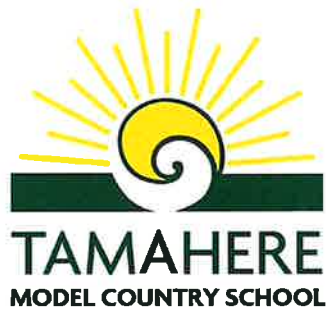


Nurturing Our Future - Growing Together
Kia atawhai aa mua - Kia tipu ngatahi

Application Package for Fixed Term/Part Time Teacher Aide 2023





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School Description

Tamahere Model Country School is situated almost equal distance between Hamilton and Cambridge in a semi rural environment, close to State Highway 1 and Hamilton International Airport.

Established in 1884 our school exists within mature grounds and enjoys spacious playing fields.

We are a Decile 10 school with supportive community, and parents who have high expectations for their children's education.

An enrolment scheme has operated since 2005 and, with this, our roll is increasing. This year our peak will be around 440. We cater for Year 0 – 6.

The children are encouraged to achieve high academic standards with Numeracy and Literacy being a daily focus. A wide variety of opportunities are offered across all curriculum areas from the Arts, with choir and productions through to Physical Education and Sports, including Outdoor Education and Weekend Sporting teams.

School and community events are valued for their contribution to our children's development. Such activities as Agricultural Day and Pumpkin Night help maintain our rural atmosphere and community spirit.

As a Model Country School, Faculty of Education students from the University of Waikato are a regular and positive feature of our school environment.

We strive for all of our students to reach their potential.

Community Goals

At Tamahere Model Country School we value our **Children.**

We strive for:

- Children who are enthusiastic learners, academically challenged and physically fit.
- Children who are able to communicate effectively and are equipped with the skills and values necessary to succeed now and in the future.
- Children who show respect for themselves and others.

At Tamahere Model Country School we value our **Environment.**

We strive for:

- An emotionally and physically safe, open and inclusive environment which values diversity and challenges our children.
- Strong community and whanau links preserving our rural identity.
- As an Enviro School we strive for children who respect, protect, appreciate and enhance our local and global environment.

At Tamahere Model Country School we value our **Parents/Caregivers/Whanau.**

We strive for a:

- United approach to learning, with strong home and school links, together fostering a love for learning.

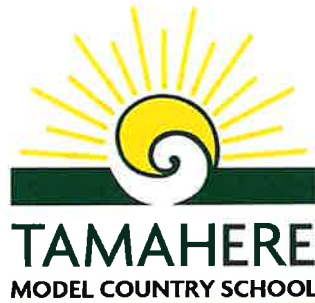
At Tamahere Model Country School we value our **Staff.**

We strive for:

- A skilled teaching staff dedicated to innovative, dynamic and forward thinking.
- Who are focused on creating opportunities for every child to succeed.



Tamahere Model Country School - a learning community where everyone is honest, respectful and attains their individual best.



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Teacher Aide Position

Job Title: Teacher Aide

Directly Responsible to: Learning Support Coordinator (SENCO) through the Principal

Functional Relationship with: Principal, Teaching Staff, Support Staff and Students

Primary Objectives:

- (i) To provide classroom and teacher support
- (ii) To support teaching programmes and student learning under the direction of the class teacher

Supervision: Learning Support Coordinator (SENCO) / Classroom Teacher

Key Tasks	Expected Outcomes	Evidence	Comments
To provide classroom and teacher support when students experience learning problems as identified by Learning Support Coordinator.	<ul style="list-style-type: none"> ● Class materials and resources are prepared as required. ● Classroom teachers are assisted. 	Classroom teachers' observation - student progress records.	Programme / planning is the responsibility of individual classroom teachers. Learning Support Coordinator and specialist staff (RTL, GSE etc) will assist as appropriate.
To support teaching programmes and student learning. To assist students as required in curriculum areas, to enable them to work alongside other students in the classroom.	<ul style="list-style-type: none"> ● Small groups and, where appropriate, individual students are assisted as directed. ● Regular liaison occurs with Learning Support Coordinator and classroom teachers. ● Programmes which support student learning are initiated and implemented under the direction of the class teacher. ● Students will be able to assess the curriculum. 	Supervisor. Observation. Records. Classroom Teachers' observation.	Programme / planning is the responsibility of individual classroom teachers. Learning Support Coordinator and specialist staff (RTL, GSE etc) will assist as appropriate.

Attend meetings as required with Learning Support Coordinator, RTLB and classroom teachers.	<ul style="list-style-type: none"> Teacher aide will be able to provide relevant input to meetings with professional colleagues as required. 	Supervisor. Observation records. Classroom teachers' Observation.	
As and when required, undertake any other negotiated duties to assist students' learning. This may include writing a report as instructed by the Teacher.	<ul style="list-style-type: none"> Teachers will be assisted in meeting the needs of the students. 	Supervisor. Observation records. Classroom teacher's Observation.	
To support students for whom English is a second language.	<ul style="list-style-type: none"> Support students with their oral language – in English. Deliver ESOL programmes set up by the school. Be understanding of the cultural needs of ESOL students. 	Supervisor. observation records.	
<p>Assist students with health issues</p> <ul style="list-style-type: none"> Nut allergies Toileting 	<ul style="list-style-type: none"> Assist, monitor, supervise and meet the needs of students with health needs. <p>Supervise, for safety, lunch and morning tea breaks. To carry out preventative duties such as wiping tables and washing hands.</p> <p>Assist with toileting, showering and change of clothing when necessary.</p>	Classroom teachers' Observation.	
Other duties	<ul style="list-style-type: none"> To undertake any other duties from time to time, as directed by the Principal. 		

Variations:

The Principal may vary the duties and hours of employment within the needs of the students and the school and its allocation of resources. A Collective Employment Agreement or Individual Employment Agreement will support working conditions.

General:

Each Teacher Aide will:

- preserve confidentiality;
- display patience, understanding and discretion;
- be loyal to the school and refrain from making any comments in public disparaging to the school, staff or pupils
- have personal standards that will present an acceptable role model for all students and an acceptable image to the public
- Have a first aid certificate or be prepared to get on (school will provide this training)
- Reflect our Selection Criteria (following page)



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2023 Teacher Aide Job Descriptors

GRADE A

General Support:

Teacher aide follows structured programmes, lesson plans and activities

- Works with students under teacher supervision on a set variety of standardised and specified tasks, e.g. EarlyWords, SRA reading programme.
- Assists students to stay on task.
- Monitors and observes students and acts to build trusting relationships with students and colleagues.
- Responsible for own work under regular supervision, although may show others how to perform tasks as part of their orientation.
- Collaborates with others in their team.
- Prepares resources required by the class e.g. photocopying, laminating, paint preparation.
- Respects and accommodates language, heritage and cultures in a multi-cultural environment.

Additional Support:

Teacher aide supports learners' well-being, health and safety

- Primary responsibility of the role is the health and safety of a student/s and may perform simple tasks related to feeding, personal hygiene and/or monitoring and observing these students inside or outside the classroom.

GRADE B

Core skills for all teacher aides will include: listening, patience, empathy, encouraging and resilience.

General Support:

Teacher Aide follows structured programmes but can make minor adaption and creates activities

- Works with individual students and small groups delivering a range of subjects and topics OR works more in-depth in a single or limited range of subjects.
- Will make minor adaptations to lesson plans and resources to ensure learning objectives are achieved and in response to individual student needs.
- Designs activities to supplement programmes.
- Supports inclusion in school and amongst peers and takes appropriate action to support students' wellbeing.
- Has more day-to-day independence, although will have regular conversations with colleagues.
- Has occasional supervisory responsibility for other employees, parent help or volunteers.
- Uses a language other than English in daily conversations to provide assistance or respond to needs.
- Uses multi-cultural knowledge to guide students and colleagues or develop rapport.

Additional Support:

Teacher Aide directly supports students with specific health, behavioural and/or other needs.

