



ARO TŪRANGA Position Description

A wānanga provided in section 162(4)(b)(iv) of the Education Act 1989, is characterised by “teaching and research that maintains, advances and disseminates knowledge and develops intellectual independence, and assists the application of knowledge regarding āhuatanga Māori (Māori tradition) according to tikanga Māori (Māori custom)”.

Tūranga <i>Position</i>	Team Lead – Educational Services Corrections	
Uepū / Wāhanga <i>Department</i>	Innovation and Development Group	
Takiwā / Rohe <i>District</i>	Te Puna Mātauranga	
Wāhi Mahi <i>Location</i>	Department of Corrections Facility	
Whakatau ki <i>Reports to</i>	National Manager – Educational Services Corrections	
Māka Pūtea <i>Salary Grade</i>	M2	
Māngai Pūtea <i>Financial Delegation</i>	N/A	
Wā Roanga <i>Tenure</i>	Fixed Term	
Ngā Rōpu Whaihua <i>Functional Relationships</i>	<u>Internal</u> <ul style="list-style-type: none"> • Kaimahi within IDG • Takiwā Management and Kaimahi • Tauria 	<u>External</u> <ul style="list-style-type: none"> • The Department of Corrections • Whānau and Supporters • Iwi / Hapū • Pasifika Elders • Community • Department of Corrections staff

Pūtake Tūranga - Role Purpose

The primary purpose of the Team Lead - Educational Services Corrections role is to provide day-to-day management and support for tutorial staff and ensuring localised Corrections relationship are strong, expectations are met, and compliance maintained to a high level.

A kaiako relief component will provide specialist subject knowledge to deliver Literacy and Numeracy support services and other educational provision to support learners within the prison environment.

Key Performance Indicators	Success Factors
<p>Team Lead</p> <ul style="list-style-type: none"> - Create a comfortable, positive and high performing work environment to identify and set key performance indicators (KPIs) to meet contract deliverables and achieve individual and team targets - Provide leadership that enables professional decision making and effective team outcomes - Monitor the day to day activities of kaiako in the delivery of the programme(s) - Supervise kaiako direct reports so their activities meet departmental and organisational goals - Supervise daily work of individual kaimahi against agreed weekly plans - Monitor the delivery of quality programmes - Implement, review and train kaiako on systems and processes - Provide training and support to enable kaimahi to effectively undertake their duties - Utilise relief kaiako during absences to maintain adequate staffing levels - Foster a positive work climate that engages and energises kaimahi efforts and success - Coach and mentor kaimahi development as required - Refer all kaimahi performance and disciplinary issues to the National Manager Educational Services - Maintain confidentiality of kaimahi 	<ul style="list-style-type: none"> - Team members feel motivated, valued and supported to achieve agreed objectives; achievable KPIs are set in a positive and mana enhancing environment; and contract deliverables, individual and team targets are met - Decision making reflects a considered and professional analysis of all situations - Kaiako deliver the required programmes according to schedule to an excellent standard - Departmental and TWoA goals drive the activities of all kaiako - Daily delivery meets the agreed weekly plan - Programmes are delivered to a standard that reflects the values of TWoA - Kaiako are proficient on TWoA systems and processes - Direct reports achieve agreed objectives including professional development - Delivery of programmes is continuous with no classes cancelled - Team members feel motivated, valued and supported to achieve agreed objectives and key performance indicators - Team are supported through kaimahi ora - All employment issues are managed according to HR policies and employment legislation - Absolute confidentiality is maintained at all times
<p>Recruitment</p> <ul style="list-style-type: none"> - Support corrections staff in the identification of tauira requiring literacy and numeracy support - Work closely with stakeholders to ensure a smooth enrolment process - Complete all enrolment documentation 	<ul style="list-style-type: none"> - Tauira are successfully identified and enrolled within accepted timeframes - Successful engagement with corrections staff, case managers and other tutors working with potential tauira - Enrolment documentation is completed to the required standard

