



TEACHER AIDE PAY EQUITY SETTLEMENT: GUIDANCE FOR JOB DESCRIPTIONS

**FAIR'S
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Job descriptions

A job description should clearly describe the skills, responsibilities, duties and conditions required for or relevant to the position. This is necessary to ensure clear understanding between the employer and teacher aide about the expectations for the role and should be updated to ensure it remains accurate.

As part of the pay equity settlement, the employer must provide accurate written job descriptions. If it is a new position, the teacher aide will be consulted by the employer on the content of the job description. If it is an existing position, the settlement is a good opportunity for teacher aides and principals to review whether the current job description accurately reflects the teacher aide's actual work and is aligned with the work matrix.

Using the work matrix to create or update job descriptions

The Work Matrix should be used to identify, record, and inform:

1. the purpose of the position (the overall responsibilities of the job)

This should be one or two sentences that describe the core purpose of the teacher aide's role, this may include general support and/or additional support and/or Te Ao Māori support.

2. the key responsibilities (the outline of the core responsibilities)

This should include the main areas of responsibility involved in the role, the headings for each grade under the General, Additional or Te ao Maori support columns in the matrix will be useful points to consider when identifying core responsibilities.

3. the tasks and duties (the details of the work involved in the core responsibilities)

This should focus on a more detailed record of what each general responsibility requires. The descriptors under the General, Additional or Te Ao Māori support areas in the matrix will be useful points to consider when identifying tasks and duties.

4. the essential skills of the role (the kinds of skills a person will need to perform the role)

The essential skills should focus on the key skills a person would need to be successful in the role. Common core and additional skills are listed in the matrix, with patience, listening, empathy, encouraging and resilience likely to be necessary core skills for all teacher aides.

TEACHER AIDE WORK MATRIX

The table sets out the most common skills, responsibilities and demands that apply to teacher aides. The employer will need to assess the regular and ongoing skills/demands/responsibilities of each teacher aide role so that the grade recognises the highest level skills/demands/responsibilities that are required for a role. An employer will need to consider what makes up the majority of the role, and not things that are a one-off or isolated event. Teacher aides do not have to do every activity in a grade in order to be placed in a particular grade.

Te ao Māori:

We acknowledge the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga. When assessing roles, the skills/demands/responsibilities outlined in te ao Māori are to be considered for each role and applied where appropriate.



