

## JOB DESCRIPTION

### Early Intervention Teacher



TE HUNGA HAUA MAURI MO NGA TANGATA KATOA

## Position Details

**Position Title:** Early Intervention Teacher  
**Team:** Early Supports Team

## CCS Disability Action Foundation Statement

### Te Hunga Haua Mauri mo nga Tangata Katoa

This statement forms the foundation of our identity and means that all people have Mauri, unique life force, and that we value every person equally.

## CCS Disability Action Vision

### *Including All People*

CCS Disability Action has a vision that every disabled person will be included in the life of their family and community.

To achieve our vision we are taking action to make Aotearoa/New Zealand a society where everyone plays their part to include all people - family members, friends, Hapu, Iwi, educators, health workers, business people, employers, councils, Government, community agencies and the public.

### CCS Disability Action values

- Mauri, the unique life force of each person
- Disabled peoples' leadership
- The connections of family, whanau, and community
- The common ground between us and our differences
- The allies and partners in our work

## CCS Disability Action Purpose

To strengthen communities and provide support so people with disabilities are included in the life of their family and in their community.

## Te Aronui – CCS Disability Action Strategic Priorities



**Disabled people - whānau haua** Our purpose and focus. This sits centrally in Aronui as a reminder that everything we do will be underpinned by the self-determination of disabled people.

**Matauranga – knowledge** All people have knowledge to contribute to our society. We recognise disabled people/whānau haua as the experts in their own lives. We will share our knowledge freely to ensure disabled people can access the information that they need. We also recognise that we benefit from receiving the knowledge that disabled people hold.

**Whanaungatanga – connectedness** Understanding that all people and systems are interconnected. We will seek to identify connections between people and systems to ensure that disabled people have access to resources they need.

### Hauora – wellbeing

Acknowledges that being 'well' means different things to different people. We will ensure that the voice of disabled people/whānau haua guides us ensure people can lead their own life, in their own way.

## CCS Disability Action

1 in 4 New Zealanders live with an impairment; however, our society does not operate in a way where everyone can participate. This lack of participation can be due to a physical barrier; a barrier created by other people's attitudes and behaviours; or by a lack of access to information. These barriers create an environment that disables people. CCS Disability Action is an organisation that supports people of all ages, and across the diverse cultures and disabilities in Aotearoa/New Zealand society. We have a role in removing the many barriers that disabled people encounter.

CCS Disability Action builds our work around three core documents:

- United Nations Convention on the Rights of Persons with Disabilities
- Te Tiriti o Waitangi
- New Zealand Disability Strategy

These documents mean we work within a human rights framework. We partner with disabled people, their families and whanau, to ensure that people with disabilities are in the driver's seat in their lives, have a positive and connected life, and that their local communities are more inclusive.

In our work, CCS Disability Action connects with all parts of Aotearoa/New Zealand. We recognise Maori as Tangata Whenua, and are committed to being in relationships with Hapu and Iwi so that we continue to develop our ability to support disabled Maori and their whanau. CCS Disability Action has a regional structure with local offices. We provide disability support to over 6,500 disabled people and their families each year. We run the Mobility Parking scheme which supports over 95,000 people to more easily access their local towns and facilities. We measure success by our ability to connect people with disabilities with the range of life opportunities that every New Zealander might reasonably expect:

- belonging in a family or whanau
- learning
- having friends and relationships
- having choices about where we live
- having meaningful work and leisure opportunities
- participating in the community
- belonging culturally and spiritually in a way that has personal meaning

## **Position Description**

The Early Intervention Teacher, a member of the Early Supports Team of CCS Disability Action, provides Early Intervention services to children across the xxxx region. Early Intervention Teachers work in partnership with disabled children and their families to support their inclusion in Early Childhood Education and transition to school. Early Intervention Teachers are the Line Managers for Education Support Workers. Services are developed and delivered in such a way that they reflect our commitment to supported lifestyles and community development and are in line with the organisations' strategic priorities document.

An Early Intervention Teacher's practice is appraised as per the Code of Professional Responsibility and Standards for the Teaching Profession. The Early Intervention Service delivery reflects the Ministry of Education Early Intervention Service, Service Journey – 2026 Onwards.

## **Functional Relationships**

### *Internal to CCS Disability Action*

- Reports to xxxxxxxxx
- CCS Disability Action Early Intervention Team Members
- CCS Disability Action Staff (local and regional)

### *External to CCS Disability Action*

- People, their family/whānau and support networks
- Iwi, hapu and Maori organisations within the region
- Pacific people, fanau, aiga and matai and matua, refugee and migrant groups within the region
- Referral agencies
- Early Childhood Education staff and Ministry of Education staff
- School Staff
- Needs Assessment agencies
- Related disability and other community organisations
- Relevant health and medical services
- State sector agencies

## **General Competencies**

### **Commitment to Disability Rights and Leadership**

- Demonstrates commitment to the rights, aspirations, and leadership of disabled people, aligned with the UN Convention on the Rights of Persons with Disabilities and the New Zealand Disability Strategy.
- Actively supports disabled people to lead their own lives and participate in leadership roles within the organisation and wider community.

