Enner Glynn School
Nga Tangata Whakatupuranga

Learning Support Coordinator Role Description

Tenure	Commencement Term 1, 2027, Permanent 0.6
Additional responsibility	Leadership of learning Support Assistants | 1 PMU
Reports to	Principal and Senior Leadership Team

Purpose of the Role

Enner Glynn School has a proud tradition of providing high quality, inclusive education to all of its learners. The recruitment of a Learning Support Coordinator is an exciting new chapter that will move this tradition forward. The purpose of the LSC role is to ensure children with additional learning needs have access to the services they need. They will substantively contribute to a collaborative approach that organises learning support around what best meets the needs of children within the school.

Role Description

The Learning Support Coordinator (LSC) will strengthen teachers' capability to support all learners by identifying and planning for diverse learning needs. While not a teaching role, it requires an experienced educator who can effectively engage with teachers to enhance inclusive practices.

The LSC will collaborate with regional Ministry teams to build school-wide capability, connect with specialist services (e.g., Resource Teachers, external agencies, and community organisations), and work alongside colleagues and other professionals.

The LSC will be a critical, influential role in the school leadership team who brings strong capability in building and maintaining relationships both internally and in the school community.

Role Requirements

The Learning Support Coordinator will be a registered teacher with a current teaching practising certificate and relevant teaching qualification, and have:

- demonstrated successful experience in working with and including children with learning support needs in the classroom
- an ability to build and maintain strong relationships with parents, whanau and communities
- an ability to engage at a school leadership level
- influencing skills at a working level within a school
- an ability to provide culturally responsive support that protects the principles of Te Tiriti o Waitangi.

- met professional standards relevant to their current position.

Role Functions
The functions of the LSC role have been grouped so that they focus on five key groups of stakeholders to meet learning support needs

- support **students** through building school systems that meet the needs of all learners
- support **kaiako/teachers and learning support assistants** in the school to lift their capability to better meet the needs of learners, and to strengthen their connections with early learning services
- support for **parents and whānau** to partner successfully with the school and develop an understanding of learning support processes and who to contact if needed
- work with other **LSCs**, and connect with regional **Ministry teams and wider agencies**, to access services and resources to support learners
- work with and influence the **school leadership team** to ensure all students receive the appropriate support to enhance their learning and progress.

Stakeholder focus	Function
Support **students** through building school systems that meet the needs of all learners.	Support the school to meet the needs of all learners Provide support to classroom teachers, other professionals and parents to identify student's needs early and respond in a timely manner with the right support Provide support to individual students or groups of students when targeted or tailored supports are needed Ensure relevant records are kept up-to-date, and used regularly by authorised staff to respond to and plan for student needs (following information sharing and privacy protocols) Support kaiako/teachers to ensure that students receiving specialist support have an individual learning plan Create systems and provide support for transitions for learners from early learning into school, between year levels, and into their next school Identify and adapt to emerging needs
Support **kaiako/teachers and learning support assistants** to lift their capability to better meet the needs of learners, and to	Lead and support others to identify learning support needs across the school through the provision of tools and advice to teachers

strengthen their connections with services.	Provide staff with evidence-based strategies, practices, and guidance about what will make a difference for their learners Embed a culture of collaboration between the LSC, teachers and support staff where different approaches are openly observed and shared Work with staff colleagues to develop their capability through training and professional development Work with staff to decide on the best use of available learning support resources to meet the needs of children
Support for **parents and whānau** to partner successfully with the school and develop an understanding of learning support processes and who to contact if needed.	Ensure parent, whānau and student voice is heard and represented when the school or kura is making decisions about learning support Provide parents and whānau with access to resources and guidance at an early stage so they are able to be pro-active in school engagement about their children Lead school-wide engagement and communication with parents and whānau of students with learning support needs Help staff build capability and confidence in working in partnership with parents and whānau, and working directly with parents on more complex or disputed matters.
Work with other **LSCs**, and connect with the **Service Manager** and **wider agencies**, to access services and resources to support learners	Assist with planning to meet needs as students move through the system; Work across education settings and community agencies, LSCs and regional Ministry teams to build a strong learning support network across a range of providers and agencies Develop expertise and a connected network / community of practice that shares good practice and up to date information, guidance, resources and support
Work with and influence the **school leadership** team to ensure all students receive the appropriate support to enhance their learning and progress	Provide regular reporting to the school leadership about student numbers, needs and trends regarding learning support Advise on particular capability development needs related to learning support for teachers and learning

	support assistants Raise learning support related issues that require leadership involvement in order to resolve Influence school wide decisions to support students with learning support needs Help to create shifts toward earlier intervention of LS services, and a tiered approach to meeting needs

Additional Responsibility - Leadership of learning Support Assistants | 1 MU
The Learning Support Coordinator will be responsible for:

- Managing the timetables of Learning Support Assistants
- Arranging cover for students who need support in staff absence
- Supporting LSAs with professional learning and development
- Working with school leadership to make resourcing decisions