

## JOB DESCRIPTION

<b>Position title</b>	Early intervention teacher
<b>Group/business unit</b>	Learning Support
<b>Location</b>	
<b>Date</b>	June 2016
<b>Reports to</b>	Service Manager
<b>Remuneration band</b>	

### **Our purpose**

The Ministry of Education is the Government's lead advisor on the education system, shaping direction for education agencies and providers. The Ministry delivers policies and services focused on its leadership role in the education sector. This includes coordination with other sector and government agencies and forums to achieve shared goals through cross sector work programmes and contribution to broader government goals.

The overarching outcome to which the Ministry contributes is to build a world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21<sup>st</sup> century and shapes, leverages and influences Māori enjoying education success as Māori.

### **Group/unit description**

Learning Support is charged with leading the sector in ensuring that children with learning support needs achieve their full potential through education. The national office ensures that policy advice, system design, service provision and resourcing each work effectively. The regional and local offices provide a wide range of services and support both directly and indirectly to children and young people with learning support and developmental needs.

Learning Support works closely with parents, families/whānau and caregivers, iwi, Māori, Pasifika and other communities, schools, early childhood educators and agencies. Together with the Ministry's regional education offices, Learning Support supports access to a continuum of services available to children with diverse needs.

### **Our Promise**

Learning Support's service promise clearly sets out what people can expect from us, and what we expect from each other. To work for Learning Support means being committed to this promise and to delivering it every day, in all our work.

**Our Promise:**

Every day, children will learn and succeed because of the work we do.

**We will:**

- value, respect and treat you fairly
- listen and understand you
- together, find what works
- make it easy for you to work with us
- do what we say we will do in a timely manner.

**Position purpose**

The vision for Learning Support is that every child and young person will have access to learning opportunities that maximise their learning, promote social inclusion and facilitate smooth transition through to life-long learning.

The purpose of the early intervention teacher is to provide holistic, effective, efficient and equitable early intervention services in accordance with the goals, objectives and policies of the Ministry of Education.

**Nature and scope**

The early intervention teacher works in a holistic manner which enhances and provides a wide range of services for the benefit of children with special needs aged from birth until they are transitioned into a school setting. The early intervention teacher works alongside children, their parents, families/whānau and caregivers, early childhood centres, schools and other care providers, groups and agencies in the wider educational setting.

The early intervention teacher assesses, develops, plans and co-ordinates global developmental programmes through a collaborative process and monitors and implements effective, efficient, and equitable interventions, and provides relevant training programmes.

The early intervention teacher, while working individually, plays an integral role in Learning Support teams and provides advice to learners, their families, special and regular educators, early childhood and school management and community groups on programme development and systems changes.

**Dimensions of the position for which the incumbent is accountable**

Number of direct reports	As delegated by the group manager /regional/district manager
Total number of indirect reports	N/A
Operating budget	As delegated by the group manager /regional/district manager
Other (formal Ministry delegation levels etc)	N/A

## Important relationships

### Internal

- Liaise with and work collaboratively with the other members of Learning Support
- Liaise with, and work collaboratively with the other employees of the Ministry

### External

- Liaise with, and work collaboratively with representatives from learning institutions in all sectors of education, voluntary agencies, advocacy and service groups who assist learning, and other government agencies
- Develop and maintain effective working relationships with parents, whānau and caregivers
- Develop and maintain effective working relationships with learners
- Develop and maintain effective working relationships with the local iwi groups, community groups and health professionals

Key achievement areas	Key deliverables/outcomes
<b>Service delivery</b>	<p>The early intervention teacher will be responsible for the provision of high quality learning support services to early childhood centres, schools, learners, parents/caregivers and to other service users in accordance to the guiding principles of Te Whāriki (Early Childhood Curriculum) and the New Zealand Curriculum Framework.</p> <ul style="list-style-type: none"><li>• Establish and maintain effective service relationships with parents/caregivers.</li><li>• Facilitate positive parent/professional partnerships.</li><li>• Complete Ongoing Resource Scheme (ORS) applications in consultation with parents, team members and other educators and make recommendations for resource allocations and access to services.</li><li>• Provide strategies supporting early childhood educators with a curriculum that focuses on inclusive practice.</li><li>• Develop and implement a transition plan for children receiving a comprehensive service who are six months from school entry in negotiation with the family/whānau and other team members including relevant school personnel to ensure a successful transition.</li><li>• Advise teachers and school staff on classroom strategies to support a child transitioning into school.</li><li>• Monitor children in collaboration with outside agencies.</li><li>• Undertake qualitative and quantitative assessment of intervention outcomes.</li></ul>

