

HILLCREST HIGH SCHOOL
INCLUSIVE EDUCATION SUPPORT STAFF
JOB DESCRIPTION

POSITION TITLE: PAC
RESPONSIBLE TO: HOD PAC
FUNCTIONAL RELATIONSHIPS WITH: Teaching staff
HOURS OF WORK: 8.40am - 3.10pm

TERMS OF ENGAGEMENT:

KEY ROLE:

To support students access to the curriculum and assist teachers with the delivery of teaching and learning programmes in the school.

KEY TASKS:

- Support students to ensure they can access the curriculum within a safe and secure environment.
- Communicate effectively with teachers, other professionals, and students to assist students to acquire understanding, knowledge and skills.
- Work as a team member to establish collegial working arrangements and decision making.
- Provide accurate records to the HOD on academic, behavioural or other concerns as required by each department.
- Contribute to the maintenance of a good working environment. Maintain equipment and facilities.
- Undertake professional appraisal and professional development provided at the school and where appropriate at approved courses.
- Tasks that are specific to each department are outlined in Appendix one.

SUPPORT STAFF CODE OF CONDUCT

Support staff employed at Hillcrest High School must adhere to the following Code of Conduct.

1. Supporting the school charter, policies and procedures.
2. Maintaining standards of integrity, conduct and loyalty to the school.
3. Maintaining appropriate standards of dress and appearance.
4. Interaction with staff, students and members of the community shall be conducted in a respectful, courteous and professional manner.
5. Respect confidential information on colleagues, students and members of the community unless disclosure is required by the law or serves a compelling professional purpose.
6. Speak out if the behaviour of a colleague is seriously in breach of this Code.

Appendix One:

MAJOR TASKS	Prescribed task requirements	Performance Measures indicators.
MANAGEMENT OF RESOURCES :		
Follow teaching programmes effectively	Students acquire understanding, knowledge and skills of the subject.	Classwork and assessments set by teacher, assistance as Reader Writer where appropriate.
Student Relationships and Management	Realistic, consistent and effective boundaries and expectations are established with a resulting positive rapport between the Teacher Aide and Students. Maintaining an appropriately professional relationship with Students.	H.O.D monitoring from personal observation and feedback from staff students and parents /caregivers.
Department and Staff Relationships	Work and communicate effectively with all other staff to optimise a team implementation of an individualised educational programme to meet the needs of students to access the curriculum.	Regularly attend and participate positively in departmental meetings. Support and implement policies, procedures and programmes.
Professional Development	Develop and update professional knowledge by attending professional development opportunities at school and attendance at approved courses.	Report to HOD and /or other staff members in the department.
Self Appraisal	To be aware of personal abilities and have a positive and open attitude to self improvement.	Ongoing self evaluation and change as required. Annual documented Self Appraisal.
Maintenance of Working Environments	Rooms and equipment are kept in a condition that promotes safe,	Damage to rooms or equipment and or suggested improvements and requests are

	effective and efficient delivery of services to students.	relayed to the HOD promptly. Tasks of cleaning and maintenance of the facility carried out on request.
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MANAGEMENT OF ASSESSMENT AND REPORTING:

Assessment and Reporting	Ongoing assessment of students' progress is reported and documented. Up to date documented information is maintained regarding students academic progress including: achievements, behaviour, and any other issues or problems that other staff need to be aware of for effective and efficient delivery of student programmes. Any issues requiring intervention or extra assistance are promptly reported to the HOD.	Running records on class work is mainstream. Anecdotal notes recorded on behaviour or other issues as required for relevant comprehensive and current information on students. Verbal report to HOD. Can access and use KAMAR, Schoology (SMS) and other online systems.
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MANAGEMENT OF SPECIFIC CURRICULUM, DEPARTMENTAL ADMINISTRATION AND EMPLOYMENT RELATED RESPONSIBILITIES:

Specific Departmental Responsibilities	Assists the administration decisions of the department with input and feedback regarding organisation and implementation of student programmes and department policies.	H.O.D. monitoring
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GRADE A

Follows structured programmes, lessons and activities	Works with students under teacher supervision. Assists students to stay on task Monitors, observes and acts to build rapport and trust with students. Collaborates with team Prepares resources. Respects tikanga and reo.	Needs to be supervised by a teacher. Interacts with students to maintain engagement. Is able to share strategies and reinforce expectations of a TA/LA. Respects or is developing an understanding of other cultures and has some basic knowledge
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		of Maori language.
<u>GRADE B</u>		
<p>Follows structured programmes but can make minor adaptations and create activities.</p>	<p>Works with individual students or small groups in a range of subjects.</p> <p>Can make minor adaptations to ensure individual needs are being catered for.</p> <p>Supports inclusion and well being of students.</p> <p>Works independently and collegially.</p> <p>Has occasional supervisory role/s with other staff and or parents.</p> <p>Uses multi cultural knowledge to develop rapport and respond to needs.</p> <p>Provides direct support for behavioural, health, physiotherapy or OT therapy as set out by specialists.</p> <p>Provides care and safe handling including de-escalation.</p>	<p>Does not need to be directly supervised by a teacher.</p> <p>Changing or adding to set work and recording this in student records.</p> <p>Actively assists student/s to get into groups, considers behaviour of others in relation to students.</p> <p>Willing to seek clarification and or advice.</p> <p>Is able to share strategies and reinforce expectations of a TA/LA.</p> <p>Supports and guides reo and tikanga.</p> <p>That there is evidence of completed standards. Monitored and trained by therapists / HOD.</p>
<u>GRADE C</u>		
<p>Delivers ongoing programmes with ability to adapt as necessary.</p>	<p>Shows awareness of emotional state and the cause of escalation and provides support or alerts others.</p> <p>Provides cultural leadership.</p> <p>Provides regular mentoring, guidance and training to others.</p> <p>Delivers specific programmes to</p>	<p>The behaviour is accurately recorded in students records. That the HOD is informed.</p> <p>That staff and students use and understand Tikanga and Te Reo in naturally occurring situations.</p> <p>That new staff are monitored and orientated within the department / school.</p> <p>That there is evidence of completed</p>

PAC: CONFIDENTIALITY AGREEMENT

I, _____, agree with the following statements:

I understand that I may come in contact with confidential information during my time at HHS PAC. As part of the condition of my work with HHS PAC I hereby undertake to keep in strict confidence any information regarding any student, family or staff member of HHS PAC or any other information that comes to my attention while at HHS PAC.

I also agree to never remove or share any confidential material of any kind from the premises of HHS PAC unless authorised as part of my duties, or with the express permission or direction to do so from HOD PAC.

NAME: _____

SIGNATURE: _____

Dated this _____ day of _____, 2025