



JOB DESCRIPTION

Vision Statement:

To be recognised as a leading provider of quality education, training and employment services to the community and business

* NB All sections of this job description are related to and measured against policy and procedures outlined in the Quality Management Systems document.

Title	Head of Academic And Employment Programmes
Reports to	Chief Executive Officer
Purpose	To effectively plan and lead the delivery of HLC's academic and employment programmes to meet or exceed stakeholder/funder expectations. This role directly contributes to HLCs strategic goals of assisting students to achieve education and employment outcomes and our vision of being a "leading provider of education and employment programmes in NZ". The role requires strategic and operational direction of direct reports.
Created	April 2015

Key Outcomes of this Role

1. Provide strategic leadership for the overall performance of HLCs academic programme delivery (largely contracted by TEC and UCOL) and Employment Programmes (largely contracted by MSD). This includes planning, delivery, monitoring and evaluation.
2. Build and maintain effective and strategic relationships with key stakeholders to support HLC activities. In particular funders, employers, education providers, support agencies and appropriate government agencies.
3. Manage and develop staff with a focus on creating high performing individuals and team.
4. Manage delegated budgets ensuring no unauthorised over spend and that delegated financial and physical resources are applied to achieve KPI's and HLCs Strategic goals.
5. Provide leadership as a member of HLC's Management Team

This Position Description is an important guide in terms of what is expected from the job holder. However it is a dynamic source of information which means the content will continuously be updated and communicated around core business needs and strategies. The content therefore may constantly progress and develop during discussions between the jobholder and the Board as part of HLC performance management to achieve business goals. It may also be necessary to consider changes in the job description in response to the changing nature of the current work environment – including technological requirements or statutory changes. The requirements in respect of the specific responsibilities and key outcomes of this role are summarised below:

1. PROVIDE STRATEGIC LEADERSHIP FOR THE OVERALL PERFORMANCE OF HLCS ACADEMIC AND EMPLOYMENT PROGRAMMES.D THIS INCLUDES PLANNING, DELIVERY, MONITORING AND EVALUATION.

Specific responsibilities	Expected results
<ul style="list-style-type: none"> • Plan, develop and implement academic courses as funded that meet or exceed funder KPI targets. • Active and regular monitoring and reporting on performance including mitigation strategies for improvement. • Lead and deliver on critical organisation outputs such as EER, SDR and the Annual Investment Plan (completed in conjunction with other managers and CEO). • Lead, plan and operationalise student enrolment processes across all academic programme delivery. • Embedded continuous improvement practices across all programme delivery that is focussed on student experience and student outcomes. • Compliance of delivery standards set by NZQA/TEC/MoE is met and consistently maintained. This includes management of internal and external moderation, consent to assess, accreditation to deliver, CMR requirements etc. • Embed literacy/numeracy into all programme delivery • Escalate risks/opportunities to CEO and other management where appropriate in relation to contractual non compliance, under/over performance etc. • Set expectations and lead accurate and timely data collection and reporting requirements, including the quarterly SDR process. • Monitoring of the full use of the student management system by department staff • Regular team/sub team forums that focus on service delivery such as Academic Forum, Department meetings. • Align staff and budget resources to maximise performance 	<ul style="list-style-type: none"> • Annual Strategic Plan of academic delivery is produced which meets the needs of stakeholders/community. • Courses meet or exceed KPI's set by funders. • Where KPI's are not met thorough evaluation is undertaken. • HLC programmes are effectively marketed, promoted and student enrolment processes are effective and efficient. HLC programmes are fully occupied. • Monthly monitoing and regular communication on performance within HLC management ensures risks are mitigated. • Regular evaluation informs future programme planning/delivery • Critical academic outputs such as EER, SDR and Investment Plan are planned and delivered to a high standard and prior to deadlines. Future funding and organisation sustainability relies on these outputs/processes and this role is responsible for positioning HLC to maximise these opportunities/processes. • Continous improvement is a core value of Academic Department staff as it is embedded across all activities • 100% compliance of delivery standards is achieved consistently,

