



developing
people's
potential

Te Whare Rapuara o Horowhenua



JOB DESCRIPTION

Vision Statement:

*Working together. Developing People. Transforming Lives
Ka whanake ake te hunga me te huringa o nga oranga*

This Position Description is an important guide for you to perform successfully. It is a dynamic source of information which means it will be updated from time to time to keep aligned with business needs and strategies including technological requirements or statutory changes.

Title	TUTOR – KAI AKO	
Reports to	Education Manager – Āpiha Matauranga	
Key Relationships	Internal Stakeholders <ul style="list-style-type: none"> • Management team • Staff • Students and clients 	External Stakeholders <ul style="list-style-type: none"> • Government Agencies • Local Businesses • Other Training Providers • Any other Standard Setting Body, e.g. Workforce Development Councils
Purpose of the Role	<p>To provide high quality and industry relevant vocational training and student support that meets tertiary educational and HLC/LTTM standards.</p> <p>This role directly contributes to HLC/LTTMs strategic goal to educate and train learners to successfully achieve qualifications that will advantage them for employment and higher tertiary education.</p>	
Updated	June 2022	

KEY RESPONSIBILITIES

1. RECRUIT STUDENTS & SUPPORT ENROLMENT PROCESS

Specific Responsibilities	Measures of Success
<ul style="list-style-type: none"> • Identify the potential student population to approach for recruitment. • Actively promote programmes to potential students at events and through stakeholders and community. • Provide helpful and accurate information to help potential students understand the programme options and eligibility criteria. • Actively follow up enrolment 'leads' to translate all appropriate leads into confirmed enrolments. 	<ul style="list-style-type: none"> • Contracted training place numbers are filled for programme. • HLC/LTTM and our training programmes are professionally promoted to potential students, the community and other stakeholders. • Pre-enrolment support actively supports successful translation onto programmes enrolment.

<ul style="list-style-type: none"> • Conduct pre-enrolment interviews to identify and assess student for appropriateness, eligibility, learning and pastoral care needs. • Undertake enrolment related communication to ensure students are aware and updated about their enrolment and its status. 	<ul style="list-style-type: none"> • Potential and enrolling students have the information and support they need to decide on the right programme for their career/training goals.
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2. PLAN TRAINING PROGRAMMES

Specific responsibilities	Measures of Success
<ul style="list-style-type: none"> • Identify the purpose of the qualification and each relevant unit standard. • Integrate employer/industry feedback into programmes as approved by the Education Manager. • Integrate all required outcomes to design the programme plan with the and Education Manager. • Optimise student learning environment by applying best practice adult learning principles throughout the design of the programmes. • Embed numeracy and literacy tuition into training programmes using best practice principles. • Review training programmes on an annual basis with a view of improving student experience and outcomes as directed by the Education Manager. 	<ul style="list-style-type: none"> • Training programmes achieve required unit standard outcomes and qualification as per NZQA standards. • Timeframes and timetables meet NZQA standards and requirements. • Training and learning activities are effectively selected to support transfer of learning, skills development and student competencies. • Stakeholder interaction into the programme is well planned, professional and adds value to the student. • Vocational programmes have strong vocational focus and relevance to employers and industry needs. • Regular review findings are incorporated into planning to continuously improve programme delivery and student outcomes.

3. DELIVER AND ASSESS VOCATIONAL PROGRAMMES

Specific responsibilities	Measures of Success
<ul style="list-style-type: none"> • Deliver high quality vocational focussed lessons to facilitate student achievement. • Engage students in their learning through supportive and tailored teaching techniques. Monitor learner progress on a continuous basis to implement supportive corrective action when required. • Accurately mark student assessments and provide feedback in a timely manner. • Invigilate exams and assessments as per set standards, policy and moderation requirements. • Ensure delivery and assessment practices are consistent with HLC/LTTM Moderation Policies and Practices. • Formulate an individual Pathway Plan for each student and undertake a minimum of reviews quarterly. • Participate in self-review assessment of programme delivery and assessment, considering outcomes for all stakeholders on an ongoing basis, to meet the requirements of HLC/LTTM Policy on Self-Assessment practice. 	<ul style="list-style-type: none"> • Training is delivered in line with pre-approved assessment schedule. • High quality training is offered to students. • Student knowledge is effectively transferred into the labour market as per defined competence. • Assessment and delivery practices meet all requirements related to internal moderation. • Assessment practices meet all standardised requirements as per external moderation and audit results. • All students have an individual Pathway Plan agreed within three weeks of the start of each term (4 per year), that has realistic and achievable milestones towards their end goal. • Literacy and Numeracy is embedded and a highly valued outcome.