	<ul style="list-style-type: none"> <li>• Undertake supervision of education support workers, as designated.</li> <li>• Develop and implement, either individually or as a member of a team, inclusive programmes by working collaboratively with parents, whānau, caregivers, teachers/educators and other professionals, including education support workers for children.</li> <li>• Maintain accurate service provision records and client files.</li> <li>• Undertake individual, and facilitate and contribute to comprehensive and multi-disciplinary assessments.</li> <li>• Undertake Learning Support key worker role for designated children and young people on the caseload.</li> <li>• Develop and provide training programmes as required with the District’s professional development programme.</li> <li>• Ensure the best interests of the learner are fundamental to service provision.</li> <li>• Aim to implement interventions that are integrated into the educational programme.</li> <li>• Work effectively with children and young people across a diverse range of settings and circumstances.</li> <li>• Support the development of community and marae-based learning support provisions and networks as required.</li> <li>• Provide advice and/or guidance to staff and administrators in learning facilities, caregivers and other client groups as required.</li> <li>• Use specialist skills and knowledge to contribute to a team approach to promote best outcomes for the learner in an inclusive environment.</li> </ul>
<p><b>Project management</b></p>	<p>The early intervention teacher, when required, will provide leadership and efficient management within a team of education and/or other professionals, or will collaborate as the case may be, in undertaking learning support projects.</p> <ul style="list-style-type: none"> <li>• Provide objective consultative analysis of project requirements.</li> <li>• Ensure, or collaborate with others to ensure time frames are met.</li> <li>• Where required, make timely reports to the district manager.</li> <li>• Develop, or assist to develop, plan and implement in-service training modules for teachers, teacher aides, school management teams, parents/caregivers and community groups.</li> </ul>

<p><b>Partnership responsiveness</b></p>	<p>The early intervention teacher will be responsible for providing a service that projects the principles of the Treaty of Waitangi and reflects a partnership between tangatawhenua and tau iwi.</p> <ul style="list-style-type: none"> <li>• Support parent/whānau networks.</li> <li>• Support services which are community and marae based.</li> <li>• Promote bicultural values and language.</li> <li>• Facilitate partnership between the iwi/hapu and the district/centre to promote equity within the Ministry and the community it serves.</li> </ul>
<p><b>Responsiveness</b></p>	<p>The early intervention teacher will be responsive to a wide range of individuals, community groups, sector groups and other social service agencies, as well as to the principles of key government initiatives and strategies, through all aspects of service provision.</p> <ul style="list-style-type: none"> <li>• Facilitate effective professional relationships with parents, key community and sector groups and other social service agencies to contribute to effective service provision.</li> <li>• Apply the principles of the disability strategy, and other relevant government initiatives and strategies, in all aspects of service provision, and, where appropriate, participate effectively in their implementation.</li> <li>• Work effectively with Pasifika parents, children and community groups, and demonstrate an understanding of, and responsiveness to, the Pasifika culture and community.</li> <li>• Be responsive to the needs of different cultural and ethnic groups and individuals.</li> </ul>
<p><b>Reporting</b></p>	<p>The early intervention teacher will be responsible for providing timely and objective reports, as required.</p> <ul style="list-style-type: none"> <li>• Report regularly to the district manager or her/his delegate on services and projects being undertaken.</li> <li>• Keep the district manager or delegate informed of the learning support needs within the district/centre.</li> <li>• Report to service users as required by the district manager or delegate.</li> <li>• Ensure issues that have a significant impact on the reputation of the service and the health and wellbeing of clients and staff are communicated to the district manager in a timely manner.</li> </ul>

