



Job Description

Early Intervention Teacher | Te Mahau

Business Group	Te Mahau Education Services
Location	Regionally based
Delegations	None
Direct reports	None
Reports to	Service Manager
Salary band	Field Staff

What we do

He mea tārai e mātou te mātauranga kia rangatira ai, kia mana taurite ai ōna huanga
We shape an education system that delivers excellent and equitable outcomes

We fulfil our purpose by:

- delivering services and support nationally, regionally and locally to and through the education sector and in some cases directly to learners and families.
- shaping the policies, settings and performance of the education system so that it is well placed to deliver equitable outcomes for learners and their families, from early learning through tertiary.

Te Mahau | Education Services

The Education Services Group provides well-designed, integrated education services that support the impactful and effective operation of education settings to support student achievement and participation. The services help to remove barriers to participation and learning and provide regulatory advice, support and oversight to early learning providers, schools and kura.

The Group has three key priorities for Education Services:

- **Practice & Guidance:** Managing practice and guidance to improve national coordination and consistency, whilst enabling regional autonomy for education service delivery.
- **Integration & Delivery:** Providing education support directly to education settings via integrated regional and national services. This includes intervening when necessary to ensure a high standard of operation to support student outcomes and owning key stakeholder relationships to support schooling improvement and stronger outcomes for learners.
- **Monitoring & Improvement:** Monitoring and advising on improvements to the effectiveness, efficiency and equity of services for achievement and progression, and attendance and participation. This includes monitoring education provider performance against regulations and intervening as required.

Role Purpose

The Early Intervention Teacher provide effective, efficient, and equitable early intervention services for the benefit of children and young people with additional learning support needs in accordance with the goals, objectives and policies of the Ministry of Education.

Role Accountabilities

As a Specialist, you will:

- Share specialist knowledge across the organisation and with stakeholders, working with others to inform operational level decision making.
- Contribute to an effective team with a positive approach to the work environment that encourages and supports high performance, collaboration and problem solving.
- Lead the resolution of issues, identifying risks and solutions to protect and enhance the integrity and reputation of the Ministry.
- Lead or contribute to the development and implementation of innovative and fit-for purpose solutions and frameworks for current and future challenges.
- Develop and use data and insights to make evidence-based decisions and recommendations on operational issues.
- Build capability in others through coaching, quality assurance, and proactively sharing knowledge and expertise.

As an Early Intervention Teacher you will:

- Provides high quality learning support to parents and whānau, early learning services, schools, and other service users in accordance with the guiding principles, strands and goals of Te Whāriki: Early Childhood Curriculum, Te Whāriki a te Kohanga Reo and NZ Curriculum.
- Strengthens the capability of those who are best placed to support the learning of children and young people.
- Supports transition points in the child's learning pathway such as transition into early childhood and to school as required.
- Enhances inclusive practices in early learning services, schools and other educational settings.
- Provides professional support and guidance to early learning services, schools, teachers, families and whanau, and provides support and appropriate specialist intervention plans.
- Assesses, analyses, hypothesise, collaboratively plan, as part of a team to support the implementation of support plans for children with learning support needs at home and in early learning.
- Supports systemic change.
- Regularly participates in and provides professional support and peer supervision as required.
- Develops and maintains collaborative relationships with parents/caregivers/whānau and a range of professional partners, community and sector groups and support agencies.
- Works effectively as part of a transdisciplinary team.

- Provides a service and support that is culturally responsive and protects the principles of Te Tiriti o Waitangi.

You will make decisions in accordance with the Ministry's policies and delegations. framework.

Essential Qualifications:

- Full clean Driver's License.
- Bachelor of Teaching (Early Childhood)
- Post-graduate Diploma in Specialist Teaching: Early Intervention or the ability to attain this within four years of beginning in the position.
- Note: One of the entry requirements for the Post-graduate Diploma in Specialist Teaching: Early Intervention course is a current teacher registration.

Knowledge, Skills and Professional Experience

- A minimum of three years teaching experience.
- Working knowledge of a range of assessment and intervention frameworks and approaches, with particular knowledge of inclusive, family centred practice and ecological approaches
- Understanding of a range of needs and disabilities and their implications for daily functioning in family life and for teaching and learning in the context of early childhood, family homes and community.
- Experience in implementation of family centered practice
- Sound knowledge of effective early childhood teaching practices,
- Strong inclusive early childhood pedagogical knowledge and effective teaching practices,
- Working knowledge of Te Whāriki: Early Childhood Curriculum and Te Whāriki a te Kohanga Reo, Working knowledge of Kōwhiri whakapae
- Deep knowledge of child development, learning and behaviour
- Familiar with a range of various early childhood philosophies, service types and operating models, Skills in coaching and supporting adult learning.

Equal Opportunity Statement

The Ministry of Education is an equal opportunity employer committed to fostering a diverse, inclusive, and respectful workplace. We believe that diversity of backgrounds, experiences, and perspectives strengthens our organization and drives innovation. All employment decisions are based on business needs, job requirements, and individual qualifications, and we strive to ensure a fair and equitable recruitment and employment process.

Working in the Public Service

In the public service we work collectively to make a meaningful difference for New Zealanders now and in the future. We have an important role in supporting the Crown in its relationships with Māori under the Te Tiriti o Waitangi. We support democratic government. We are unified by a spirit of service to our communities and guided by the core principles and values of the public service in our work. You can find out more about what this means; [Role and purpose - Te Kawa Mataaho Public Service Commission](#).

Leadership Success Profile - Public Service Commission

Leadership matters. Strong leadership at every level in the Public Service will transform the experiences of New Zealanders. The Leadership Success Profile establishes “what good looks like” for leadership at all levels. Information about how the Leadership Success Profile applies to this role is available on the Ministry’s intranet.

In addition, the Ministry expects all leaders to role model behaviours in alignment with the Ministry of Education Leadership Expectations.

Approvals

Date Reviewed and Approved	7 April 2026
Approved By	HR Advisory



**Te Tāhuhu o
te Mātauranga**
Ministry of Education



**Te Kāwanatanga
o Aotearoa**
New Zealand Government