

Job Description – Teacher Aide



Position Title	Teacher Aide
Name	Casual Teacher Aide
Reports to	SENCO, Teacher Aide Team Leader
Key Relationships	SENCO, Teacher Aide Team Leader, Teacher Aides, Teachers, Students

Conditions of Employment: As per the [Support Staff in Schools' Collective Agreement](#) CA.

Purpose of the position: to work with students that require extra assistance and supporting them with their learning or behavior. Meeting the needs of students who are unable to care for themselves. To assist teachers in the management of students as required.

Tasks and Duties

The following list specifies the tasks that will be undertaken as the Cheviot Area Schools **Teacher Aide Team**. Other tasks may be required and requested of you to ensure the efficient running of the school.

Delivery of Programmes

Key Responsibilities	Appraisal Indicators
Create a supportive learning environment where Isaac feels comfortable taking risks in his learning and develops a positive mindset. Follow the learning programme set by RTLB and LSC, for 1 hour per day	<ul style="list-style-type: none"> Daily as per individual plan.
Provide encouragement and specific feedback to support Isaac's positive mindset and feelings of success.	<ul style="list-style-type: none"> Daily as per individual plan.
Support Isaac to make small incremental steps and to understand and feel the benefits of the progress he is making. Share Isaac's results and next steps with him.	<ul style="list-style-type: none"> Daily as per individual plan.

Professional Learning and Development

Key Responsibilities	Appraisal Indicators
Within the means of the school, PLD will be offered to teacher aides to enable them to	<ul style="list-style-type: none"> As required or identified in Performance Appraisal.

fulfil their duties to the students in their care. This may be in school or at another site.	
Teacher aides are encouraged to participate fully in any PLD offered to them, and to implement the new learning into their practice with the support of the SENCO, classroom teacher and ORS specialist teacher as appropriate. Outside commitments will sometimes provide limitations to the PLD opportunities able to be accessed by teacher aides which is understood and acknowledged.	<ul style="list-style-type: none"> As required or identified in Performance Appraisal.

Support Programmes

Key Responsibilities	Appraisal Indicators
Teacher aides are expected to modify their delivery to meet the needs of their individual students. This will be supported by the SENCO, classroom teacher and ORS specialist teacher as appropriate.	<ul style="list-style-type: none"> Being respectful of cultural, learning, physical and emotional needs
Where required by the SENCO or outside agencies, teacher aides will gather data on the behaviours or learning progress of the students in their care.	<ul style="list-style-type: none"> This will be available to the SENCO as required.

Student Management

Key Responsibilities	Appraisal Indicators
The management of students will reflect the restorative practices philosophy	<ul style="list-style-type: none"> Wherever possible and will be reflected upon and discussed
All relationships across the school between teacher aides and other staff and students will be based on mutual respect	<ul style="list-style-type: none"> Open communication and mutual respect.
Teacher aides will use positive strategies to manage student behaviour.	<ul style="list-style-type: none"> Strategies must be in line with the school's policy, in SchoolDocs
Students are to be praised and encouraged by teacher aides and effort acknowledged at every opportunity.	<ul style="list-style-type: none"> Openly praise the students for good work ensuring the teachers are aware of good work. Document as required.

Effective Communication

Key Responsibilities	Appraisal Indicators
It is important that teacher aides maintain positive and effective communication with the students they work with, the classroom teachers, the SENCO and ORS specialist teacher (if appropriate).	<ul style="list-style-type: none">• Communication must be open and positive at all times.
It is not expected that teacher aides will share information on progress or achievement of individual students or students in general in a formal or official capacity with parents or caregivers of students they are working with. Indeed, they need to be mindful of the professionalism they are expected to show in situations where this is requested by parents, whanau or others, and refer them to the SENCO, ORS specialist teacher or classroom teacher as appropriate	<ul style="list-style-type: none">• Information not to be shared unless specifically asked by Teacher
Teacher aides also need to communicate effectively with representatives from outside agencies for training and PLD, as well as monitoring of effectiveness of programmes being delivered	<ul style="list-style-type: none">• Communication with outside agencies must be open and positive at all times.

Support/Cooperation

Key Responsibilities	Appraisal Indicators
It is expected that teacher aides build relationships with other staff that are co-operative, professional and supportive.	<ul style="list-style-type: none">• To work with teachers and other staff members to ensure all parties have a professional and supportive relationship with positive cooperation.
Attend meetings as required by the SENCO or ORS specialist teacher	<ul style="list-style-type: none">• Be active and participate in meetings as and when required.

Declaration:

Name:	Principal Name:
Signature:	Principal Signature:
Date:	Date: