

Learning Support Leader

Job Description and Person Specification

The Learning Support Leader is a member of the Education Team based in our Association Head Office. The Education Team’s role collectively, is to build capability across the Association to ensure excellence in teaching and learning.

Reports to: Chief Executive

Functional Relationships with: Education Team Members

Head Office personnel

Kindergarten Teachers

Parents, whānau and the local community

Key Responsibilities

You will work in collaboration with the team to:

* Broaden and deepen understanding of the additional learning needs of children across the professional leadership and teaching teams.
* Provide support and guidance to teaching teams in response to challenging situations.
* Contribute to the achievement of the organisation’s strategic goals.
* Build and strengthen relationships with relevant agencies and organisations.

Ideal Person Specifications

The individual will have highly developed interpersonal skills and be able to demonstrate a genuine knowledge of and experience in early intervention and supporting children with additional learning needs in early childhood education. Proficiency in all areas of early childhood education. A tertiary qualification in early childhood education or education is essential, as is experience of being a highly effective communicator in an adult environment. A post-graduate qualification is early intervention or specialist teaching is desirable.

Key Tasks

* Work in collaboration with Professional Leaders and Pouhere Ako Māori as a member of the Education Team.
* Collaborate with the Education Team on the identification of priorities for support and guidance for teaching teams.
* Develop resources, tools and professional learning opportunities for the Education Team and teaching teams to build capacity and capability.
* Build relationships and work with external agencies to support teaching teams.
* Provide guidance to teaching teams to enable them to respond to challenging situations and to identify, implement and evaluate individual learning plans.
* Support the ongoing development of speech and language, and gifted and talented programmes.
* Work alongside teachers sharing ideas and building on teachers existing knowledge.
* Identify appropriate post-graduate programmes, encourage and support targeted teachers to participate in these.
* Provide reports to the Chief Executive as a member of the Education Team.

Required Knowledge and Experience

* Knowledge and understanding of the principles of Te Tiriti o Waitangi and tikanga o Te Ao Māori and how this relates to the early childhood education curriculum Te Whāriki.
* A strong socio-cultural philosophy and a broad understanding of the cultural, social, economic and environmental context within which children and their whānau and communities live.
* Knowledge of current and effective teaching and professional practice and how this is reflected in an early childhood education setting.
* Knowledge of current theories and practices in early childhood education with particular relevance to social competence and gifted and talented early childhood education.
* Experience in teaching positions across multiple settings and proven success in implementing individual learning programmes.
* Experience working with adults as learners.

Skills Required

* Demonstrated organisational and leadership skills.
* Ability to work collaboratively and successfully as part of a self-managing team.
* Ability to inspire and lead others, and to provide critical feedback that leads to growth and improvement.
* Ability to stimulate thinking in others and put forward alternatives or suggestions for improvement or change.
* Ability to encourage teachers to step outside their comfort zone and to take risks in their teaching.
* Willingness to share knowledge with others.
* Ability to regularly assess own and others professional learning.
* Ability to write professional learning materials that are practical, underpinned by current theories and inspire ongoing improvement.
* Ability to access and assess information from a wide range of sources.
* Ability to clearly express ideas and thinking on issues and can articulate benefits and barriers.
* Being sensitive to the ideas and feelings of others as they meet the complexities of teaching.
* Ability to present ideas clearly and with ease both orally and in writing.
* ICT skills and making effective use of technology.

Person specification

In addition to demonstrating that they meet the Professional Standards required by the Teaching Council, the Learning Support Leader will be expected to demonstrate the following:

Leading others

* **Managing Performance:** The ability to take responsibility for one's own performance and that of others when appropriate. This includes setting clear goals and expectations, tracking progress against the goals, providing feedback, and addressing performance problems and issues promptly.
* **Establishing Focus:** The ability to develop and communicate goals in support of the Association’s strategic goals.
* **Providing Motivational Support:** The ability to gain the commitment of others to their work.
* **Fostering Teamwork:** As a team member, the ability to work collaboratively with others on a team. As a leader, the ability to demonstrate interest, skill and success in getting groups to work together.
* **Managing Change:** The ability to demonstrate support for innovation and for change needed to improve effectiveness including the ability to respond creatively to the current complexities of the early childhood education and wider education sectors.
* **Developing Others:** The ability to build capability and capacity in others.

Communication and influencing others

* **Persuasive Communication:** The ability to plan and deliver oral and written communications that make an impact and persuade their intended audiences.
* **Influencing Others:** The ability to gain the support of others for ideas, proposals, projects, and solutions.
* **Building Collaborative Relationships:** The ability to develop, maintain, and strengthen partnerships with relevant others.

Preventing and solving problems

* **Analytical Thinking:** The ability to identify and gather information to address issues using a logical and systematic approach.
* **Forward Thinking:** The ability to anticipate the implications and consequences of situations and take appropriate action.
* **Strategic Thinking:** The ability to contribute to the analysis of the Association’s competitive advantage within the early childhood sector.
* **Technical Expertise:** A depth of knowledge and skill in early childhood teaching and learning.

Achieving results

* **Initiative:** Identifying what needs to be done and taking appropriate action.
* **Results Orientation:** Set challenging goals, focus effort on identified outcomes, and meet or exceed them.
* **Drive to completion:** Following up with others to ensure that agreements and commitments have been fulfilled.
* **Decisiveness:** The ability to make decisions in a timely manner.

Self-management

* **Self Confidence:** Showing maturity in one’s own practice and judgment.
* **Stress Management:** The ability to function effectively when pressure.
* **Personal Credibility:** Responsible, reliable, trustworthy with a high level of integrity.
* **Flexibility:** Openness to different and new ways of doing things, showing a willingness to modify one's own approach.
* **Continual improvement:** Demonstrated commitment to personal ongoing professional learning and development.