



POSITION DESCRIPTION

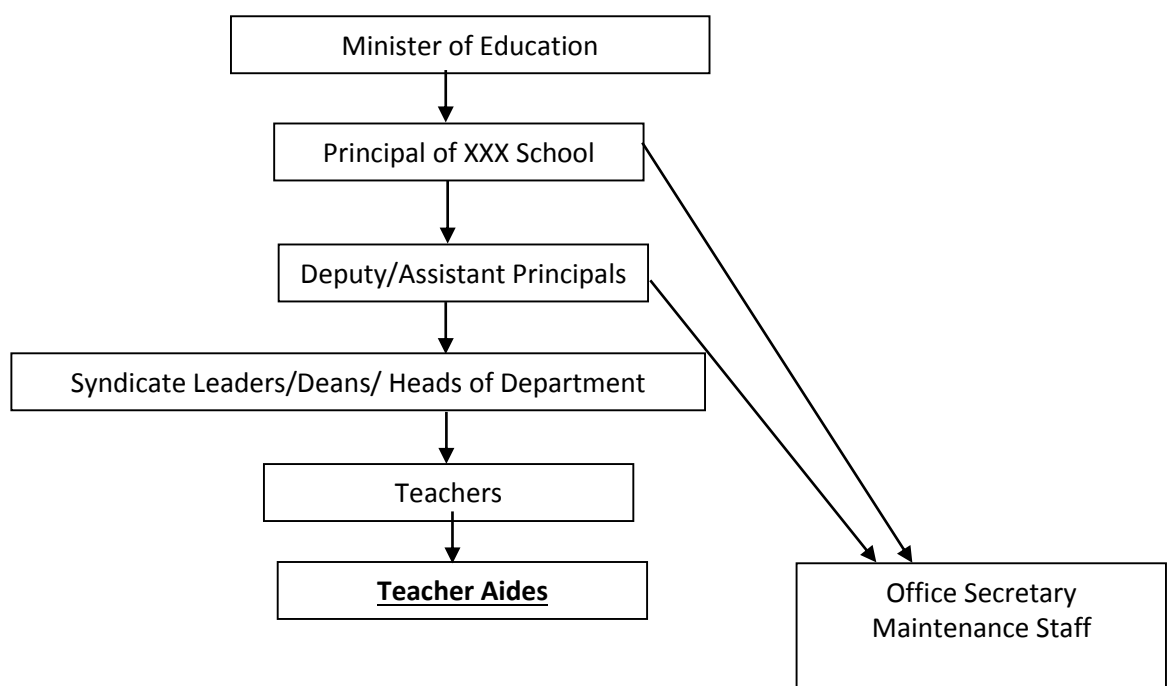
Position Title:	Teacher Aide (Student Support)
Division:	XXXX School
Responsible To:	Principal
Responsible For:	The wellbeing of students with whom they are working with
Job Purpose:	To support teachers by providing individual support to students with special learning needs and/or disabilities
Job Classification	Band B (5 steps)
Remuneration:	Minimum: \$7.35/hr Midband:8.08 Maximum: 8.82
Date:	May 2015

MINISTRY VISION:

Through its vision, the Ministry of Education values the unique nature of the Cook Islands. We contribute to the effective governance of our country and are recognised as leaders in education throughout the region.

The Ministry of Education provides a dynamic and professional environment which promotes and supports lifelong learning through the provision of quality services.

ORGANISATION CHART:



KEY RESULTS AREA:

