

*A wānanga as provided under section 398D of the Education and Training Act 2023, is characterised by “Māori, and have been instrumental in establishing; a wide diversity of teaching and intellectual endeavour that is closely interdependent; associated with higher learning; and are kaitiaki of mātauranga Māori, te reo Māori, and tikanga Māori within the tertiary education sector. A wānanga positions themselves within the networks of indigenous tertiary institutions across the world and contribute to the setting of international indigenous standards of teaching and intellectual endeavours”*

<b>Tūranga</b> Position	<b>Kaimanaaki Tauria - Pastoral and Teaching Support Alternative Education</b>	
<b>Uepū / Wāhanga</b> Department	Mātātahi Mataora Youth and School Services	
<b>Takiwā / Rohe</b> District	Te Waenga Takiwā	
<b>Wāhi Mahi</b> Location	<b>As per letter of offer</b>	
<b>Whakatau ki</b> Reports to	<b>Manager School Services</b>	
<b>Māka Pūtea</b> Salary Grade	<b>Level 5</b>	
<b>Māngai Pūtea</b> Financial Delegation	<b>N/A</b>	
<b>Wā Roanga</b> Tenure	<b>As per letter of offer</b>	
<b>Ngā Rōpu Whaihua</b> Functional Relationships	<u>Internal</u> <ul style="list-style-type: none"> <li>• TwoA kaimahi</li> </ul>	<u>External</u> <ul style="list-style-type: none"> <li>• Tauria</li> <li>• Whānau of Tauria</li> <li>• Secondary Schools</li> <li>• Social Services Agencies</li> <li>• Health Providers</li> <li>• Youth Service Providers</li> <li>• Government Agencies</li> </ul>

**Pūtake Tūranga - Role Purpose**

The primary purpose of the Kaimanaaki Tauria Pastoral and Teaching Support role is to provide pastoral support services to Alternative Education secondary school tauria and to provide relief teaching as and when required. The role aims to support the delivery of Alternative Education to help tauria gain appropriate literacy and numeracy skills and life skills to enable them to pathway back into secondary school or further education.

Pastoral Support includes working one-on-one with tauria to identify and remove barriers to engagement in education and employment; and engaging with social, health, education, and employment services for the benefit of the tauria.

Key Performance Indicators	Success Factors
<p><b>Kaiako support</b></p> <ul style="list-style-type: none"> <li>- Provide day to day support to kaiako in the delivery of curriculum</li> <li>- Support kaiako in preparation of documentation, general administration and resource development</li> <li>- Process and update relevant information</li>   <li>- Assist in assessment and course completion</li>   <li>- Assist with literacy and numeracy requirement</li> <li>- Assist with taura transition into secondary school or further education</li> </ul>	<ul style="list-style-type: none"> <li>- Kaiako are enabled to continue delivery and focus on curriculum</li> <li>- Documentation, administration and resources are available as required</li> <li>- Complete new taura interviews and individual learning plans</li> <li>- Taura details are kept up to date</li> <li>- Documents and updates systems and procedures</li> <li>- Taura are empowered to complete all assessments and minimum completion rates are met</li> <li>- Minimum graduation rates are met</li> <li>- Taura are empowered to raise literacy and numeracy skills</li> <li>- Taura are supported to transition in to secondary school or further education</li> </ul>
<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>- Provide relief teaching as and when required</li>   <li>- Facilitate continuous classroom practices</li> </ul>	<ul style="list-style-type: none"> <li>- Delivery is continuous and not impacted by absence of kaiako</li> <li>- Teaching outcomes are achieved and taura are motivated and engaged during the absence of the kaiako</li> <li>- In absence of kaiako, ensures that behavioural standards are maintained</li> </ul>
<p><b>Taura Support</b></p> <ul style="list-style-type: none"> <li>- Provide professional support to taura to enable access to: Learning and skills acquisition, attendance and engagement, career guidance, disability health or social services support</li> <li>- Foster, maintain and display appropriate cultural awareness and connections</li> <li>- Follow up with taura and whānau to determine support needed to re-engage into learning, and make referrals to Truancy Services as required</li> <li>- Support taura through barriers to engagement and be a safe person to talk to</li> <li>- Assist in the retention of taura through 1:1 support and Collaborative Action Plans</li> <li>- Provide transport for students to and from the programme within the timeframes of the contract</li> </ul>	<ul style="list-style-type: none"> <li>- Taura encouraged and supported to complete the programme and engage in support services where applicable</li> <li>- Delivery is culturally appropriate for the taura demographic</li> <li>- Reasons for absence are established and home visit undertaken if absent for 2 consecutive days and referral to Truancy Services completed as required</li> <li>- Relationships established with taura that are based on trust and respect</li> <li>- Collaborative Action Plans are created for each taura in conjunction with whānau, schools, and relevant agencies</li> <li>- Taura are safely transported to and from the venue of delivery</li> </ul>

