



Learning Support Coordinator - Appointment 2027

Kia ora,

Thank you for showing interest in applying for our position of Learning Support Coordinator advertised in the Education Gazette. Knighton Normal School is a great place to work.

The Board of Trustees is seeking an enthusiastic, highly competent Learning Support Coordinator who is committed to inclusive practices and enabling each learner to reach their potential.

The successful applicant will be expected to work as a member of a wider learning support team who work together with the community in providing quality education for the children of Knighton.

We are looking for a teacher who embraces diversity, who is resilient, is a team player, reflective of their practice, and understands the significance of teaching in a Normal School.

We have the equivalent of a 1.36 FTTE permanent position available.

What is in this pack?

- Timeline
- Contact Information
- Key attributes, skills and qualities
- General overview of the school
- Teacher Professional Standards
- Roles and responsibilities

Timeline

The Application for Employment form and your CV (with covering letter) should be emailed to applications@kns.ac.nz by 4pm Wednesday 16th September 2026.

Timeline for appointment

- Applications close 4pm Wednesday 16th September 2026

- Shortlisting completed by Monday 21st September 2026
- Interviews on Wednesday 23rd September 2026 (or by arrangement)
- Successful applicant notified by Friday 25th September 2026
- Position to commence by 28th January 2027

Contact Information

If you would like further information, or would like to arrange for a school visit, please feel free to contact the school on 07 856 5399 or email Andrew Campbell: acampbell@kns.ac.nz

Ngā mihi nui



Andrew Campbell
Tumuaki / Principal

General Description of Knighton Normal School

Knighton Normal School is a vibrant, large-scale U7 contributing primary school situated in Hillcrest, Hamilton, serving a rich and dynamic learning community. As one of the most culturally diverse schools in the region, half of our student body are English Language Learners (ELL) representing over seventy different nationalities. Tangata whenua form a vital core of our identity, with Māori learners making up 32% of our total roll. This commitment to bicultural partnership is reflected in our dedicated bilingual unit, Te Hihiri, which spans three classrooms to provide authentic immersion and te reo Māori pathways alongside our mainstream programs.

Our students are capable, friendly, and naturally curious learners who bring immense energy and enthusiasm to our school community every day. They have a genuine love for learning and thrive in an environment where their unique backgrounds and perspectives are celebrated.

Our community is diverse, bringing together families from a wide range of ethnicities, cultures, and global backgrounds. They are deeply supportive of Knighton Normal School, placing high value on education and actively partnering with our teachers to foster a welcoming, success-focused environment for every child.

Our teaching and support staff are friendly, knowledgeable, skilled, and hard-working professionals dedicated to creating an environment where every student thrives. Deeply committed to inclusive education, they actively work to give effect to Te Tiriti o Waitangi across all aspects of school life.

The **Knighton Way** serves as the foundation of our school culture, providing a clear framework for learning and positive behavior across our whole community. It revolves around five core learning dispositions: **Mahi Tahi** (Getting Along), **Whakarite** (Organised), **Whaikaha** (Persistence), **Maiatanga** (Confidence), and **Kairapu** (Inquirer). Intertwined with these dispositions are our Knighton values—**Auahatanga** (Creativity), **Angituu** (Success), **Manawaroa** (Resilience), **Tūrangawaewae** (Belonging), **Whakaute** (Respect), and **Hauora** (Wellbeing).

As a **Normal School**, we are deeply committed to supporting Initial Teacher Education (ITE) by maintaining strong, active partnerships with tertiary providers. Our experienced staff regularly mentor graduate teaching students from the University of Waikato alongside bilingual teacher trainees from local wānanga.

We provide a variety of special programmes designed to further support some of our students with their learning and wellbeing. Our dedicated **Maths Hub** and **Literacy Centre** target foundational academic skills, while our **ELL Hub** provides rich language enrichment tailored specifically for our English Language Learners. To nurture the whole child, our **Hauora Hub** focuses on physical, mental, and emotional wellbeing, complemented by our **Alternative Learning Space**, which offers tailored support and environment options for students who thrive outside the traditional classroom setting.

Key skills and experience required

The successful candidate will have the following key qualities, skills and attributes, or demonstrate the ability and willingness to upskill quickly:

Effective communication | Clearly and respectfully conveys information across diverse audiences (teachers, specialists, parents and whānau) and actively listens to understand concerns and perspectives.

Cultural competence | Understands the diverse backgrounds and needs of learners and their families and responds appropriately.

Early identification and support | Recognises and responds to early signs of learning, behavioural, wellbeing, social, or emotional challenges and knows how to guide others in responding.

Assessment and monitoring | Uses a range of information-gathering strategies and assessments to build a clear understanding of learners' strengths and needs and applies these insights to inform planning, monitor progress and adjust support as needed.

Adaptability and problem solving | Adjusts support based on changing needs and responds to challenges with evidence-based solutions.

Digital and data fluency | Uses data, analytics and collaboration platforms to inform decisions, while ensuring ethical data use, respecting privacy and consent and adhering to information-sharing protocols.

Leading and influencing | Advocates for high, consistent standards and continuous improvement of inclusive practices, learners' needs and rights and supports others in developing their expertise and encourages participation and contribution.

Facilitation and coaching | Supports others (especially non-specialists) to build their capability in identifying and responding to learner needs.

Capability development | Assesses current and future capability needs and influences school leadership to prioritise and strategically allocate time, expertise and resources to build inclusive teaching and learning practices.

Te reo Māori | Understands bilingual and immersion education contexts, including the implications of Māori Language Learning (MLL) levels and the role of Te Reo Māori in identity and learning.

Te ao Māori | Engages with whānau and hapū to uphold aspirations for Māori language revitalisation and ensure learning support practices reflect local tikanga and mātauranga Māori.