<ul style="list-style-type: none"> • Change Management and Strategic/Operational Planning where contract funders change their purchasing priorities/parameters and this impacts on HLC. • Where appropriate, lead or fully participate in the collation of the annual applications for funding for new courses/opportunities as they arise. This activity would be as required and in conjunction with the CEO and other appropriate HLC Managers (such as the Operations Manager). • Regularly seek feedback and evaluate all aspects of service delivery. • Analyse pastoral care barriers to client achievement and create strategies to help mitigate these. • Create and manage opportunities to celebrate student achievement, such as annual graduation, media PR where appropriate etc. • Student achievements are reported and certified accurately and in a timely manner. • Change Management and Strategic/Operational Planning where contract funders change their purchasing priorities/parameters and this impacts on HLC. • Lead (in conjunction with CEO and other appropriate managers) applications for funding for new Employment Programmes/opportunities as they arise. • Manage the effective delivery of the Workplace Literacy Programme (TEC funded), including planning, monitoring and reporting. 	<p>resulting in high level of stakeholder trust and confidence.</p> <ul style="list-style-type: none"> • Literacy and numeracy is embedded into all programmes. • Funders receive timely, informative and accurate reports on HLC performance against contract. • Accurate & timely use of the student management system by all direct reports. • Staff and financial resources are used to directly contribute to department and HLC strategic goals. • Where current funders such as UCOL or TEC, change their purchasing priorities and this has financial, contractual and/or operational impacts on HLC, this role will lead the change process in conjunction with the CEO and other appropriate managers. The expected result is that we are fully informed, prepared, communicate to staff, manage student impacts etc. • Full contribution is made to the annual Investment Plan process and any other tender processes required to maintain existing funding or achieve future funding. • A holistic approach to pastoral care results in students feeling well supported and higher outcomes are achieved. • Pastoral care trends are identified early and plans implemented to prevent non achievement. • Student achievement is recognised and celebrated. • Students qualifications are registered and certificates issued in a timely manner.
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2. BUILD AND MAINTAIN EFFECTIVE AND STRATEGIC RELATIONSHIPS WITH KEY STAKEHOLDERS TO SUPPORT HLC ACTIVITIES. IN PARTICULAR FUNDERS, EMPLOYERS, EDUCATION PROVIDERS (INCLUDING SCHOOLS), SUPPORT AGENCIES AND APPROPRIATE GOVERNMENT AGENCIES.

Specific responsibilities	Expected results
<ul style="list-style-type: none"> • Ensure strategic and effective relationships are built and maintained with individuals and organisations that help HLC achieve its Academic Department Strategic goals. • Foster cooperation, partnership, professionalism, confidence and trust with stakeholders and expect this standard of Academic Department staff. • Implement and manage a department escalation process for managing stakeholder issues/risks/opportunities and lead the resolution of these matters. • Facilitate relationships across the wider organisation where appropriate (ie; employers that are involved with both our Employment and Academic service delivery. Managers are expected to help facilitate the smooth management of these relationships which have wider benefit than the relationship they have with you. • Facilitate the Student Council and report on associated matters to the CEO. • Actively participate and display leadership in appropriate forums/networks (such as Horowhenua Youth Network) 	<ul style="list-style-type: none"> • HLC has clear understanding of stakeholder expectations • Stakeholders express confidence in HLCs practices and conduct • HLC's Employment Department has credibility with employers, funders and clients. • Reputational, funding and performance issues/risks are managed and escalated appropriately. • Staff value partnership and professionalism and represent HLC well in this regard with stakeholders. • Effective communication exists between staff/department and key stakeholders. • Strategic partnerships add value to HLC's Academic delivery • HLC has high credibility in education and academic networks and sector.

3. MANAGE AND DEVELOP STAFF WITH A FOCUS ON CREATING HIGH PERFORMING INDIVIDUALS AND TEAM.

Specific responsibilities	Expected results
<ul style="list-style-type: none"> • Recruit and induct new staff to the Academic Team. • Performance manage underperforming staff. • Create 'one team' with the Academic Team across HLC's campuses. 	<ul style="list-style-type: none"> • Department staff are capable and efficient. • Direct reports receive regular coaching and are clear on performance expectations and these are actively managed. They know what contribution they make to our Strategic Goals. • All staff have at least six monthly performance discussions with you and have a monitored and agreed Professional Development Plan in place. • Recognition and Rewards practices (bonuses + adhoc incentives) are used effectively for high performing staff. • HLC's HR practices and processes are followed. • Staff demonstrate high morale and want to do their best at work because they are supported, valued and productive. • Direct reports receive regular organisational communication as required to ensure they have the information they need to be productive and supported. This is delivered consistently across multiple campuses. • You are accessible and approachable to staff despite geographic locations.

4. MANAGE DELEGATED BUDGETS ENSURING NO UNAUTHORISED OVER SPEND AND THAT DELEGATED FINANCIAL AND PHYSICAL RESOURCES ARE APPLIED TO ACHIEVE KPI'S AND HLCS STRATEGIC GOALS.

