



**POSITION DESCRIPTION**

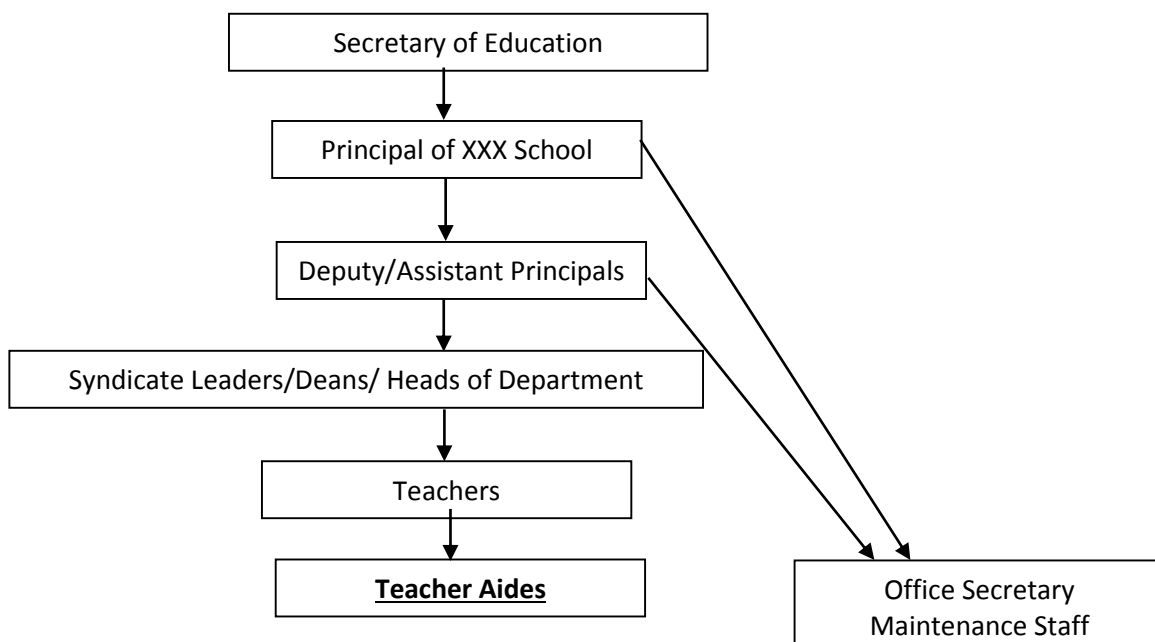
<b>Position Title:</b>	<b>Teacher Aide (Individual Learner support)</b>
<b>Division:</b>	XXXX School
<b>Responsible To:</b>	Principal and teacher in charge
<b>Responsible For:</b>	The wellbeing of students with whom they are working with
<b>Job Purpose:</b>	To support the classroom teachers by implementing the Individual Learning Plan (IEP) of an identified learner
<b>Remuneration:</b>	Min: \$8/hr                      Max:8.82/hr
<b>Date:</b>	May 2019

**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>Learner Support</u></p> <ul style="list-style-type: none"> <li>To implement the learners IEP that has been developed by teachers, education specialist and parents</li> <li>To assist with the routine/physical needs of the learner to ensure their full participation in daily learning activities, both inside and outside the classroom.</li> <li>To assist with the production of resources to meet specific learning needs</li> <li>Developing an awareness of assistive technology available to assist identified learners with special learning needs</li> <li>To work collectively with relevant outside agencies to fully support the needs of students and their families</li> </ul>	<ul style="list-style-type: none"> <li>The learner is included in the learning environment and has opportunities to enjoy success at their appropriate level</li> <li>An individual education plan is prepared, monitored and reviewed regularly</li> <li>Student records are kept current and identify progress and required further interventions and support</li> <li>Demonstrate an ability to communicate effectively with the learner</li> <li>Create and maintain resources for learners in an organised and efficient way, as directed by teacher and/or Ministry of Education Advisers</li> <li>Effectively use relevant technology to support learners, as directed by the teacher</li> <li>Health and safety of students is not put at risk.</li> <li>The learning needs of other students are not compromised.</li> </ul>
<p><u>Professional Development</u></p> <ul style="list-style-type: none"> <li>Maintaining a current knowledge of strategies that can be applied to the learning situation.</li> </ul>	<ul style="list-style-type: none"> <li>Upskill in strategies to support the learner through independent research or participating in workshop training opportunities</li> <li>Regularly reflects on and reviews personal performance</li> <li>Keeps abreast of changes in teacher aide support</li> <li>Participates in national workshops including those held during the holidays</li> </ul>
<p><u>Contribution to School</u></p> <ul style="list-style-type: none"> <li>To be informed of and participate in school activities that are specific to the needs of the learner</li> <li>To establish and maintain effective and cooperative working relationships with and between colleagues</li> </ul>	<ul style="list-style-type: none"> <li>Willingly participates in school activities held within allocated hours of work</li> <li>Builds positive relationships with parents/caregivers of the learner</li> <li>Works collaboratively with the teacher to develop and implement the IEP</li> <li>Request for information are met in a timely and obliging manner</li> </ul>
<p><u>Professional Conduct</u></p> <ul style="list-style-type: none"> <li>Demonstrate professional conduct as expected by an employee of the Cook Islands Public Service</li> <li>Participate fully and effectively in the performance management system</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates professional conduct at all times</li> <li>Complies with the values and code of conduct of the CIPS</li> <li>Complies with the requirements of the MOE performance management system and teacher's code of ethics</li> <li>Meets expected deadlines and reporting requirements</li> </ul>

