

Position Title:	Teacher Aide
Nature of Position:	Full Time / Part Time
Functionality relationship:	Class Teacher College of Teachers & Residential staff
Reports to:	Class Teacher & School Principal
Responsible for:	Support to Class teacher in guidance and learning support for students

GENERAL DESCRIPTION

The role of the teacher aide is to assist the class teacher in delivery of learning programmes, supporting students in their learning and behaviour.

Hōhepa Residential Services, School, Vocational Skills Training, Farms, Gardens and Workshops, aim to provide a therapeutic environment for children, young people and adults with intellectual disabilities, based on the work of Rudolf Steiner. To this end, it is essential that inspiration and vision evolve from Curative Education and Social Therapy to ensure the Hawke's Bay Community has a strong anthroposophical character.

The Teacher Aide's primary responsibility is to support the teacher with the implementation of education of the students at school in a manner consistent with the work of Rudolf Steiner. Curative Education Support Staff are expected to share in the activities and responsibilities of the school and to participate in the life of the community including the festivals.

JOB PURPOSE

The primary purpose of this position is to support and assist learning and behaviour in the classroom. The person in this position will be required to build strong relationships and credibility with students and teachers. He / she will undertake to support the learning for students and to support the behaviour management in the school.

KEY TASKS

1. Students

- Successfully support students with complex needs, enhancing their learning and development at school
- Assist the teacher in curriculum delivery and learning programmes
- Apply the principles and practices of Curative Education, contribute towards planning, implementation and review of projects and lessons
- Be a good role model for students, form respectful relationships and support students with their communication needs and social awareness
- Assist class teacher with the preparation of lessons, material and resources
- Working with students as part of a group and individually throughout the school day to enhance their learning and development

- Ensure that students are engaged and are learning when working on individual projects outside the classroom
 - Assist with other school classes as required
 - Participate in and contribute towards Child Studies and Clinics as required
 - Support individual work programmes in consultation with the teacher, including; I.E.P.'s (Individual Education Programmes)
 - Help maintain a safe physical environment and ensure that students are supervised at all times
 - Assist students with their eating and drinking, hygiene needs, toileting, etc. in a dignified manner.
2. Being a member of the Hōhepa Community
- To share in the meetings, activities and responsibilities of the School and actively contribute towards carrying tasks
 - To participate in the festival and cultural life of the community
 - Contribute towards the smooth running of the school
 - To develop good co-working with colleagues
 - To form a healthy liaison with Residential Support Staff to achieve an awareness of each student's Hōhepa home life
 - To work collaboratively with specialists, e.g. therapists, doctors, psychologists contracted to support students
 - Attend meetings essential for effective communication within the Community as well as enhancing your own professional learning and student development:
 - Class team meeting
 - Regular staff meeting
 - Professional Development meetings
 - Child Studies & Clinics, and follow up meeting
 - Specialist meetings as required, e.g. paediatrician, Explore,
 - Other meetings called by the College from time to time.
3. Reporting
- To assist in programme development and contribute towards evaluation of programmes as required.
 - Keep accurate records of work as required. This may include project plans, evaluations, PECS (picture exchange communication system) records, implementation plans, PMP (perceptual motor programme) records and ORS timesheets.
4. Personal Development:
- Teacher aides are expected to involve themselves in ongoing personal development in their areas of work, and participate in and contribute to the various learning opportunities that are offered by the school and community. These may include:
 - College study courses,
 - Artistic activities,
 - Lectures/seminars,
 - Term planning meetings
 - Other ongoing professional development
 - Participate in and contribute to your own performance appraisal and training and development needs process
 - Participate in ongoing training relevant to your role.
5. Confidentiality:
- Information pertaining to Hōhepa and/or students/people we support may be of a confidential nature. This confidentiality is to be respected at all times.
6. Paramountcy:
- The welfare and interests of the children and young people at Hōhepa Homes shall be the first and paramount consideration.

SERVICE DELIVERY

Tasks	Performance Criteria
Student Learning	<ul style="list-style-type: none"> ➤ Working with students one-on-one on prepared learning tasks ➤ Learning is reviewed with the student ➤ The student is kept on task ➤ There is encouraging dialogue with the student to motivate and assist learning ➤ Relevant feedback is given to the student in an appropriate manner ➤ The student is reassured about the learning ➤ Learning purpose is clarified ➤ Next step learning is discussed ➤ Feedback is given to the teacher
Working with groups of students	<ul style="list-style-type: none"> ➤ Learning purpose is defined ➤ There is dialogue with the group about the task ➤ Effort is made to be inclusive of all group participants ➤ Students are encouraged to solve their own problems and develop competence ➤ Problem solving strategies are suggested ➤ The group is kept on task ➤ Evaluation and reflection on learning is facilitated with the group
Classroom Routines	<ul style="list-style-type: none"> ➤ Classroom routines are followed and students are managed consistently ➤ Students' health and wellbeing needs are attended to ➤ Observed behaviours indicating health and wellbeing or learning readiness are monitored and reported to the teacher ➤ Significant learning events are observed and recorded ➤ Sensitive responses are given to take account of students' feelings, interests, abilities and cultural backgrounds ➤ Appropriate language/communication is used to assist the students' understanding ➤ The classroom is kept tidy
IEP	<ul style="list-style-type: none"> ➤ To be conversant with the IEP and how the class programme is organised to meet IEP intent. ➤ The student's IEP is implemented effectively ➤ The student is encouraged in their learning ➤ The student is on task ➤ Learning is reviewed and reinforced with the student ➤ There is dialogue about the learning ➤ There is sensitivity to the needs of the student ➤ Feedback is given to the teacher
Supported Learning Activities	<ul style="list-style-type: none"> ➤ Support the delivery of curriculum in the class ➤ Assist with teaching and assessment activities as directed by the teacher ➤ Work with assessment tools under direction of the teacher and records student achievement
Environmental safety	<ul style="list-style-type: none"> ➤ The physical environment is monitored in terms of comfort, warmth, light and fresh air

	<ul style="list-style-type: none"> ➤ Hand washing is a priority for staff and students ➤ Specialised equipment for students is used in accordance with instructions ➤ Equipment used is cleaned (disinfected if needed)) before being stored ➤ Hazards or potential hazards are reported ➤ Property in need of repair or maintenance is reported ➤ Has awareness of procedures in the event of an emergency, fire, accident, incident, severe weather event and a civil emergency event ➤ Emergency procedures are revised and all staff are familiar with their personal duties in emergencies. Responsibilities are clear. ➤ Emotional safety is fostered by monitoring the behaviour and identifying warning signals so evasive action can be taken. ➤ There is discussion with the teacher about creating and maintaining a safe environment ➤ Students are spoken to with respect and sensitivity to their emotional, physical and cultural needs ➤ The incident reporting system is maintained ➤ Students who need assistance are given appropriate help
Student Behaviour	<ul style="list-style-type: none"> ➤ Understanding of the behaviour needs and strategies to minimise behaviour problems escalating. ➤ Standards of behaviour are defined ➤ Behaviour is monitored and early warning signs of behaviour difficulties are acted upon ➤ Challenging behaviour is managed consistently and in accordance with procedures and individual plans ➤ Behavioural incidents are recorded and reported in accordance with procedures ➤ Every effort is made to minimise the impact of behavioural incidents on other children ➤ There is an awareness of when to ask for help with student behaviours ➤ Student to student conflict is reported to the teacher and incident report is completed as appropriate ➤ Positive student to student interaction is noticed, recorded and celebrated
Learning Support	<ul style="list-style-type: none"> ➤ Works with the teacher to support the delivery of curriculum ➤ Follows and supports the planned lesson with the student or students ➤ The classroom is monitored and any observed indicators of health and well-being or learning readiness are reported to the teacher ➤ Significant learning events are observed and recorded ➤ Responses are made to students sensitively reflecting their interests, feelings, abilities and cultural backgrounds ➤ Prompt, pause and praise is applied in learning situations ➤ The language used is chosen to assist students' understanding ➤ Classroom routines are followed

Student Safety	<ul style="list-style-type: none"> ➤ Understands the need to safeguard students from physical and emotional harm ➤ Is aware of and follows school procedures if there are indicators of abuse or neglect ➤ Understand the nature of bullying and the processes to be followed
Transition	<ul style="list-style-type: none"> ➤ Assists students with transition from home to school enabling access to learning ➤ Assists transition and integration of Kanuka students into other classes ➤ Assists students with transition when they are experiencing changing and challenging events in their lives ➤ Is supportive and aware of privacy and confidentiality issues ➤ Understands the boundaries when dealing with personal information
Personal Care	<ul style="list-style-type: none"> ➤ Students' personal care needs are dealt with effectively and with sensitivity ➤ Opportunities to develop personal independence with health care needs are built upon ➤ Maintain safe practices regarding possible infections by ensuring procedures are followed in the event of contact with bodily fluids ➤ Achievements in managing personal care needs are celebrated with the student ➤ Any indication of learning readiness for skill development is reported to and discussed with the teacher
Managing Relationships	<ul style="list-style-type: none"> ➤ Communication about a student must be forwarded to the teacher not directly to the parent ➤ Communication about students' day-to-day engagement in learning and wellbeing is reported to the teacher
Administration & Reporting	<ul style="list-style-type: none"> ➤ Progress notes are completed ➤ Reports are prepared as requested ➤ Student learning data is recorded ➤ Accurate records of work are kept as required, e.g. PECS data, implementation plan data, ORS time sheets ➤ Assists in programme development and contributes towards evaluation of programmes as required ➤ A stock take of resources is completed each year (as part of a team)
Equipment & Resources	<ul style="list-style-type: none"> ➤ Resources are prepared as requested ➤ Equipment and resources are cleaned and stored after use ➤ Equipment is maintained/ servicing organised as required, e.g. bikes ➤ Students' work is displayed with pride

