitanga. • Supports and encourages the use of Te reo Māori in the classroom and in daily conversations e.g. Māori greeting each day. • Attends school cultural events. • Is culturally responsive and uses cultural pedagogies where and when appropriate (greetings, protocols, customs, language etc). • Shows an interest in a student's culture and a willingness to learn about the student's culture by asking questions etc. • Uses multi-cultural knowledge to guide students and colleagues or develop rapport. • Uses a language other than English in daily conversations to assist in responding to identified needs.	
Engages and develops in growth mindset through relevant professional learning and development.	• Has a willingness to attend relevant professional learning and development as required. • Engages in ongoing discussions with teachers and the Learning Support Department about learning and professional knowledge.	

Professional Responsibilities

Key Tasks	Expected Outcomes	Learnings/Insights/Professional Growth
Maintains effective and positive relationships with colleagues, parents and whanau.	• Demonstrates ability to work co-operatively and supportively with other colleagues. • Maintains positive relationships with parents and whanau, communicating clearly and regularly. • Any parent and whanau follow-up is timely and as regularly as it needs to be.	
Identified supportive software is used.	• A willingness to be available and upskill/train in software programmes to enable student learning e.g. read/write, Dragon professionally speaking/Syme rite/co-write and any other identified learning tool is a requirement.	
Identified responsibilities are in place.	• Has a more day-to-day independence although will have regular conversations with colleagues. • Has occasional supervisory responsibility for other employees, parent help or volunteers as identified by the Head of Learning Support (SENCO).	

Hours of work : Up to 27.5 hours per week : 5 days per week : term time only

Role Description: **Learning Support Teacher Aide**

Updated : **November 2026**

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Andrew Mackenzie Date

Principal