



Job Description – Support Staff

Please refer to Clause 3.5 Job descriptions of the [Support Staff Collective Agreement](#)

Position Title	<i>Bilingual Learning Assistant with proficiency in Hindi and English</i>
Reports to	<i>HOD ELLs (Archana Martins) and Deputy Principal (Paul Osborne)</i>
Working Relationships	External: Outside Agencies, community and whānau Internal: whole staff and student faculty

Purpose of the position

Learning Assistance and support in English-medium classes for students whose first language is Hindi.

At all times being in accordance with our four uara - four principles to enact our vision and values as part of contribution positively to the kaupapa of the school.

Key Responsibilities	Appraisal Indicators
Skills and expertise in Somali-English-Aotearoa language and culture	Ability to speak, read and write in Hindi and English with proficiency. Ability to participate in Te Reo Māori me ōna Tikanga contexts, e.g., mihi whakatau, pōwhiri, marae-based wānanga, Te Reo Māori & Tikanga learning activities, hui-ā-whānau. Work alongside students so that they improve and accelerate their written and spoken English language over time. Work alongside students so that they improve and accelerate their understanding of Te Reo Māori me ōna Tikanga over time. Work alongside students so that they improve and accelerate their implementation of academic and curriculum-specific english language in learning activities across the curriculum, in ELL programme learning activities, and assessments. Demonstrate a high level of cultural awareness and cross-cultural communication skills.

	Understanding the aspirations and educational needs of Culturally and Linguistically Diverse (CALD) students and their communities, particularly our Somali families. Understanding of Te Tiriti o Waitangi and its implications for Culturally and Linguistically Diverse (CALD) students, particularly our Somali students. Understanding of the Aotearoa/New Zealand school environment. Utilising lived experience of migration or forced migration (migrant or former refugee).
School climate and culture	Support the school to be a welcoming, safe and inclusive environment for Culturally and Linguistically Diverse (CALD) students, particularly for our Somali families. Supporting developing our school environment that values diversity and bilingualism/multilingualism, particularly for our Somali students. Celebrate diversity by recognising and promoting significant cultural events within school in partnership with families and community. Supporting school processes to enable correct information to be captured regarding languages spoken, cultural information, religion and significant events, particularly for our Somali students and families.
Student attendance, engagement and achievement	Culturally responsive and individually tailored approaches are used to support student attendance and engagement in learning activities. Student voice is utilised by sharing with teachers so that ELL and schoolwide initiatives can be informed by Culturally and Linguistically Diverse (CALD) students, particularly that of our Somali students. Encourage Culturally and Linguistically Diverse (CALD) students to engage in co-curricular activities and student leadership opportunities, particularly those related to bi-culturalism, diversity, inclusion, equity and social justice.
Home, school and community partnerships	Support home-school partnership/communication (bi-lingual resources used where possible, e.g., multi-lingual notices and forms) with our Somali and Culturally and Linguistically Diverse (CALD) students. Support the ELL teachers to partner with families and communities of Culturally and Linguistically Diverse (CALD) students regarding ELL curriculum design and improvements. Encourage parent/caregivers of Culturally and Linguistically Diverse (CALD) students to be involved in school activities, particularly our Somali families. Liaise with relevant Culturally and Linguistically Diverse (CALD) parents/caregivers/agencies when asked by teachers to support wellbeing, attendance, engagement and achievement, particularly regarding our Somali families.

Support the school in their facilitation of community meetings to regularly inform our Culturally and Linguistically Diverse (CALD) families about school procedures, policies, key events and NCEA.
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General Responsibilities: provides sufficient skills and knowledge to perform work assignments which have substantial routine elements. Responsible for own work under general supervision. Communication with others includes cooperation with colleagues and the ability to request and provide information

Declaration: I have read the preceding and agree that I understand the role and responsibilities of administration. I have no knowledge of any health issues that would interfere with or preclude my ability to perform the role.

Approved by:	
Date approved:	
Reviewed:	
Appointee:	
Date appointed:	