- 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 school.
- Implements behavioural, physiotherapy, and/or occupational therapy programmes, as prescribed by specialists.
- Responsible for a range of physical care and will be required to ensure the students' dignity is maintained.
- Precision in providing care and safe handling is required.
- If responsible for behavioural needs, students must be constantly monitored for escalating behaviours and diffuse these situations.

GRADE C:

Additional skills at this level may include: active listening, calmness, tact.

General Support:

Teacher Aide independently delivers ongoing programmes with ability to adapt as required

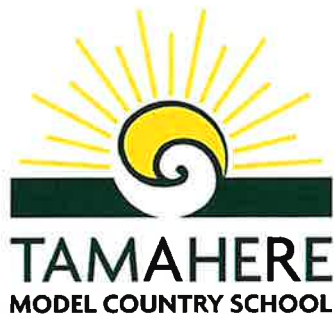
- Has a high level of day-to-day independence, which includes planning tasks and activities and clear accountability for delivering specific programmes to agreed standards.

- Will involve tailoring, testing, adapting and creating individual plans and resources within the programme.
- Provides regular provision of coaching and mentoring, guidance and training to other employees.
- Will identify and take action to understand the causes of students' emotional states and provide appropriate support or alert others where escalation is required.
- Provides cultural leadership which requires specific language skills, knowledge and expertise.
- Translates resources and materials into languages other than English.
- Provides translation support for students.

Additional Support-

Teacher Aide supports students with complex health, behavioural and/or other needs

- Specific expertise requiring active intervention to support students with additional needs. These needs include some or all of medical, behavioural, academic, pastoral and personal care. Skills may include learned physiotherapy techniques, proficiency in braille, sign, Makaton, and medical support e.g. mic-key.
- If responsible for behavioural needs, must be constantly vigilant for escalating behaviours and defuses difficult situations, which may pose risks to themselves or others e.g. de-escalating to avoid the need for restraint.
- Supports a student's wellbeing by engaging with family to address identified pastoral issues and enhance the student's ability to attend school and/or participate. This would include assisting new migrants with their transition into Aotearoa New Zealand culture and environment.



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Kia atawhai aa mua - Kia tipu ngatahi

Personal Specifications

Linking with our School Ethos

Caring and dedicated professional

A love for children

Easily fits within our Schools - **Nurturing Vision**

Good interpersonal skills

- A friendly and approachable manner when dealing with staff, parents and children.
- ***Kia Manaaki - Honour Be your Guide*** – Respect for others, self, property and the environment.
- Enthusiastic and flexible – positive – ***Kia maia - Can Do Attitude***
- Sense of humour.
- A team player who works cooperatively with others – ***Kia kotahi -Together as One***
- Previous experience relating to working and caring for children.
- Experience working with students with high needs would be an advantage.
- A First Aid Certificate is desirable – but training will be available.

Language / Academic Skills

- Level 2 / 6th Form High School abilities in Literacy & Numeracy is recommended.
- Ability to read and comprehend the enrolment procedure and attendance registers.
- Ability to effectively present information to children and parents.
- Ability to help students with their homework.

Reasoning Ability

- Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form.

Other Skills and Abilities

- A love of children, especially children with Neuro Diverse needs.
- Good interpersonal skills. A strong, cooperative team player is essential.
- Enthusiastic, Flexible and Positive person.
- A sense of Humour is very helpful.
- Ability to listen to children in a friendly, supportive and accepting manner.
- Ability to supervise large groups of children effectively and with suitable control.
- Ability to recognise potential threats to the safety and well-being of children, and keep them safe.
- Ability to interact positively with staff, children and others in an open, friendly and efficient manner.
- Willingness to implement Tamahere Model Country School's vision, procedures and policies.

Physical Demands

- While performing the duties of this job, the employee is regularly required to stand, walk, use hands, stoop, kneel, crouch. These activities will be performed regularly e.g. while implementing physical activities such as sports games with the children.
- Occasionally may be required to be able to quickly move/run to contain a child (5 -11 years) and very rarely having to restrain a child for safety reasons.