K.R.A	Key Performance Indicators
<p><u>Student Support</u></p> <ul style="list-style-type: none"> To support classroom teachers in meeting the learning needs of students with special physical or cognitive learning needs To assist with the routine/physical needs of students to ensure their full participation and mainstreaming opportunities are provided To be fully aware of strategies for providing support to students with learning difficulties To assist with the production of resources to meet specific learning needs. To be fully aware of technology available to assist the learning for students with special learning needs To work collectively with relevant outside agencies to fully support the needs of students and their families 	<ul style="list-style-type: none"> The school is informed of special medical and physical needs of the student All students feel included in the learning environment and have opportunities to enjoy success at their appropriate level. An individual education plan is prepared, monitored and reviewed regularly Student records are kept current and identify progress and required further interventions and support Students requiring special assistance are able to participate fully in all activities both inside and outside the classroom. Health and safety of students is not put at risk. The learning needs of other students are not compromised. Students have access to appropriate resources and technology to meet their learning needs
<p><u>Professional Development</u></p> <ul style="list-style-type: none"> Keep up-to-date with all relevant aspects of the support service provided To have a current knowledge of content and best practice principles that can be applied to the learning situation. 	<ul style="list-style-type: none"> Keeps abreast of changes in teacher aide support Regularly reflects on and reviews personal performance Participates and contributes to whole school, subject or syndicate meetings including those held out of school, as required Participates in national workshops including those held during the holidays
<p><u>Contribution to School</u></p> <ul style="list-style-type: none"> To be informed of and participate in all activities pertaining to the school as required To establish and maintain effective and cooperative working relationships with and between colleagues 	<ul style="list-style-type: none"> Willingly participates in school activities, including those held out of school hours Builds positive relationships with the community Actively supports decisions taken by syndicate or school Request for information are met in a timely and obliging manner
<p><u>Professional Conduct</u></p> <ul style="list-style-type: none"> Demonstrate professional conduct as expected by an employee of the Cook Islands Public Service Participate fully and effectively in the performance management system 	<ul style="list-style-type: none"> The Public Service is not brought into disrepute by inappropriate teacher performance and/or behaviour Performance is reviewed annually and development opportunities provided to enhance effectiveness

WORK COMPLEXITY:

<i>Indicate Most challenging duties typically undertaken:</i>	
1	Provision of support to special needs requirements of children
2	Ability to implement support programmes required by the teacher
3	Ability to work effectively with students who have special physical or cognitive requirements in a mainstream environment

AUTHORITY:

Teacher Aides have the following levels of authority:

Financial	Nil
Staff	Nil
Contractual	N/A

FUNCTIONAL RELATIONSHIPS:

Teacher Aides are required to demonstrate effective Human Resources skills in dealing with all internal and external relationship matters:

<i>Internal</i>	<i>Nature of Contact: (Light)</i>	<i>External</i>	<i>Nature of Contact</i>
Senior Staff	Staff attendance, leave and student management and other matters as required	Community Services	Resource provision, learning enhancement opportunities and other matters as required (Routine)
Teachers	Student Support, collegial support	Government Agencies and NGOs	As specific to the individual needs of the students including their health and safety and other matters as required (Minimal)
Students	Providing student support, pastoral care, extra-curricular activities, other relevant matters as required		
Students' Families	The development of IEPs and other matters as required		
Ministry of Education central administration office	Employment matters including payroll, leave, professional development, performance, competency, and student support and other matters as required.		

PERSON SPECIFICATION:

Qualification

Level of education required to perform the functions required of the position. This combines formal and informal levels of training and education.

Essential: (least qualification to be competent)	Desirable: (specific qualification for job)
<ul style="list-style-type: none"> • NCEA Level 2 • 12 credits in literacy at NCEA Level 2 • 12 credits in numeracy at NCEA Level 1 	<ul style="list-style-type: none"> • University Entrance • Current First Aid/CPR certificate • Teacher Aide Certificate or Diploma

Knowledge / Experience

The length of practical experience and nature of specialist or managerial familiarity required. This experience is in addition to formal education.

Essential: (least number of years to be competent)	Desirable: (target number of years you are looking for)
<ul style="list-style-type: none"> Competency in the language of the student to whom the teacher aide is assigned A reasonable degree of physical fitness 	<ul style="list-style-type: none"> Fluency in both written and conversational Cook Islands Maori Experience and/or education in childhood development Previous experience working with children with special needs

Key Skills /Attribute / Behaviours

Key Technical Skills (Expert)	<p><i>The successful applicant will demonstrate key technical skills through:</i></p> <ul style="list-style-type: none"> The effective delivery of student support services utilising a range of appropriate strategies Clear and effective communication in a range of situations Knowledge of assistive technologies and their application Demonstrating an empathy for students with special learning needs
Key Leadership & Management Skills (Advanced)	<p><i>The successful applicant will demonstrate:</i></p> <ul style="list-style-type: none"> The ability to effectively manage resources, Communicates with parents and teachers on the progress of students Participates in the development of IEPs. A range of behaviour management strategies
Other Skills & Knowledge (Working)	<p><i>The successful applicant will also need to demonstrate a high level of commitment to:</i></p> <ul style="list-style-type: none"> Establishing an effective communication channels with all stakeholders. Advancing professional knowledge in the field of providing inclusive education. Displaying a level of competency in IT

CHANGE TO JOB DESCRIPTION:

Changes to the Job description may be made from time to time in response to the changing nature of the Ministry's work environment - including technological or statutory changes.

Secretary of Education

Date

Employee

Date