St Margaret's College
Balanced foundations, bright futures.

# Position Description

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| **Position Title** | Teacher Aide - Learning Enhancement |
| **Position reports to** | Head of Faculty, Learning Enhancement Centre |
| **Tenure** | Part time, fixed Term for 2026 |
| **Position Description Date** | January 2027 |

## About St Margaret's

St Margaret's College offers a unique education for girls from Year 0 through to Year 13 for boarding and day girls. We have a dual pathway with NCEA and the International Baccalaureate Diploma programme and a strong emphasis on wellbeing and pastoral care as well as academic success. With a commitment to holistic education, balancing academic excellence with a multitude of co-curricular opportunities, St Margaret's College encourages students and staff to discover their passions and be the very best they can be.

A St Margaret's College education is founded on Anglican values with a focus on service and wellbeing and offered within a modern school environment promoting diversity, innovation, and sustainability. Each student is set up for success, joining a global alumni network of wāhine toa with the courage to embrace change, the confidence to lead, the desire to learn, and the drive to make a positive impact on the world.

## Our vision

To create empathetic, confident and connected global citizens who value personal excellence and strive to make a positive difference.

## Our purpose

Empowering girls to learn, live and lead.

## Our Values

Integrity – Kia pono, Excellence – Kia kairangi, Resilience – Kia manawaroa, Equality – Kia tōkeke, Higher purpose - Te uptake

## Purpose of Role

To invest in the culture of St Margaret's College and to educate, teach and nurture a lifelong love of learning by encouraging passion, confidence, and desire in our students to achieve.

Key Accountabilities

| Key Responsibility | Key Accountabilities |
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| Teacher and Classroom support | Teacher Aide ensures:<br>• Assistance with classroom activity with preparation in the classroom and setup.<br>• Will involve tailoring, testing, adapting, and creating individual plans and resources within the programme.<br>• Assistance and guidance to provide general support to classroom teachers during teaching time to achieve positive educational outcomes for all learners.<br>• To provide assistance to students during practical lessons.<br>• Support with small groups/individual students to provide guidance on learning.<br>• Work with remedial students in small groups during class time.<br>• Preparation of teaching material (e.g., laminating, photocopying).<br>• Maintain records on students for use in reviewing students development.<br>• Support students with complex health, behavioural and/or other needs.<br>• Independently delivers ongoing programmes with the ability to adapt as required.<br>• Preparation of assessment material where needed. |
| Communication and Confidentiality | • Set up clear lines of communication to ensure student needs are met.<br>• Communicate all student concerns with expediency, and in a confidential manner, to the appropriate staff member: e.g., Classroom Teacher, Curriculum Leader.<br>• Maintain confidentiality and use discretion when dealing with any information regarding students, parents, or staff.<br>• Work collaboratively as a positive team member.<br>• Contribute to meetings, when required, in an open and constructive manner that supports students' educational, social, and emotional wellbeing.<br>• Keep up to date with relevant regulations and ensure that policies and procedures adhere to this.<br>• Flexibility within the different departments. |
| Contribution to the Special Character of the School<br><br>Sensitive and Supportive of the Special Character of the School | • Uphold the Christian values and acceptance of diversity at SMC.<br>• Be aware of, and respect the languages, heritages and cultures of all students and staff.<br>• Respect all learners, and contributors to the education of students, according to the SMC Graduate Profile.<br>• Follow the school's health and safety practices. |

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| **4. Professionalism and School behaviours**<br><br>Establishes sound educational relationships with students and colleagues. | • Develop positive professional relationships with students and their whānau demonstrating a respect for their individual needs and cultural backgrounds.<br>• Provide outstanding learning opportunities for every student relative to their needs, abilities and stages of development which is aligned with our policies, code of ethics and professional responsibilities.<br>• Act as a role model for students by demonstrating a high level of behavioural expectations, encouraging students to take responsibility for their own actions.<br>• Act with professionalism, integrity and positively with all staff and adhere to the Code of Professional Responsibility and standards for the teaching profession.<br>• Ensure high standards of professional practice and quality of teaching and learning of the curriculum through effective communication, participating in reciprocal peer review and observation of class teaching practice by the Head of the Faculty concerned.<br>• Behave in a manner that is professional and supportive of other members of the school staff in their teaching and learning abilities.<br>• Collaborate with colleagues and share appropriate pedagogical information with colleagues.<br>• Seek support as necessary from SMC supportive networks and programs.<br>• Participate in and/or support, as directed, all school and co -curricular activities relating to the enhancement of the general life of the school including managing one of our Junior School sports teams. |
| **5. Professional learning and development** | • Participate in the College professional review process and the Teachers Council Registration processes.<br>• Participate fully in the school's performance reviews in an honest, professional and communicative way.<br>• Maintain high levels of teacher performance through participation in the school-wide professional learning and development programme.<br>• Be supported by external professional learning and development relevant to their teaching position and personal educational goals, where possible. |

## Functional Relationships

- Head of Faculty - Learning Enhancement
- Learning Enhancement Faculty staff
- All school staff
- Students
- Parents

## Qualifications and Experience:

- Relevant tertiary qualifications
- Supporting subjects and experience
- Specialist in literacy and numeracy
- Experience with Structured Literacy and identification of learning differences preferences
- Have a sound knowledge of the New Zealand Curriculum and standards alignment
- A competent user of ICT tools (google)
- Our school is strongly supportive of neurodiversity, so experience of working with neurodiverse students is essential

## Key Attributes

- A vibrant energetic and collaborative team member who is able to establish and maintain effective working relationships within the Faculty and School
- Be a strong advocate of the School, its mission, values, and religious learnings
- Be recognised as a teacher of excellence
- Have empathy with students, staff, and families
- Desire to be involved in co-curricular activities
- Able to set goals and participate in strategic planning
- Able to show initiative and problem-solving skills
- Flexible, adaptable and can demonstrate future focused thinking
- Organised and project-driven in order to achieve outcomes
- Value professional learning and development opportunities and be committed to continual development.