Teaching Standards

Dimension	Standards
Te Tiriti o Waitangi partnership	Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand. Understand and acknowledge the histories, heritages, languages, and cultures of partners to Te Tiriti o Waitangi. Design teaching and learning experiences that reflect Te Tiriti o Waitangi partnership in New Zealand including affirming for all learners the knowledge, identity, language, and culture of te ao Māori and tangata whenuatanga. Practise and develop the use of te reo and tikanga Māori, including in support of positive engagement with Māori learners and their whānau and communities.
Know the content and how to teach it.	Understand the content. Understand how to enact the curriculum. Understand evidence-informed teaching strategies and practices. Understand how to foster literacy and numeracy as foundational capabilities.
Know the learner and the learning process.	Understand how learning happens. Understand how diverse needs can be met. Understand culturally responsive teaching. Understand own assumptions and beliefs.
Plan for and implement effective teaching and learning.	Set high expectations. Prepare learning experiences that are coherent and well organised. Advance the progress and achievement of all learners. Use and adapt teaching strategies. Enable learning-focused capabilities. Māori succeeding as Māori.

Create and maintain supportive and safe learning environments.	Support learners to feel safe to participate in learning. Ensure the learning setting meets diverse needs. Manage the learning setting and promote positive behaviour. Use equipment and technologies appropriately and effectively to support learning.
Assess, provide feedback, and report on learning.	Monitor the extent and pace of learning. Identify progress and respond to learners' needs. Provide constructive and understandable feedback. Communicate assessment information.
Engage in professional learning.	Participate in a continuous cycle of professional growth. Undertake professional learning to improve practice. Engage with colleagues to improve practice.
Engage in productive professional relationships.	Relate effectively with parents/ caregivers and whānau. Cooperate in the interests of learners. Actively contribute to the wider educational setting. Communicate effectively.

Knowledge and qualifications required

Registered teacher | With a current practising certificate and relevant teaching qualification

Knowledge of child development and learning | Understands developmental milestones and how they relate to educational needs

Knowledge of inclusive education practices | Evidence- based learning support strategies

Knowledge of the application of data | Capability in using data and evidence to inform planning and reporting on learning support needs

Bicultural knowledge and practice | Knowledge of the application of the Treaty of Waitangi in New Zealand school settings.

Key Responsibilities

Learners

Support learners by understanding their needs and providing timely, culturally responsive support so they can thrive, belong and progress in all aspects of school life.

- Supports teachers, professionals, and parents to identify and respond to learner needs early
- Provides targeted support to individual learners or group
- Monitors the impact of supports and adjust approach as needed
- Maintains and shares learner records appropriately to inform planning
- Assists teachers in developing individual learning plans for learners receiving specialist support
- Establishes systems and supports smooth transitions between learning stages
- Builds and maintains relationships with early learning services and learning support services local to the learner, to proactively plan for children likely to transition into their school
- Has a foundational understanding of the ECE curriculum.

Kaiako | teachers and teacher aides

Lifts capability to better meet the needs of learners and to strengthen their connections with early learning services

- Supports teachers to plan and implement support needs based on progress data
- Shares evidence-based strategies to improve learner outcomes
- Works collaboratively with leadership, and literacy and maths specialist teachers to ensure coherence of support for learners and school
- Supports staff in identifying learning support needs using available tools and advice
- Models effective strategies for use by the class teacher and provides coaching when needed
- Fosters a collaborative culture for sharing teaching approaches
- Builds staff capability through training and professional development
- Helps allocate learning support resources effectively
- Provides clear pathways for teachers to access further support
- Ensures parent, whānau and learner voices inform learning support decisions.

Parents and whānau

The LSC encourages parents and whānau to partner successfully with their school and develop an understanding of learning support processes and who to contact if needed.

- Ensures parents and whānau understand the LSC role and provide information, including their contact details, for parents/whānau (class teachers maintain key responsibility for each learner in their class)
- Contributes to reporting to parents as appropriate
- Meets regularly with parents and whānau and develops mechanisms for regular communication
- Supports parents and whānau to understand and navigate learning support processes when challenges arise, acting as a trusted point of contact to translate information, problem- solve collaboratively and ensure their voice is heard in decision-making
- Provides early access to resources to support proactive parent engagement
- Leads communication with families of learners needing learning support
- Builds teacher capability to partner with parents and whānau and provide support in

complex or sensitive situations where there may be differing views or concerns about a learner's needs or support plan

- Uses the available resources and plans to support learner transitions

Other LSCs, Ministry staff, and wider agencies

Works with SENCO to access services and resources to support learners.

- Maintains a clear understanding of available specialist supports, including EISSPs, alternative providers and Ministry teams, to ensure coordinated transitions and effective service delivery for learners
- Maintains oversight of the school's learning support needs- profile, including learners engaged with Ministry and RTLB services, and ensure timely communication with the appropriate contacts for transitions and ongoing support
- Ensure clear, compliant information-sharing practices between agencies, with full adherence to privacy requirements
- Collaborates with education and community agencies to strengthen learning support networks
- Builds expertise and a connected community of practice to share resources and guidance
- Gathers data to support research and improve LSC professional practice
- Reports regularly to school and kura leadership on learner numbers, needs and learning support data and trends.

School leadership team

Influences others to ensure all learners receive the appropriate support to enhance their learning and progress.

- Advises on capability development needs for teachers and learning support staff in the school
- Escalates issues relating to learning support that require leadership input
- Influences school-wide systems and resource decisions for learning support
- Promotes and leads out on early intervention and a tiered support approach
- Demonstrates leadership in promoting inclusive practices and upholding the rights and needs of all learners, influencing school-wide systems and culture.

We look forward to hearing back from you.

Ngā mihi nui