<p><b>Tauira recruitment and selection support</b></p> <ul style="list-style-type: none"> <li>- Work together with schools and Kaiako to accept referralsSupport induction and team building activities</li> <li>- Establish and maintain stakeholder networks and utilise their services to support tauira success</li> </ul>	<ul style="list-style-type: none"> <li>- Programme numbers are met</li> <li>- Tauira are informed of programme requirements and feel part of a team</li> <li>- Stakeholders can be readily accessed to support various requirements of the programme or personnel</li> </ul>
<p><b>Stakeholder Relationships</b></p> <ul style="list-style-type: none"> <li>- Establish and maintain strong and meaningful professional relationships with schools, education providers, employers, iwi and hapu</li> <li>- Promote and participate in a cohesive and collaborative culture across education providers and the wider community</li> <li>- Maintain a portfolio of education providers, businesses, community groups and industries</li> </ul>	<ul style="list-style-type: none"> <li>- Respectful relationships with schools and other stakeholders are established and maintained with behaviours aligned to Mana Whaiaro and Ngā Uara</li> <li>- Cohesive relationships and a collaborative culture between all stakeholders ensure the service delivered by the Kaimanaaki is beneficial to tauira</li> <li>- A portfolio of providers, businesses, and community groups is current and kept up to date</li> </ul>
<p><b>Reporting</b></p> <ul style="list-style-type: none"> <li>- Record tauira information in accordance with contractual and programme requirements</li> <li>- Contribute to individual end of term tauira reports</li> <li>- Track absences and report these to Kaiako and schools for retention plan reporting</li> <li>- Provide information to Manager School Services for progress reports to funders in required timeframes</li> <li>- Maintain TWoA standards of confidentiality and privacy of stakeholders, kaimahi, tauira and businesses at all times.</li> </ul>	<ul style="list-style-type: none"> <li>- Tauira information is recorded accurately into appropriate databases, is up-to-date and meets required standards and available for audit</li> <li>- Tauira information is accurate and up to date to include in end of term reports</li> <li>- Relevant information is submitted to Manager School Services for funder progress reports within required timeframes</li> <li>- Absences are monitored and reported for frequency</li> <li>- TWoA standards of confidentiality and privacy are maintained and legislation complied with at all times</li> </ul>