Specific responsibilities	Expected results
<ul style="list-style-type: none"> Lead the planning for the allocation of the Department annual budgets. Align delegated budgets to the achievement of HLC's Strategic Goals and the departments KPI's. Manage activities within delegated budgets to ensure appropriate use and value for money. Monthly monitoring of budgets Adhere to administration timelines and processes High degree of understanding of appropriate use of government funding and public perception. 	<ul style="list-style-type: none"> Delegated budgets are used to best effect to achieve contractual performance and outcomes for clients. Activities are well planned so they have the necessary financial resourcing. Monthly monitoring and disclosure of funds not needed is made to the CEO so can be redistributed Budgets are not overspent without prior approval from the CEO Staff have the tools and resources they need to meet performance expectations. Delegated budgets are utilised appropriately and would not be challenged by public perception.

5. PROVIDE LEADERSHIP AS A MEMBER OF HLC'S MANAGEMENT TEAM

Specific responsibilities	Expected results
<ul style="list-style-type: none"> Consistently demonstrate professional leadership with all staff and students. Actively contribute to management and staff activities and role model leadership competencies Support managers with student/client conflict situations if required. Continuous improvement regarding the organisation, your areas of responsibility and you as a professional manager. 	<ul style="list-style-type: none"> Role model HLC's Mission, Vision and Values. The highest level of professional conduct is demonstrated. Active participant in management team and staff meetings Actively seek and be open to receive feedback about you as a manager and about your areas of responsibility and how the organisation can improve.

6. OTHER AGREED RESPONSIBILITIES

Specific responsibilities	Expected results
<ul style="list-style-type: none"> Chair of HLC Academic Board 	<ul style="list-style-type: none">

Key Stakeholder Relationships

The following list of key Stakeholders is NOT all inclusive.

- CEO, Management Team and other staff
- Academic and Employment Team staff
- Trust Board (as required)
- Clients and Students of HLC
- UCOL
- ITO's
- Government Agencies such as NZQA, TEC, MoE, Studylink and Ministry of Social Development
- Contractors & other Training Providers
- Employers and Industry networks
- Support agencies
- Education and youth sectors, networks and forums
- Support agencies and disability sector

Personal Attributes

Job Specific Knowledge and Skills:

- A relevant tertiary qualification
- Teaching experience and a formal teaching qualification is essential
- Previous management experience in the education sector in New Zealand is essential.
- Experience with youth education delivery
- Demonstrated knowledge and experience in managing government contracts in relation to service delivery (social and educational outcomes).
- Knowledge and experience in managing human resources effectively
- Ability to direct and lead staff to achieve pre agreed outcomes
- Superior stakeholder relationship experience
- Ability to read and plan for changes in government policy that effect HLCs funding and service delivery.
- Change management experience, particularly in relation to managing staff and clients
- Knowledge of accounting principals and budget management experience
- Ability to interpret and report statistical and narrative data/feedback.
- Advanced planning, organisational and communication skills
- Negotiation and facilitation skills
- A focus on continuous improvement
- Client/student centric focus

Competencies required for the role

- **JUDGEMENT** - The ability to discriminate between relevant and irrelevant information and apply appropriate criteria for weighting it.
- **ATTENTION TO DETAIL** - The ability to identify and perceive visual detail rapidly and accurately.
- **AESTHETIC JUDGEMENT** - The ability to detect and apply basic principles of design.
- **EXCELLENCE ORIENTATION (CONCERN FOR HIGH-QUALITY WORK)** - Follow-through; the motivation to ensure the highest standards of quality and productivity are consistently maintained (linked also to detail consciousness/accuracy/neatness).
- **RELIABILITY (LINKED TO TIME MANAGEMENT)** - The orientation towards being conscientious in sticking to deadlines and completing jobs within fixed schedules or routines.
- **PERSONAL DEVELOPMENT** - The ability to know one's strengths and weaknesses and the motivation to learn new skills, behaviour and knowledge.
- **CUSTOMER RESPONSIVENESS** - The willingness to anticipate, recognize and meet the needs of internal and external customers (however these are defined by the business)
- **TEAMWORK** - The capacity to create group synergy in pursuing collective goals. This includes a capacity to promote a friendly co-operative climate, understand group dynamics and apply appropriate facilitation techniques | working with others to achieve a shared goal.
- **VERBAL AND WRITTEN COMMUNICATION** - The capacity to listen attentively, present information in a clear manner and respond appropriately to the verbal and written communication of others.
- **ACTIVE LISTENING** - The capacity to engage with an individual, draw out core elements in a conversation and reflect these empathically.
- **IMPACT** - Creating a good first impression and display sureness of own capability around being able to assist.