### **Commitment to Te Tiriti o Waitangi and Bicultural Practice**

- Upholds the principles and articles of Te Tiriti o Waitangi in all aspects of service delivery and organisational practice.
- Engages with bicultural development and demonstrates respect for and knowledge of Tikanga Māori and Te Reo Māori.

### **Focus on Outcomes for Disabled People**

- Works collaboratively with disabled people, their families/whānau, and communities to achieve agreed outcomes.
- Promotes the rights and interests of disabled people while balancing organisational and external requirements.
- Applies quality improvement approaches to enhance service effectiveness and outcomes.

### **Interpersonal and Relationship Skills**

- Builds and maintains trusting, respectful, and accountable relationships with individuals, families, colleagues, and stakeholders.
- Demonstrates empathy, self-awareness, adaptability, and cultural sensitivity.
- Reflects on personal practice, seeks ongoing professional development, and contributes to positive team culture, shared vision, and accountability.

### **Communication Skills**

- Communicates clearly and effectively, both verbally and in writing, with a variety of audiences.
- Adapts communication style and methods to meet different needs and responds appropriately to feedback and information from others.

### **Teamwork and Collaboration**

- Works cooperatively with others, valuing diverse perspectives and contributions.
- Seek opportunities for collaboration with other agencies to effect good outcomes for disabled people and their families/whanau
- Proactively addresses conflict, supports constructive resolution, and contributes beyond role boundaries when needed to achieve organisational and client outcomes.
- Adheres to all organisational priorities, policies, procedures and practices
- Attends and actively participate in regular supervision and cultural guidance where appropriate

### **Self-Management**

- Effectively plans, prioritises, and manages workload to deliver quality outcomes within deadlines.
- Identifies opportunities, risks, and challenges, takes initiative, and remains adaptable in changing environments.
- Identifies training opportunities and partakes in training opportunities provided.

### **Sector Knowledge**

- Understands the disability and community sectors and works effectively with government agencies and other stakeholders to support organisational priorities and positive outcomes for disabled people.

### **Commitment to Diversity and Inclusion**

- Values and promotes cultural diversity and inclusive practice.
- Respects and engages effectively with people from diverse backgrounds and creates opportunities for meaningful participation and contribution.

## **Person Specifications**

**Qualifications/Experience required:**

- A Bachelor of Teaching (Early Childhood).
- A post-graduate Diploma in Specialist Teaching: Early Intervention or the ability to attain this within four years of beginning in the position.
- A minimum of three years teaching experience and a deep knowledge of child development, learning and behaviour.
- Experience in working with children with additional learning needs is an advantage
- Driver's license or have access to transport

If a Graduate Diploma in Early Intervention is not held, the minimum qualification for this position is a Bachelor of Teaching (Early Childhood) or a recognised equivalent, a minimum of at least 3 years teaching experience, full teacher's registration and a current practising certificate – this will enable study towards a Graduate Diploma in Early Intervention which CCS Disability Action will support.

### Position Specific Tasks and Competencies - Early Intervention Teacher

The following key tasks and performance indicators are outlined to indicate the skills, knowledge and personal attributes required to achieve the outcomes for this position.

<b>SERVICE DELIVERY</b>	<b>KEY TASKS</b>	<b>PERFORMANCE INDICATORS</b>
<b><i>Identify Need &amp; Request Support</i></b>	<ul style="list-style-type: none"> <li>• Collaborate with families, specialists, and community agencies.</li> <li>• Respond to referrals and meet contract requirements.</li> <li>• Coordinate specialist support and communication.</li> <li>• Build strong community relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Families are informed and empowered.</li> <li>• Services are responsive, flexible, and family-centred.</li> <li>• Relationships are respectful and collaborative.</li> <li>• Specialist and external supports are coordinated and integrated as needed.</li> </ul>
<b><i>Information Gathering &amp; Planning</i></b>	<ul style="list-style-type: none"> <li>• Gather information to guide teaching</li> <li>• Provide accurate, timely reporting.</li> <li>• Promote culturally responsive practice.</li> <li>• Coordinate ESW support with the Service Manager.</li> </ul>	<ul style="list-style-type: none"> <li>• All children have relevant assessment information collected and documented to inform teaching plans.</li> <li>• IPs clearly reflect up-to-date strengths, needs, and goals and are used to guide practice.</li> <li>• IPs reflect family/whānau priorities as evidenced in documentation and feedback.</li> <li>• Evidence of culturally responsive practices is consistently reflected in planning, teaching, and documentation</li> <li>• ESW support is arranged in consultation with the</li> </ul>

