



**Job Description:** Special Education teacher for He Kākano (0.6 Fixed Term)

**Reports to:** Head of Learning Support Services  
Teacher responsible for He Kākano  
Principal

**Purpose of position:**

- To teach groups of students who are ORS funded (WHS's He Kākano).
- To create and modify existing curriculum on core subjects (e.g. numeracy, or specialist areas such as Te Ao Māori), to meet each student's learning needs and goals.
- To provide appropriate individualized educational programs (IEPs) for students with special needs within both He Kākano and the wider school setting.
- To monitor students' behavioural needs and able to effectively manage classroom behaviour

**Hours of work:**

- This position is 0.2 FTTE and is fixed-term for Terms 3 and 4 2026.

**Delegations and authorities:**

- Teacher Aides (in conjunction with the teacher responsible for He Kākano)

**Relationships:**

<b>Internal</b>	<b>External</b>
Principal Deputy Principals Assistant Principal Deans Rōpū teachers Heads of Faculty Staff Teacher Aides Students	Caregivers Ministry of Education Taxi Service Ko Taku Reo Outside agencies

## Person Specification:

The person will:

- Be a fully registered, experienced teacher who has worked with ORS funded special needs students.
- Have an empathy with Wellington High School's WERO
- Be committed to the prioritisation of Maturanga Māori and supporting our kura on its journey to being bicultural.
- Be able to create, modify, differentiate and teach existing curriculum on core subjects (e.g. numeracy, literacy and science or specialist areas such as drama or art), to meet students' learning needs and goals within a small group environment.
- Be skilled in monitoring students' behavioural needs and able to effectively manage classroom behaviour which may be challenging at times.
- Be confident participating in IEP's.
- Computer literacy is essential, as well as having a working knowledge of educational technology applications

## Key Competencies Required:

- Organisational and planning skills
- Collaboration and team-work
- Judgement and decision-making
- Creative thinking
- Problem-solving
- Conflict management and resolution
- Appreciation of diversity
- Adaptability

## Primary Objective:

To provide appropriate individualised educational programs (IEPs) for students with special needs within both He Kākano and the wider school setting.

## Key Tasks:

Task:	Expected Outcomes:
1. Identify needs of students through formal and informal assessments.	1. Students' needs are identified.
2. Review referral data, history and assessment data to develop appropriate goals and objectives for each student.	2. Student data is used as a basis for developing goals and objectives.
3. Plan, develop and implement individualised learning plans for students.	3. IEPs are planned and implemented.
4. Design appropriate teaching and behavioural strategies particularly for managing challenging classroom behaviour.	4. Teaching and behavioural strategies used are appropriate and consistent.

<p>5. Prepare instructional materials and lesson plans according to Individual Education Plans (IEPs).</p> <p>6. Adapt and modify curriculum resources to meet the requirements of the students.</p> <p>7. Monitor and evaluate and document student's progress using appropriate measures and assessment devices.</p> <p>8. Prepare timely progress reports for students.</p> <p>9. Prepare students in conjunction with their families for transition both into the school at Yr 9 and into the wider community once they choose to leave school.</p>	<p>5. Teaching materials are developed in relation to the IEPs.</p> <p>6. Required materials are delivered in a timely manner.</p> <p>7. Students' progress is monitored and evaluated.</p> <p>8. Reports are completed on Kamar within the required timeframe.</p> <p>9. Year 8 students have a successful transition into school at Year 9 and that senior students have a successful transition into the wider community.</p>
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## Communication

Key Tasks	Expected Outcomes
<p>1. To maintain confidentiality about the students.</p> <p>2. To establish positive working relationships with both students and colleagues</p> <p>3. Being prepared to assist with identified students as required when students are on organised visits away from school.</p> <p>4. To maintain consistency when interacting with students.</p> <p>5. To develop/ implement behaviour management plans such as social stories when required. This can include developing and implementing plans around toileting/eating/personal care/health/hygiene etc.</p> <p>6. To maintain a current knowledge of special education best practices.</p>	<p>1. The wellbeing and dignity of students is protected and the teacher complies with the Privacy Act requirements.</p> <p>2. Effective communication with colleagues, class teachers and Teaching Assistants (TAs) will be maintained in order that the needs of the students are met.</p> <p>3. TStudents have the benefit of a professional accompanying them when away from the school at work experience, recreational visits, transition etc.</p> <p>4. Students will be supported by consistent behaviour as demonstrated by the teacher.</p> <p>5. Behavioural management plans for individual students are developed and implemented in conjunction with relevant staff.</p> <p>6. That effective practice is maintained by seeking advice or direction.</p> <p>7.</p>

<p>7. To use appropriate communication tools and structures to enable students to communicate in the language of their choice.</p>	<p>8. That individual communication structures for all students i.e. visuals/object cues/sign language etc. are used appropriately and effectively within the classroom</p>
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**Administrative and Other Duties**

<p>1. Data entry and update as required</p> <p>2. To maintain regular communication with parents/caregiver by means of email, phone calls, school learning conferences and IEPs.</p>	<p>1. Accurate data entry and update including IEP and Kamar (school database) information.</p> <p>2. That parents are regularly communicated with.</p>
<p>1. Other duties.</p>	<p>As required by the HOF of Learning Support and/or the He Kākano lead teacher</p>