## WORK COMPLEXITY:

<i>Indicate Most challenging duties typically undertaken:</i>	
1	Provision of support to the complex needs of the learner, inclusive of significant health and safety requirements.
2	Ability to implement support programmes required by the teacher
3	Ability to work effectively with an identified learner who has high physical or cognitive requirements, within a mainstream environment

## AUTHORITY:

Teacher Aides have the following levels of authority:

<b>Financial</b>	Nil
<b>Staff</b>	Nil
<b>Contractual</b>	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:</i>	<i>External</i>	<i>Nature of Contact</i>
Principal	School IE policies, procedures and processes; staff attendance, leave professional development, performance competency and other matters as required. <b>(Heavy)</b>	Community Services	Resource provision, learning enhancement opportunities and other matters as required <b>(Minimal)</b>
Teachers	Contributing to the development of the students IEP, advice, guidance, direction and other matters as required <b>(Heavy)</b>	Government Agencies and NGOs	As specific to the individual needs of the students including health and safety and other matters as required <b>(Minimal)</b>
Students	Providing student support, pastoral care, extra-curricular activities, other relevant matters as required <b>(Heavy)</b>		
Parents/Caregivers	Learner needs, progress and other matters as required <b>(Medium)</b>		
IE Advisers, MOE	Participate in professional development; advice, guidance, relevant matters <b>(Medium)</b>		
Ministry of Education	Employment matters - payroll, leave, performance, competency, and other matters as required. <b>(Light)</b>		

## 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.

<b>Essential:</b> (least qualification to be competent)	<b>Desirable:</b> (specific qualification for job)
<ul style="list-style-type: none"> <li>NCEA Level 1 or equivalent (e.g. ZSC)</li> <li>10 credits in literacy at NCEA Level 1</li> <li>10 credits in numeracy at NCEA Level 1</li> </ul>	<ul style="list-style-type: none"> <li>NCEA Level 2 with 10 credits in Mathematics and/or 10 credits in English or equivalent (SFC)</li> <li>Current First Aid/CPR certificate</li> <li>Teacher Aide Certificate or Diploma</li> </ul>

## Knowledge / Experience

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

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

## Key Skills /Attribute / Behaviours

<b>Expert</b>	<ul style="list-style-type: none"> <li>The effective delivery of the IEP utilizing a range of appropriate strategies</li> <li>Clear and effective communication skills with all stakeholders in a range of situations</li> <li>Demonstrating empathy for the learner</li> </ul>
<b>Advanced</b>	<ul style="list-style-type: none"> <li>Communicates well with parents/caregivers and teachers on the progress of the learner</li> <li>The ability to effectively manage resources</li> <li>A range of behavior management strategies</li> <li>Participates in the development of IEP's</li> </ul>
<b>Working</b>	<ul style="list-style-type: none"> <li>Establishing effective communication channels with all stakeholders</li> <li>Knowledge of assistive technologies and their application</li> <li>Developing an understanding of Inclusive Education</li> <li>Displaying a level 1 competency in ICT</li> </ul>
<b>Awareness</b>	<ul style="list-style-type: none"> <li>Knowledge of developments in education that are relevant to IE and respective school context</li> <li>Government legislation and policies particularly those related to education</li> </ul>

## 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