		Service Manager for all identified children requiring support.
<b>Implement Support Plan</b>	<ul style="list-style-type: none"> <li>• Maintain current, regularly reviewed Individual Plans (IPs).</li> <li>• Support smooth transitions of children into ELS in consultation with family.</li> <li>• Promote inclusive practice and work within Te Whāriki to deliver programmes in Early Learning Service or home settings.</li> <li>• Contribute to ongoing reflection and outcome reporting</li> </ul>	<ul style="list-style-type: none"> <li>• All children have current IPs reviewed at least every 6 months and updated as required.</li> <li>• Children experience a planned and supported transition into ELS.</li> <li>• Inclusive strategies are consistently demonstrated in all planning and service delivery (evidenced through observation or review).</li> <li>• IPs are aligned with Te Whāriki and implemented in ELS or home environments</li> <li>• Goals are specific, measurable and achievable in the time frame specified.</li> <li>• IPs are shared with family/whānau/ and team around child so that positive outcomes are achieved.</li> <li>• Regular reflective reporting on progress and outcomes is completed for 100% of children within required timeframes.</li> </ul>
<b>Preparing for School/ Kura</b>	<ul style="list-style-type: none"> <li>• Coordinate transition planning between early learning services and school/kura staff.</li> <li>• Share the child's learner profile and learning goals with relevant education settings.</li> <li>• Support school/kura staff to understand the child's strengths, needs, and learning profile.</li> <li>• Clarify available support options and make application as appropriate (e.g., ORS, High Health funding)</li> <li>• Ensure goals and expected outcomes are clearly defined and documented for transition.</li> </ul>	<ul style="list-style-type: none"> <li>• Families/whanau understand their options for school and the school choice reflects family/whanau priorities</li> <li>• Children and families/ whānau feel well supported at this time of transition with appropriate resources, information training and other necessary plans in place to support success at school</li> <li>• Information is exchanged with Ministry of Education staff regarding the needs of each child and family/whānau (ORS/current IP and other relevant material).</li> <li>• All children have a documented and supported transition plan involving ELS and school/kura staff.</li> <li>• Learner profiles and goals are shared with receiving schools/kura prior to transition for 100% of children transitioning.</li> <li>• Receiving schools/kura demonstrate documented</li> </ul>

Initial: \_\_\_\_\_

		<p>understanding of each child's strengths and needs before transition completion.</p> <ul style="list-style-type: none"> <li>• Funding and support options (e.g. ORS/High Health) are clarified and in place as appropriate for transitioning children.</li> <li>• Transition plans include clearly defined goals and outcomes agreed by all key stakeholders.</li> </ul>
<b>For children not meeting ORS/SHHF criteria</b>		
<b><i>Support at School/ Kura</i></b>	<ul style="list-style-type: none"> <li>• Support the classroom teacher to lead implementation of the child's learning support plan.</li> <li>• Coordinate input from specialists to support teachers and school staff working with the child.</li> <li>• Monitor the child's progress and adjust support strategies as needed.</li> <li>• Regularly review transition pathways and update support arrangements accordingly.</li> <li>• Contribute to ongoing reflection and outcome reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist support is coordinated and provided to school staff as required for all relevant children.</li> <li>• Child progress is reviewed and documented at agreed regular intervals (e.g. termly or per plan cycle).</li> <li>• Evidence that support strategies are reviewed and adjusted in response to progress data is in place.</li> <li>• Transition pathways are reviewed regularly, with updates recorded at least every review cycle.</li> <li>• Regular reflective reporting on progress and outcomes is completed for 100% of children within required timeframes.</li> </ul>
<b><i>Review Progress and Plan for Year Two</i></b>	<ul style="list-style-type: none"> <li>• Regularly review each child's progress and support needs.</li> <li>• Provide ongoing support for children with high and complex needs.</li> <li>• Step back support when school staff demonstrate confidence and capability.</li> <li>• Plan and prepare for the child's next learning environment or transition stage.</li> <li>• Identify and coordinate future support needs (e.g., learning, behaviour, speech-language support).</li> </ul>	<ul style="list-style-type: none"> <li>• All children have documented progress and support reviews completed at agreed intervals.</li> <li>• Ongoing support is maintained for all children with high and complex needs, with no gaps in provision.</li> <li>• Evidence that support is reduced or stepped back appropriately when school staff demonstrate readiness.</li> <li>• All children have documented planning for next learning environment or transition stage.</li> <li>• Required future supports (learning, behaviour, speech-language, etc.) are identified and recorded for all children before transition or review completion.</li> </ul>

**SIGNED**

Initial: \_\_\_\_\_

Early Intervention Teacher	
Date	
General Manager	
Date	

Initial: \_\_\_\_\_