	General support	Additional support	Te ao Māori
Grade A	<p>Teacher aide follows structured programmes, lesson plans and activities</p> <ul style="list-style-type: none"> Works with students under teacher supervision on a set variety of standardised and specified tasks, e.g. EarlyWords, SRA reading programme. Assists students to stay on task. Monitors and observes students and acts to build trusting relationships with students and colleagues. Responsible for own work under regular supervision although may show others how to perform tasks as part of their orientation. Collaborates with others in their team. Prepares resources required by the class e.g. photocopying, laminating, paint preparation. Respects and accommodates language, heritage and cultures in a multi-cultural environment. 	<p>Teacher aide supports learners' well-being, health and safety</p> <ul style="list-style-type: none"> Primary responsibility of the role is the health and safety of a student/s and may perform simple tasks related to feeding, personal hygiene and/or monitoring and observing these students inside or outside the classroom. 	<p>Developing</p> <ul style="list-style-type: none"> Requires some familiarity and ability to function on an informal basis in a Māori cultural context AND/OR Respects, accommodates and has some basic knowledge of Māori language/pronunciation, culture, beliefs, values and heritage and an interest and commitment to further develop their reo.
Core skills for all teacher aides will include: listening, patience, empathy, encouraging and resilience.			
Grade B	<p>Teacher aide follows structured programmes but can make minor adaption and creates activities</p> <ul style="list-style-type: none"> Works with individual students and small groups delivering a range of subjects and topics OR works more in-depth in a single or limited range of subjects. Will make minor adaptations to lesson plans and resources to ensure learning objectives are achieved and in response to individual student needs. Designs activities to supplement programmes. Supports inclusion in school and amongst peers and takes appropriate action to support students' wellbeing. Has more day-to-day independence although will have regular conversations with colleagues. Has occasional supervisory responsibility for other employees, parent help or volunteers. Uses a language other than English in daily conversations to provide assistance or respond to needs. Uses multi-cultural knowledge to guide students and colleagues or develop rapport. 	<p>Teacher aide directly supports students with specific health, behavioural and/or other needs</p> <ul style="list-style-type: none"> Provides direct support for specific health, behavioural and/or other needs of student/s in order to enhance the student's ability to integrate, improve, be independent and participate more fully in the school. Implements behavioural, physiotherapy, and/or occupational therapy programmes as prescribed by specialists. Responsible for a range of physical care and will be required to ensure the students' dignity is maintained. Precision in providing care and safe handling is required. If responsible for behavioural needs students, must be constantly monitoring for escalating behaviours and diffuse these situations. 	<p>Supporting, guiding reo and tikanga</p> <ul style="list-style-type: none"> Adapts and prepares te reo Māori resources and activities to support programmes. Uses te reo Māori in daily conversations to provide assistance or respond to needs. Supports teachers by guiding students and colleagues in tikanga on marae and during pōwhiri. Participates in activities that encourage kaitiakitanga. Supports and encourages the use of te reo in the classroom.
Additional skills at this level may include: active listening, calmness, tact.			
Grade C	<p>Teacher aide independently delivers ongoing programmes with ability to adapt as required</p> <ul style="list-style-type: none"> Has a high level of day-to-day independence, which includes planning tasks and activities and clear accountability for delivering specific programmes to agreed standards. Will involve tailoring, testing, adapting and creating individual plans and resources within the programme. Provides regular provision of coaching and mentoring, guidance and training to other employees. Will identify and take action to understand the causes of students' emotional states and provide appropriate support or alert others where escalation is required. Provides cultural leadership which requires specific language skills, knowledge and expertise. Translates resources and materials into languages other than English. Provides translation support for students. 	<p>Teacher aide supports students with complex health, behavioural and/or other needs</p> <ul style="list-style-type: none"> Specific expertise requiring active intervention to support students with additional needs. These needs include some or all of medical, behavioural, academic, pastoral and personal care. Skills may include learned physiotherapy techniques, proficiency in braille, sign, Makaton, and medical support e.g. mic-key. If responsible for behavioural needs students, must be constantly vigilant for escalating behaviours and defuses difficult situations which may pose risks to themselves or others e.g. de-escalating to avoid the need for restraint. Supports a student's wellbeing by engaging with family to address identified pastoral issues and enhance the student's ability to attend school and/or participate. This would include assisting new migrants with their transition into Aotearoa New Zealand culture and environment. 	<p>Speaks and role models te reo</p> <ul style="list-style-type: none"> Delivers te reo Māori programmes including adapting and preparing resources and activities. Translates resources and learning materials into te reo Māori. Speaks te reo Māori when representing the school in the community. Coordinates and delivers kapa haka and/or other Māori arts programmes. Uses knowledge of students' background and whānau in order to make connections and provide appropriate support. Works with whānau and kaiako to support and encourage students' learning. Provides leadership at cultural events.
Additional skills at the level may include: ongoing mentoring, emotional engagement, de-escalating difficult situations, negotiation and / or persuasion.			
Grade D	<p>Teacher aide creates, plans and delivers ongoing programmes requiring strong technical proficiency and skills</p> <ul style="list-style-type: none"> Develops programmes, lesson plans and associated resources. Develops and organises or has a major collaboration role in a number of complex activities or programmes requiring the development and approval of longer-term plans. The role de-escalates emotionally charged situations and overcomes significant barriers to learning by employing a wide range of techniques and competencies over time. The role has permanent supervision of other Teacher aides or support staff. Requires immersion in at least two cultures and provides leadership across cultural boundaries. 	<p>Teacher aide provides highly specialised support for students with complex health, behavioural and/or other needs</p> <ul style="list-style-type: none"> Highly specialised skills are required to provide services to students with highly complex needs. In-depth understanding of the students' conditions and capabilities involves the independent or shared responsibility to amend, adjust or modify the level and type of support in response to progress or change. Formulates programmes for student/s. Leads crisis management interventions. The role de-escalates extreme emotionally charged situations and overcomes significant barriers to learning by employing a wide range of techniques and competencies over time. If working with behavioural students will need to be aware and respond to unpredictable behaviours where there are significant risks of harm to the student or others. Provides pastoral support, services or cultural liaison to student families on the school's behalf, to enable them to engage with education, integrate into the community and/or access appropriate community assistance. 	<p>A strong leader and advocate for te reo Māori in the kura and community</p> <ul style="list-style-type: none"> Plans, coordinates, develops and delivers learning programmes to support students' achievement in Te Marautanga o Aotearoa. Teaches subjects from marau ā-kura in the national or local curriculum. Provides expert advice and guidance to teachers on te reo Māori, tikanga and/or how best to work with Māori students. Supports kaiako and works with whānau to address serious issues of physical, emotional and/or mental wellbeing of students. The role requires a high level of fluency and good tikanga to apply a broad application of te reo Māori skills, customary concepts and traditions together with the ability to function effectively in Māori culture. Provides leadership in the school and/or community.
Additional skills at this level may include: de-escalating extreme emotionally charged situations, complex planning and leadership.			