<p>Service Delivery</p> <ul style="list-style-type: none"> - Adhere to contractual / provider guidelines - Monitor outcomes of contract deliverables - Lead and promote excellent customer service - Maintain effective records management, written and electronic, to comply with TWoA protocols and the Privacy Act. - Implement protocols to minimise risk to the client, service and TWoA - Kaimahi have all resources available to facilitate seamless programme delivery - Provide programme delivery as and when required when kaiako are absent 	<ul style="list-style-type: none"> - Provider guidelines are implemented - Outcomes of contract deliverables are monitored and reported to report line manager in an agreed timeframe - Customers are provided with excellent service - Information is stored confidentially and complies with TWoA protocols and the Privacy Act - Risk management plan is developed and implemented - Kaimahi are provided with the resources to deliver services - Programmes are delivered on schedule and no cancellation of delivery occurs
<p>Monitoring and Reporting</p> <ul style="list-style-type: none"> - Maintain strong reporting practices as and when required - Monitor educational information and data is entered, complete to a high standard with best practise reporting - Comply with contractual and organisational reporting requirements - Utilise Literacy and Numeracy Assessment Tool pre and post delivery 	<ul style="list-style-type: none"> - Document, monitor and report on daily activities and progress of delivery as required - Data integrity is evident of all educational information and data - Report and adhere to all requirements of reporting as directed - Those taura identified on the L&N Assessment reporting to be at Step 1 – 3 show some gain at the post assessment
<p>Personal and Professional Development</p> <ul style="list-style-type: none"> - Perform any duties in a safe and responsible manner - Remain professional at all times and maintain strong personal boundaries 	<ul style="list-style-type: none"> - All induction and procedural requirements as stated by Corrections and the prison are completed and adhered to - Professional development activities are undertaken with all requirements met
<p>Quality Improvement</p> <ul style="list-style-type: none"> - Inform the National Manager of issues impacting on successful programme delivery - Provide programme and delivery feedback where appropriate - Provide quality assurance information - Attend meetings as and when required 	<ul style="list-style-type: none"> - Continuous improvement is employed to provide smarter, faster better ways of providing value add services - Programme delivery is not affected by preventable issues - Information is provided as required - Meetings are attended as directed

<p>Health and Safety</p> <ul style="list-style-type: none"> - Comply with all health, safety and wellness policy and procedures - Recognise and address circumstances to prevent unhealthy or unsafe situations - Perform any manual duties in a safe and responsible manner - Report faults in accordance with policy - Process risk management forms and health and safety issues accordingly 	<ul style="list-style-type: none"> - Health, safety and wellness policies and procedures are adhered to and complied with - Risk minimisation assessment is completed and any identified mitigation action taken - Zero harm while carrying out duties and programme delivery meets all safety standards as outlined in policy and procedures - Faults are reported immediately to relevant personnel - Forms are completed that accurately reflect risks and health and safety issues
<p>Other Duties</p> <ul style="list-style-type: none"> - Operate within delegated authorities at all times - Undertake other duties as required by the employer provided the kaimahi has the required skills and qualifications - Undertake professional development as identified - Attend hui kaimahi as requested - From time-to-time all kaimahi are encouraged to engage in other activities outside their assigned duties, such as (but not limited to) setting up and attending powhiri, hosting visitors, recruitment drives and supporting other kaimahi in their roles 	<ul style="list-style-type: none"> - Delegated authorities are complied with at all times - Requests by the employer are undertaken - Professional development is undertaken as agreed - Hui are attended as required - Positive engagement in activities that contribute to the overall functionality and operation of Te Wānanga o Aotearoa

The employee shall be required to exercise all their skills and knowledge in the achievement of the position objectives and to follow any current or future procedures and policies related to achieving the objectives.

The responsibilities and expectations outlined in this position description may alter as business needs change. In addition, specific objectives and outcomes will be agreed to with the kaimahi's manager on an annual basis at performance review.

