



Browns Bay School

EFFORT BRINGS REWARD

7 August 2020

Dear Applicant,

The SENCO position advertised can be either a Part-time role (0.6) or a Fulltime role. The Part-time position would be the SENCO role; while the Fulltime position would include Teacher release (0.2) and responsibility for organising the Gifted and Talented programme (0.2). We would ask that you indicate a preference in your application letter.

This role comes with 3 or 4 Management Units (depending on Part-time or Full-time) and the person would be a member of our Senior Leadership team.

The appointee will be expected to:

- take a full role in school and team activities.
- undertake effective and appropriate programmes of work based on school policies and national curriculum guidelines.
- be our Learning Support leader
- have in-depth knowledge of learning support processes.
- bring to the position strong interpersonal skills a high level of commitment and motivation, and a high degree of competency in teaching practice.

Applicants should present a curriculum vitae clearly indicating strengths, experience and interests.

School description

The school is 125 years old but has only been on the current site since the late 1930's. The site is 2.4 hectares of mainly flat ground in a coastal environment setting. The school classrooms are of a single cell nature yet we are having a new Build of 12 classrooms that will feature flexible learning spaces. The grading roll for 2020 is 710. There is a large school hall, a Music Studio, a language centre primarily for ESOL and three outdoor playground structures. A new administration block was opened in 2012. The school also has a heated swimming pool which is essential for the very strong water-based programmes throughout the school. A substantive outdoor education programme is also a strong feature of the school with programmes in place at all year levels from Year 1 to Year 6.

The school currently operates a senior leadership team of Principal, Deputy Principal and Assistant Principal. The Deputy and Assistant Principal have oversight of three year level teams. The school has six teaching teams (one for each year level) each lead by a Team Leader.

Teaching and learning at the school is strong and varied, with high standards of student achievement being maintained. An effective school-based curriculum has been designed within the parameters of the NZ Curriculum and is under constant review and amendment to meet current requirements. Effective

teaching practice is seen as a major determinant in improved student outcomes and the school has a very strong coaching culture in place to support this.

The 2016 ERO visit resulted in a 4-5 year review cycle and recorded strong affirmation of the continuing gains being made over a long period of time.

The school vision (Building Leaders and Learners) and values are the key touchstones that underpin everything that happens in the school.

Browns Bay School is part of the Midbays Community of Learning / Kahui Ako

A Job Description is available from the school.

Regards

Peter Mulcahy
PRINCIPAL

Learning Support Leader Job Description

SENCO (0.6)

GATE (0.2) / Release (0.2)

The SENCO position advertised can be either a Part-time role (0.6) or a Fulltime role. The Part-time position would be the SENCO role; while the Fulltime position would include Teacher release (0.2) and responsibility for organising the Gifted and Talented programme (0.2). We would ask that you indicate a preference in your application letter.

The Learning Support Leader will work to build the learning support capability of teachers, and to help identify and plan for the learning support needs of all of the students at BBS. This is a co-ordinating role (rather than a teaching role) but requires the applicant to be experienced in order to know how to engage with teachers to support the development of their practice in working with children with a range of learning support needs.

The Learning Support Leader will be a member of the Senior Leadership Team to help build core capability in BBS to support the range of identified needs and to connect with a range of specialist supports and services, such as Resource Teachers, and those provided by other agencies, such as Oranga Tamariki –Ministry for Children, and community organisations.

The Learning Support Leader will also work with a range of colleagues, including ESOL, and other professionals, and LSC's where such roles are part of a cluster's learning support team.

Learning Support will encompass all students with diverse learning needs, including gifted students.

Role Requirements

To be considered for the position, applicants will have ...

- demonstrated successful experience in working with and including children and young people with learning support needs in the classroom
- a sound knowledge, commitment to, and understanding of MOE learning support systems.
- the ability to engage at a school leadership level
- high level of communication abilities with all stakeholders

Role Functions

The functions of the Learning Support Leader role have been grouped so that they focus on five key groups of stakeholders in order to meet learning support needs ...

- support students to participate, progress and make successful transitions;
- support teachers in schools to lift their capability to better meet the needs of learners;
- support for parents to partner successfully with BBS and develop an understanding of learning support processes and who to contact if needed;
- work with other schools and wider agencies to access services and resources to support learners;
- work with the BBS leadership team to ensure all students receive the appropriate support to enhance their learning and progress.

Relationship

Report to and be a member of:	Lead Liaison with:	Management responsibility
Leadership Team	RTL MOE Learning Support: <ul style="list-style-type: none"> • High Health Needs • Ongoing Resource students • SLT • OT • BEST ACC Oranga Tamariki—Ministry for Children; and any other community organisations	Teacher Aides Teachers directly involved with LS Programmes

Job Description

Stakeholder focus	Function Support
Support students to participate, progress and make successful transitions	<ul style="list-style-type: none"> • Identify children at risk through analysis of data, consultation with SLT, from assessment reports and teacher concern • Working with classroom teachers, other professionals and parents to identify student's needs early and respond in a timely manner with the right support; • Identify Tier 1 and 2 students who require an Individual Education Plan and coordinate meetings of all involved, twice annually (or more if required) • Occasionally working with individual students to provide direct support where appropriate; • Ensuring a BBS Learning Support Register of students' needs is kept up-to-date, and used regularly by authorised staff. Information sharing and privacy protocols must be followed; • Contributing to learning support system improvements, ensuring smooth transitions for at risk learners from early learning into school, between year levels, and into Intermediate • Attend Team Meetings where necessary to oversee and coordinate LS needs • Manage Group Interventions programmes in conjunction with AP / DP <ul style="list-style-type: none"> ○ Budget each year ○ Select students for the intervention ○ Manage groups and TA's ○ Monitor student success in the Interventions. • Manage the Reading Recovery intervention programme <ul style="list-style-type: none"> ○ Support the teacher in the select of students for the intervention ○ Monitor student success in Reading Recovery
GATE (0.2)	<ul style="list-style-type: none"> • Develop and Manage the Gifted and Talented programme (0.2) <ul style="list-style-type: none"> ○ Select students from a GATE talent pool. (This talent pool is developed in consultation with teachers, management, psychologists and parents.) ○ Each term GATE will offer a new module with new students selected. The selection can depend on the topic, needs and interests of the student.
Teacher Release (0.1)	<ul style="list-style-type: none"> • Release teachers for management responsibilities

Stakeholder focus	Function Support
Support teachers in schools to lift their capability to better meet the needs of learners;	<ul style="list-style-type: none"> • Contributing to the identification of learning support needs across the school through the provision of tools and advice to teachers; • Working with teachers and teacher aides, to develop capability through training and professional development; • Decide on the best use of available learning support resources to meet the needs of children; • Providing teachers across the school with clear avenues to seek additional advice on meeting the learning support needs of all students.
Support for parents to partner successfully with BBS and develop an understanding of learning support processes and who to contact if needed;	<ul style="list-style-type: none"> • Ensuring parent, whanau and student voice is heard and represented when the school is making decisions about learning support; • Providing parents with access to resources and guidance at an early stage so they are able to be pro-active in school engagement about their children; • Helping teachers build capability and confidence in working in partnership with parents, and working directly with parents on more complex or disputed matters.
Work with other schools and wider agencies, such as Oranga Tamariki—Ministry for Children, to access services and resources to support learners.	<ul style="list-style-type: none"> • Liaise with outside agencies to ensure support is provide to students in an appropriate way.