Job Description Template

(1) Job Description

Position Title: e.g. Teacher Aide

Reports to: e.g. SENCO

Working relationships: e.g. RTLB, SENCO, Principal

Grade: e.g. Grade B-C

Allowances: e.g. Regular Tiaki Allowance

(1) This initial section describes where the position fits within the wider school community. It includes details of line management, working relationships and Grade

(2) Purpose of the position

Describe the overall responsibilities of the job in one or two sentences

e.g. To provide general and additional support to students through delivery of ongoing programmes for both individuals and small groups.

(2) The purpose statement explains what need the position addresses in one or two sentences

(3a) Key Responsibilities	(3b) Appraisal Indicators
e.g. General Support Independently adapt (as necessary) and deliver ongoing programmes to small groups of students	e.g. Student(s) able to access the curriculum at their individual level
e.g. General Support Support and mentor other teacher aides	e.g. New teacher aides feel supported in their professional growth
e.g. Additional Support support an individual student with specific additional behavioural needs	e.g. Student able to develop independence appropriate to their learning journey and participate in school

(3a) This section outlines the core requirements of the role. The headings for General, Additional or Te Ao Māori in the matrix will be useful points to consider here

(3b) This section describes appraisal indicators and often provides the start point for the development of annual goal setting

(4) Tasks and Duties

e.g. General Support

- Monitor and observe students and act to build trusting relationships with students and colleagues
- A high level of day-to-day independence, which includes planning tasks and activities and clear accountability for delivering specific programmes to agreed standards.
- Tailoring, testing, adapting and creating individual plans and resources within the programmes
- Provides regular coaching and mentoring, guidance and training to other employees

e.g. Additional Support

- Provides direct support for specific behavioural needs of individual students in order to enhance the student's ability to integrate, improve, be independent and participate more fully in the school.
- Implement behavioural programme as prescribed by RTLB
- In relation to behavioural needs student, must be constantly monitoring for escalating behaviours and diffuse these situations.

(5) General Responsibilities

e.g. Comply with all board policies and relevant legislation

(6) Essential Skills

e.g. strong communication skills, empathy, active listening

(4) This section provides a more detailed record of what each key responsibility requires. The bullet point descriptions under the General, Additional or Te Ao Maori areas in the matrix will be useful points to consider here

(5) This section briefly outlines responsibilities common to all employees

(6) This section outlines the key skills a person would need to perform this role, the core and/or additional skills listed in the matrix would be useful to consider here

(7) Declaration

Approved by:	Signature of the person with the authority to approve the job description
Date approved:	Date upon which the job description was approved
Reviewed:	Date when the job description was last reviewed