<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>- Comply with all health, safety and wellness policy and procedures</li> <li>- Recognise and address circumstances to prevent unhealthy or unsafe situations</li> <li>- Perform any manual duties in a safe and responsible manner</li> <li>- Report faults in accordance with policy</li> <li>- Process risk management forms and health and safety issues accordingly</li> </ul>	<ul style="list-style-type: none"> <li>- Health, safety and wellness policies and procedures are adhered to and complied with</li> <li>- Risk minimisation assessment is completed and any identified mitigation action taken</li> <li>- Zero harm while carrying out duties and programme delivery meets all safety standards as outlined in policy and procedures</li> <li>- Faults are reported immediately to relevant personnel</li> <li>- Forms are completed that accurately reflect risks and health and safety issues</li> </ul>
<p><b>Information Management</b></p> <ul style="list-style-type: none"> <li>- Meets the statutory responsibilities detailed in the Data, Information, and Records Management Tikanga Whakahaere</li> </ul>	<ul style="list-style-type: none"> <li>- Te Wānanga o Aotearoa records are created and maintained in corporate information systems, meeting specified information management standards and legislation</li> </ul>
<p><b>Other Duties</b></p> <ul style="list-style-type: none"> <li>- Undertake other duties as required by the employer provided the kaimahi has the required skills and qualifications</li> <li>- Undertake professional development as identified</li> <li>- Attend hui kaimahi as requested</li> <li>- 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 pōwhiri, hosting visitors, recruitment drives and supporting other kaimahi in their roles</li> </ul>	<ul style="list-style-type: none"> <li>- Requests by the employer are undertaken</li> <li>- Professional development is undertaken as agreed</li> <li>- Hui are attended as required</li> <li>- Positive engagement in activities that contribute to the overall functionality and operation of Te Wānanga o Aotearoa</li> </ul>

*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.*

**Person Specification:**

<p><b><u>Qualifications and Experience</u></b></p>	<p><b>Qualifications:</b></p> <ul style="list-style-type: none"><li>- Diploma (Level 5) or equivalent in Teaching, Social Services, or related field</li><li>- National Certificate in Youth Work L3/4, Social Services, Health or related field</li><li>- National Certificate in Adult Literacy and Numeracy Level 5</li><li>- Unit standards 4098,11281 and 18203</li><li>- First Aid Certificate</li><li>- Must have a full clean NZ Drivers Licence, and P-class licence is preferable</li></ul> <p><b>Experience:</b></p> <ul style="list-style-type: none"><li>- 2yrs+ experience teaching youth (15 – 19 year olds) or working in Alternative Education, Social Work or related role</li><li>- Experience working with Education Act, Policies and Procedures</li></ul> <p><b>Āhukatanga Māori:</b></p> <ul style="list-style-type: none"><li>- Able to greet and acknowledge people in te reo Māori and pronounce Māori words correctly</li><li>- Prepared to increase knowledge, understanding and everyday use of te reo and āhukatanga Māori and support other kaimahi in the same endeavour</li><li>- Embraces a Māori world view underpinned by the values of Te Aroha, Te Whakapono, Ngā Ture and Kotahitanga</li><li>- Actively applies Te Wānanga o Aotearoa values in the workplace</li></ul>
<p><b><u>Technical Skills</u></b></p> <p>Are the specialised skills and abilities required for a particular role</p>	<ul style="list-style-type: none"><li>- Intermediate user knowledge of Microsoft suite of applications (i.e. Outlook, Excel, Word, Power Point)</li><li>- Excellent written and oral communication</li><li>- Excellent understanding of Social Services Agencies and Schools</li><li>- Excellent relationship management skills</li></ul>

<p><b><u>Behavioural Skills and Attributes</u></b></p> <p>Behavioural Competencies are the role specific behaviours and attitudes required by kaimahi (staff) to be successful in their roles</p>	<p><b>Approachability</b> Makes others feel comfortable, welcomed and at ease should they need support, help or advice. Is perceived as helpful, genuine and amicable.</p> <p><b>Building Trust</b> 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><b>Compassion</b> Genuinely interested in lives of people, their plans, problems and desires; knows about their concerns and questions; listens to personal problems; monitors workloads; and appreciates extra effort.</p> <p><b>Conflict Management</b> Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. Manages and resolves conflicts and disagreements in a positive and constructive manner to minimize negative impact.</p> <p><b>Dependability</b> Responsible and accountable for actions, is dependable for meeting deadlines and follows through to get things done.</p>
	<p><b>Motivating Others</b> 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><b>Problem Solving</b> Uses a combination of logic, analysis, experience, wisdom and advanced methods to make sound and timely decisions, and to solve problems. Solves difficult problems and creates effective solutions.</p> <p><b>Relationship Management</b> Proactively develops and maintains effective internal and external relationships to facilitate the achievement of work goals.</p>