<b>Professional supervision</b>	<p>The early intervention teacher will regularly participate in and provide professional support and peer supervision, as required.</p> <ul style="list-style-type: none"> <li>• Participate in professional supervision in relation to their work practice.</li> <li>• Provide peer supervision.</li> </ul>
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<b>Mandatory achievement areas for all Ministry staff positions</b>	<b>Key deliverables/outcomes</b>
<b>Ka Hikitia –Managing for Success</b>	<p>Has an understanding and working knowledge of Ka Hikitia - Managing for Success including the goals and actions. Applies this knowledge to ensure all work results in Māori enjoying education success as Māori.</p>
<b>Health and safety</b>	<p>Takes all practicable steps to ensure safety at work and that no action or inaction causes harm to anyone else.</p> <p>Reports all hazards, accidents, near misses, or unsafe conditions to the manager or health and safety representative as soon as possible</p> <p>Observes Ministry stated health and safety policies and guidelines.</p> <p>Knows and complies with all Ministry health and safety policies and guidelines.</p>

## **Competencies**

### **Client service orientation**

Making efforts to listen to and understand clients (both internal and external); anticipating client needs, giving high priority to client satisfaction.

### **Technical/professional knowledge and proficiency**

Achieving a satisfactory level of technical and professional skills/knowledge in job related area and applying that knowledge in the course of one's work; keeping abreast of current developments and trends in areas of expertise.

### **Empowerment**

Creating a sense of ownership of job or projects by providing clear expectations, control of resources, responsibility and coaching; offering help without removing responsibility.

### **Analysis**

Securing relevant information and identifying key issues and relationships from a base of information; relating and comparing data from different sources; identifying relationships.

### **Judgement**

Committing to an action after developing alternative courses of action that are based on logical assumptions and factual information and that take into account resources, constraints and organisational values.

### **Initiative**

Proactively looking for new and innovative ways of approaching situations and solving problems. Taking responsibility for achieving required outcomes.

### **Working co-operatively**

Working effectively with others inside and outside the organisation; taking actions that demonstrate consideration for others and the impact of one's behaviour on others.

### **Collaboration**

Facilitating positive and collaborative working relationships among people to maximise effectiveness and change.

### **Communication**

Expressing ideas effectively in individual and group situations (including non-verbal communication); adjusting language or terminology to the characteristics and needs of the audience.

### **Integrity**

Maintaining and promoting social, ethical and organisational norms in conducting internal and external business activities.

### **Māori responsiveness**

Interacting effectively with Māori, taking into consideration tikanga and kawa. Developing an effective shared approach with Māori to issue resolution and decision making.

**Cultural awareness**

Working effectively with people from a range of cultures, demonstrating an understanding of cultural differences.

**Leadership**

Working effectively with and through others, and using as appropriate approach and style to influence and support others to achieve required outcomes.



## **Specific knowledge and skills**

*This section sets out the practical or technical knowledge or experience that is required for someone to be fully effective in the position, and includes any required professional knowledge and/or registration.*

### **1. Qualifications**

- Diploma of Teaching (Early Childhood) or Bachelor of Teaching (Early Childhood).
- Diploma in Early Intervention or the ability to attain this within four years of beginning in the position.

### **2. Knowledge/experience**

Sound knowledge of effective teaching practices and experience of no less than three years.

Specialist knowledge of:

- Te Whāriki Curriculum and Desirable Objectives and Practices.
- Early childhood development, learning and behaviour for typical and atypical children.
- A range of different early childhood facilities and their philosophies.
- Effective early childhood teaching practices.
- A range of disabilities, their implications for learning, behaviour, and family/whānau.
- A range of assessment and intervention frameworks with particular knowledge of inclusive and ecological approaches.

Broad knowledge of:

- Relevant legislation, policy and best practise.
- Relevant health and welfare entitlements and community services.
- Trends in early childhood and early intervention education.

### **3. Skills and abilities**

- Ability to establish a family-centered practice.
- Ability to undertake a range of formal and informal assessment procedures using a range of assessment tools and to interpret the results.
- Ability to translate specialist knowledge into practical information that will assist in the development, provision and support of individual programmes in order to overcome barriers to learning.
- Ability to teach and empower both the individual learner and those supporting the programme to ensure integrated effective management of the learner's need.
- Ability to work effectively with families and children across a diverse range of settings and circumstances.
- Strong interpersonal skills, particularly relating to the establishment of effective relationships with parents, families/whānau and caregivers.
- Ability to develop networks and relationships with a range of agencies.
- Ability to coach and upskill others.