Person Specification:

<p><u>Qualifications and Experience</u></p>	<p>Qualifications:</p> <ul style="list-style-type: none"> • Diploma in teaching • National Certificate in Adult Literacy and Numeracy Education (Vocational) • NZQA 4098 – Using standards to assess candidate performance • Unit standards 11281 & 18203 • Formal adult learning and training qualification(s) would be of advantage • Full NZ Drivers Licence (Clean – Class 1) <p>Experience:</p> <ul style="list-style-type: none"> • 2+ years’ experience in a management role preferably in the tertiary education sector or prison environment • Proven experience successfully delivering literacy and numeracy training • Teaching or facilitation experience, working with offenders (Department of Corrections context) or foundation level learners • Up to date knowledge of adult teaching and learning practice, including the Literacy and Numeracy for Adults’ Assessment Tool (LNAAT) <p>Āhuatanga Māori:</p> <ul style="list-style-type: none"> • Willing to participate in cultural activities and motivated to develop an understanding of āhuatanga Māori (values, culture and tikanga) • Able to greet and acknowledge people in te reo Māori and pronounce Māori words correctly • Understands and uses basic te reo Māori phrases, mihi and greetings (TARM level 2 or equivalent qualification) • Prepared to increase knowledge, understanding and everyday use of te reo and āhuatanga Māori and support other kaimahi in the same endeavour • Embraces a Māori world view underpinned by the values of Te Aroha, Te Whakapono, Ngā Ture and Kotahitanga
<p><u>Technical Skills</u></p> <p>Are the specialised skills and abilities required for a particular role</p>	<ul style="list-style-type: none"> • Excellent written and oral communication skills • Excellent relationship management skills • Excellent coaching and influencing skills • Excellent planning and facilitation skills • Knowledge of the principles and methods for curriculum and training design in the relevant subject area • Proven ability in the teaching and instruction of individuals and groups • Ability to adjust to appropriate communication styles as needed • Ability to modify approach and behaviour in respect to the cultural and/or religious values of the taura • Sound understanding of the measurement of training effects • Advanced user knowledge of Microsoft suite of applications (ie. Outlook, Excel, Word, Power Point) • Proven ability in monitoring and assessing performance to make improvements or take corrective action • Proven ability to record results and produce reports as required

<p><u>Behavioural Skills and Attributes</u></p> <p>Behavioural Competencies are the role specific behaviours and attitudes required by kaimahi (staff) to be successful in their roles</p>	<p>Building Trust Develops, maintains and strengthens partnerships with others inside and/or outside the organisation who can provide information, assistance and support. Identifies and communicates shared interests and goals.</p> <p>Customer Focused Builds positive rapport with all external and internal customers. Is attentive and responsive to their needs and is proactive when finding solutions. Goes beyond expectations in providing exceptional support, advice or help. Represents Te Wānanga o Aotearoa with pride.</p> <p>Communication Clearly and confidently communicates information, ideas and concepts. Listens responsively and openly, clarifying for understanding. Effectively interprets, summarises and presents information in written and oral forms. Writes clearly, concisely and logically using language that is understood by the reader.</p> <p>Drive for Results Steers self and others to achieve or exceed results; overcomes obstacles; drives performance; and has personal commitment to excellence and a focus on attaining goals.</p> <p>Effective Leadership Leads positive work practices, models and practises tikanga and wairuatanga Māori to support staff members and create opportunities for others.</p> <p>Integrity and Honesty Establishes credibility and trustworthiness through appropriate actions; and is considered consistent; dependable and honest.</p> <p>Motivating Others Creates a climate in which people want to do their best; can assess each person's strengths and use them to get the best out of him or her; and promotes confidence and optimistic attitudes.</p> <p>Planning Accurately determines the length and difficulty of tasks and projects; sets clear, realistic and measureable goals; sets priorities and time parameters to accomplish tasks and projects, anticipates road blocks and develops contingencies to redirect tasks so momentum is maintained.</p>
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