JOB DESCRIPTION

Te Kura Whaiora Ki Te Tonga
Southern Health School

Position Title: Kaiawhina/Teacher Aide (Grade A to Grade D)
Vacancy Number: 2026/23
Location: Waimea College, Nelson
Hours & Days: 12 Hours. Monday to Friday. Specific daily start and finish times to be agreed upon with the Team Leader.
Professional Development: Includes attendance at a 3-day Professional Development workshop in Christchurch from 27–29 January 2027 (all travel and expenses covered by the school).
Employment Type: Permanent Part Time during term time only
Reports to: Team Leader, Te Tauihu
Overall Accountability: Tumuaki/Principal

Employment Conditions
This position is covered by the Support Staff in Schools Collective Agreement (SSSCA). Grade placement will be determined based on role requirements and experience.

About Us
Southern Health School (Te Kura Whaiora ki te Tonga) is a state special school providing education for ākonga in Years 1–13 whose health needs prevent them from attending their regular school. We work in partnership with whānau, schools of enrolment, and health professionals to ensure continuity of learning during illness and to support successful transition back to school or onward pathways.

Purpose of the Role
The Kaiawhina supports ākonga by working alongside teachers to deliver learning programmes for individuals and small groups. The role contributes to maintaining learning continuity, supporting wellbeing, and helping ākonga remain engaged during periods of illness and recovery.

Key Responsibilities
1. Learning Support
- Support individual ākonga and small groups across a range of learning activities
- Assist with the delivery of planned lessons under teacher guidance
- Adapt resources and activities to meet individual learning needs
- Encourage engagement and support students to stay on task
- Assist with maintaining an organised learning environment, including preparing classroom resources, monitoring supplies, and supporting routine resource organisation.

2. Wellbeing and Inclusion
- Build positive, trusting relationships with ākonga
- Support emotional, behavioural, and health-related needs
- Observe student wellbeing and respond appropriately to escalating situations
- Promote inclusion and a safe, supportive learning environment

- Support students with personal care needs (e.g. toileting, hygiene, mobility), where required, and in accordance with training, school policies, and health and safety guidance

3. Professional Practice
    - Work independently within agreed plans and routines
    - Collaborate with teachers and colleagues to support learning goals
    - Share observations and feedback to assist with monitoring progress
    - Maintain confidentiality and professional boundaries at all times

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Competency Requirements

Core Competencies (Essential)

1. Student-Centred Support
    - Demonstrates empathy, patience, and respect for diverse needs
    - Supports learning and wellbeing in a calm, reassuring manner
    - Understands the importance of learning continuity during illness
2. Communication & Relationships
    - Communicates clearly and respectfully with students and staff
    - Listens actively and responds appropriately
    - Builds trust with ākonga and works collaboratively with colleagues
3. Behaviour & Wellbeing Awareness
    - Recognises early signs of distress or disengagement
    - Responds calmly to challenging behaviours
    - Seeks guidance and follows agreed strategies
4. Professional Judgement & Reliability
    - Follows instructions and agreed plans
    - Maintains confidentiality and professionalism
    - Is punctual, dependable, and well-organised
5. Teamwork & Adaptability
    - Works effectively as part of a team
    - Adapts to changing student needs and environments
    - Accepts feedback and applies guidance constructively
6. Learning Support Capability
    - Supports students with literacy, numeracy, and curriculum tasks under teacher direction
    - Adjusts resources or explanations to meet learner needs
    - Encourages engagement, confidence, and independence in learning
    - Shares observations about progress or barriers with teaching staff

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Desirable Competencies (Advantageous but Not Essential)

- Experience supporting children or young people (education, care, health, community)
- Understanding of additional learning, behavioural, or health needs
- Confidence using basic digital tools to support learning
- Cultural competence and awareness of inclusive practice

Key Relationships

- Principal
- Deputy Principal
- Team Leader
- Classroom Teacher(s)
- SENCO
- Teaching Aide team

- Other school staff and professionals (as required)

Health & Safety

- Follow school health, safety, and wellbeing procedures
- Act in accordance with care plans and guidance provided by teaching staff
- Escalate concerns appropriately and promptly

Police Vetting / Safety Checking

- Appointment to this position is subject to a satisfactory Ministry of Education Police Vet and ongoing suitability to work with children.

Cultural Competence & Te Tiriti o Waitangi

The Teaching Aide is expected to support culturally responsive practice and uphold the principles of **Te Tiriti o Waitangi**, contributing to an inclusive and mana-enhancing learning environment for all ākonga and whānau.

Professional Development & Review

Southern Health School supports staff development through a regular Professional Development and Review (PD&R) process with the Line Manager.