Work Environment

- While performing the duties of this job, the employee will at times be exposed to outside weather conditions, on concrete, grass and cobbles. The employee will also be in a classroom environment for part of their work day.
- Possibility of supporting children in the swimming pool.

Additional Duties and Responsibilities include:

- Following our school vision and practices e.g sun safety hats, etc.
- Administer first aid when needed. Following school procedures for medical alert children.
- Support and guide learning sessions.
- Read books, play games and interact with children.
- Supervise swimming sessions and support of children in the swimming pool.
- Develop a respectful relationship with children and parents. Friendly and approachable.
- Communicate with children to clarify behaviour and to explain consequences.
- Be a role model and significant adult for children under supervision.
- First Aid – a current certificate is required and training will be paid for by our school.

Beliefs & Values

Tamahere Model Country School aims to foster learning and achievement in a safe and supported learning community.

To achieve this we believe in the importance of:

- ◆ Having high expectations of children and their achievements.
- ◆ Developing life long learners.
- ◆ Focusing on the needs of individual children and their learning requirements, whilst implementing the New Zealand Curriculum.
- ◆ Literacy & Numeracy are essential skills to develop to achieve success.
- ◆ Encouraging the growth of self-confidence and self worth.
- ◆ Children, staff, and parents respecting and valuing each other.
- ◆ Valuing and respecting diversity.
- ◆ Showing that learning can be fun and children can achieve their dreams.
- ◆ Providing outside experiences to enhance and reinforce classroom learning.
- ◆ Quality teaching and learning environments.
- ◆ A strong partnership between teachers / students / and families.
- ◆ We aim for all our students to reach their potential by providing a physically safe and nurturing environment.
- ◆ A learning environment that recognizes effort, enthusiasm, commitment and achievement of goals.
- ◆ Caring and respecting our environment. To cherish our Enviro-School status. To work towards sustainability as a way of being and acting that nurtures people and nature, now and in the future.
- ◆ We will provide a wide range of learning experiences based on the seven essential learning areas and developing the essential learning skills.
- ◆ We recognize that our children will grow up in a vastly different world and we aim to develop the skills of resilience and adaptability.
- ◆ Dedicated and enthusiastic team of professionals, who work to bring out the best in our children.
- ◆ An open door policy and encouraging community involvement.

Nurturing Our Future - Growing Together

Kia Atawhai Aa Mua - Kia Tipu Ngatahi - 2023-2025



Nurturing Our Future - Growing Together
 Kia Atawhai Aa Mua - Kia Tipu Ngatahi

Strategic Goals

To build staff capability and sustainability through living our vision, embedding collaboration and consistency.

Kia atawhai aa mua kia tipu ngatahi.

To build student capability, achievement, resilience and cultural connectedness.

Kia maia, kia manaaki, kia kotahi.

To provide a safe and inclusive physical environment that enhances collaborative learning and teaching.

I value others and the environment.

Initiatives 2023-2025

1. Transition to Tier Two and continue to embed Tier One of PB4L.
2. Whole school inquiry into literacy practice at TMCS, building increased collaboration, consistency, learner agency to enhance progress and achievement.
3. Utilise & embed planning from past years in areas of Social Sciences (Aotearoa Histories) & the local Curriculum.

1. Continue with the positive momentum that is PB4L ...
2. Embed principles and practices of literacy vision & build on 2022 Syndicate Literacy Inquiries.
3. Bring our local histories alive for our tamariki. Building on their knowledge of our local area.

1. Progressing high-quality, Innovative Learning Environments & staff areas, updating areas as needed.
2. Bringing our campus together with unity, integrating our Enviro values with larger numbers & facilities with sustainability.

Output

1. Respond to data, unpack & embed foundation principles. Shared ownership by all. Invested PB4L Committee. Tier 2 Trained. Support measures in place. Signage displayed across the school.
2. Embed principles and practices of literacy vision. Built on 2022 Synd. Literacy Inquiries & sustainability. Update TMCS Draft Literacy Imp. Plan.
3. Signage developed and displayed across the school.
3. Exciting units of learning achieved with local curriculum and Ngaati Hauaa.