Core Competencies for staff

<p>Participating and Contributing – <i>demonstrating the ability to respond appropriately as a group member and to make connections to others.</i></p>	
<ul style="list-style-type: none"> • Supports and models the school’s values at all times • Support students to help them succeed and develop independence with their learning. • Supports and assists students even when they are reluctant to participate, helping them to overcome learning difficulties/barriers. • Does what is right and takes responsibility for own actions • Understands the concept of work / life balance 	<ul style="list-style-type: none"> • Identifies and participates in learning opportunities as appropriate for personal development • Accepts and manages personal responses to change in a positive manner • Works collaboratively as a team member
<p>Thinking and Communicating – <i>using creative, critical, and reflective processes to make sense of and question information, experiences and ideas.</i></p>	
<p>Verbal</p> <ul style="list-style-type: none"> • Conveys simple information clearly, logically and accurately especially for students • Listens and asks questions to maximise understanding • Understands the differing communication styles required when dealing with students and staff • Actively listens to what others have to say • Uses relevant verbal and non-verbal clues to check for understanding • Uses the communication tools/approaches (e.g. PECS) that are familiar to the student. 	<p>Written</p> <ul style="list-style-type: none"> • Writes in an appropriate manner so material is easily understood • Written work is accurate <p>Problem solving</p> <ul style="list-style-type: none"> • Collects data relevant to the issue • Completes analysis of data • Consults/seek assistance when necessary • Keeps appropriate people informed during the decision making process
<p>Managing self – <i>being responsible for the delivery of the work requirements and maintaining ethical standards.</i></p>	
<ul style="list-style-type: none"> • Accepts ownership for delivering to commitments • Uses time productively • Has a ‘can do’ attitude • Establishes systems and method or organising resources • Plans and organises tasks on a day-to-day basis to achieve results 	<ul style="list-style-type: none"> • Checks for agreement and approval before acting and seeks clarification or assistance when required • Is aware of the effects their words and attitudes have on others • Maintains own well-being • Successfully adapts to change

Relating to others – *achieves objectives through working as part of a team, freely sharing knowledge and using others' strengths.*

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| <ul style="list-style-type: none">• Actively builds positive and productive working relationships• Offers to assist others• Tells the truth while being mindful of the feelings of others• Builds personal credibility with students• Is approachable, open, non-defensive and transparent in dealing with others | <ul style="list-style-type: none">• Shares relevant knowledge with others• Does not listen to or spread rumour about others• Accepts constructive criticism and learns from it• Shares credit with others |
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General Conditions of Employment

Any offer of employment will be subject to a satisfactory Police Clearance. Hōhepa takes up a police vetting report on all employees at the start of employment and then every two years. If you are convicted of an offence after being employed by Hōhepa it is important that you declare this promptly; if an undeclared conviction shows up on a future police report, this could be regarded as a breach of trust and may lead to disciplinary action including potential dismissal.

You confirm that you have the right to work in New Zealand, and agree to provide documentary proof (e.g. through a birth certificate or passport).

Smoking, Drugs and Alcohol:

All Hōhepa facilities and grounds (including the School), and all Hōhepa vehicles, are smoke-free environments. If you accept employment with us you guarantee that you **will not smoke** (even during break times) on our premises/in vehicles at any time.

This is a **safety-critical role**. You must agree to attend work **free of any adverse effects of alcohol or drugs** (including illegal drugs and similar substances); the way this is assessed is that a drug test would be negative. You must consent to pre-employment testing, then random testing if you are employed.

Cell phones:

Mobile phones are not to be used during work time. You agree to have your cell phone switched off and safely stored away during the school day, except during break times when not on duty. Under special circumstances, e.g. incidental family circumstances, you may seek prior approval from the Principal to have your cell phone switched on.

Annual leave:

Annual leave is to be taken during school term holidays.

Review of job description:

As with all Hōhepa job descriptions, the contents of this JD will be kept under review and will be subject to change, in the light of experience. Any substantial changes will be discussed with you before being implemented; however you are required to work flexibly and accept that any JD is an indicator only – you agree to any reasonable duties that are asked of you.