1. Student voice and learning around how best to live our Vision through PB4L.
2. Critical reflection, collaboration, agency & common language to improve literacy motivation, development & achievement.
3. Passion & knowledge about NZ.

1. Complete the school admin upgrade.
2. Effectively continue to use 5YA, 10YP and Cyclical Maintenance funds according to our school plan.




Outcomes

1. PB4L is an integral part of how we operate and support each other as we live our Vision.
2. Consistent and sustainable high quality literacy programme at TMCS.
3. A living TMCS local curriculum where all staff feel supported and valued in achieving this.

1. Students behaving positively and living our school Vision. Kia manaaki, Kia kotahi, Kia maia.
2. Students achieving highly in literacy, with consistency of understanding.
3. A healthy and diverse school curriculum whereby the students know and feel proud of their heritage.

Multi functional Administration area and high quality collaborative learning environments that foster learning creativity & living our Vision.

Our Vision - Taonga

Nurturing our Future - Growing Together / Kia atawhai aa mua - Kia tipu ngatahi		
<p>Kia Manaaki ‘Honour Be Your Guide’ <i>We have respect for ourselves, others, property and the environment.</i></p> 	<p>Kia Kotahi ‘Together as One’ <i>We learn and work together, supporting and caring for each other.</i></p> 	<p>Kia Maia ‘Confident Can Do Kids’ <i>We strive to do our best with a positive ‘can do’ attitude.</i></p> 
<p>Citizen</p> <ul style="list-style-type: none"> ★ I am culturally respectful. ★ I value others and the environment. ★ I make good choices. 	<p>Team Player</p> <ul style="list-style-type: none"> ★ I am kind and inclusive. ★ I am reliable and trustworthy. ★ I listen, share and contribute. 	<p>Explorer</p> <ul style="list-style-type: none"> ★ I am enthusiastic, curious and ask questions. ★ I try my best even when things are hard. ★ I am a responsible risk-taker.
<p>Kaitiaki <i>Someone who cares for others.</i> Ehara taku toa I te toa takitahi, engari he toa takimano, My strength is not that of the individual, but that of the collective.</p>	<p>Mahi Tahī <i>“Working together as one.”</i> He waka eke noa, We’re all in this together.</p>	<p>Karawhiua <i>Which means “go for it!” or “give it heaps!”</i> Mauri mahi, mauri ora, Through work, we prosper.</p>

NURTURING OUR FUTURE | GROWING TOGETHER

Kia atawhai aa mua - kia tipu ngatahi

Confident Can Do Kids!

We strive to do our best with a positive 'can do' attitude

Honour Be Your Guide

We have respect for ourselves, others, property and the environment

Together As One!

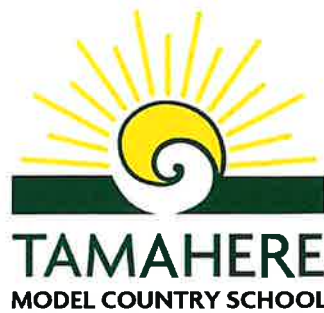
We learn and work together, supporting and caring for each other

Kia maia

Kia manaaki

Kia kotahi





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PROPOSED TIMELINE
Fixed Term/Part Time
Teacher Aide 2023

Date	Process
Monday 13th March 2023	Advertisement on School Website Advertisement on Trade Me/Seek
9.00am Monday 20th March 2023	Closing date for applicants
From application and throughout process	Referee Checks and Short Listing
Thursday 23rd and Friday 24th March 2023	Interviews
Between Thursday 23rd and Tuesday 28th March 2023	Offer made to successful applicant. Appointment subject to independent police check and validity of information provided. If successful applicant declines, the next successful applicant will be offered the position.

Thank you for your interest in our position.

We look forward to receiving your application.