4. MAINTAIN ACCURATE AND AUDITABLE STUDENT RECORDS

Specific responsibilities	Measures of Success
<ul style="list-style-type: none"> • Provide accurate presentation and filing of correspondence, reports and general documentation in a timely manner. • Maintain student data management systems for keeping accurate, up-to-date student records. • Secure and present appropriate documentation to support student enrolments. • Compile reports for submission to the Education Manager. • Request approval for purchasing requests as per set HLC/LTTM standards and requirements. • Liaise with HLC/LTTM Administrative staff to submit required documentation as requested. 	<ul style="list-style-type: none"> • Information records are processed accurately, timely and in line with HLC/LTTM policy and procedure. • Student Data Management System is maintained accurately, and timely entries are made in accordance with instructions. • Confidentiality of information is maintained in accordance with the Privacy Act. • Budgetary requirements and policy are adhered to.

5. SUBJECT MATTER EXPERT & INDUSTRY RELEVANCE

Specific responsibilities	Measures of Success
<ul style="list-style-type: none"> • Attend all HLC/LTTM staff meetings including departmental meetings (weekly), and other meetings as timetabled. • Initiate, develop and maintain contacts with industry in a coordinated way across the department as approved by the Education Manager. • Keep informed of relevant professional and academic developments in own subject area. • Initiate, develop and maintain contacts with industry. • Using industry knowledge, ensure programmes have strong vocational focus that are realistic in terms of what will be required of them in the workplace or in tertiary training. • Participate in joint ventures with industry, where appropriate that contribute to positive student outcomes. • Apply new developments and theory into programmes and teaching where appropriate. • Attend training courses to maintain own knowledge base as and when required. • Participate in active sharing of teaching resources and/or expertise within HLC/LTTM through established forums. • Commit to continuous professional development as required by industry training, NZQA and TEC standards. 	<ul style="list-style-type: none"> • Industry and tertiary education stakeholder relationships are fostered and maintained to the highest level for the benefit of student outcomes. • Feedback from employers and industry informs lessons. • Opportunities to partner with social, education and employment agencies are maximised for students. • Tutors are qualified to deliver the programme and maintain endorsements/accreditations where appropriate. • HLC/LTTM's tutoring staff comply with funder staff capability standards. • Tutors have credibility in their field of expertise. • Tutors are capable and professional experts in their field.

6. PASTORAL CARE & STUDENT ENGAGEMENT

Specific responsibilities	Measures of Success
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<ul style="list-style-type: none"> Engage and interact with students (and their families where appropriate) to understand relevant circumstances, information, stressors, barriers and motivators. Encourage expression of personal values, goals and aspirations by the student. Motivate and support students to complete their studies and Pathway Plans. Set, communicate and role model to students' appropriate behaviour standards and expectations Approach all relations with students in a culturally sensitive way in accordance with HLC/LTTM values and policies. Apply professional boundaries at all times to create and establish trusting relations with students. Protect the safety and well-being of all students Prepare students continuously around life skills in general by encouraging responsibility and independence. 	<ul style="list-style-type: none"> Students successfully achieve their enrolled qualification and Pathway Plan achievements. Tutors work in partnership with the student (and family where appropriate) to overcome any barriers preventing learning and achievement. All student support practices reflect HLC/LTTM policies, procedures and values. Student and client confidentiality is maintained and HLC/LTTM policies are complied with. Students are engaged in learning and motivated to complete their programme of study and Pathway Plan goals. Students are able to create their own support group and support one another in the daily classroom activities. Students are in an emotional sound space to support optimal learning. Students are encouraged and supported to provide feedback on programme delivery improvements.
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7. UNDERTAKE REASONABLE INSTRUCTIONS THAT CONTRIBUTE TO ORGANISATIONAL SERVICE DELIVERY AND DAILY OPERATIONS

Specific responsibilities	Measures of Success
<ul style="list-style-type: none"> Assist with overall HLC/LTTM events as instructed by the Education Manager. Assist with special projects and implementation as indicated by the Education Manager. Participate in HLC/LTTM's response to emergency events as practicable. Build supportive and cooperative relations with all staff at HLC/LTTM. Act as a role model to students, demonstrating behaviour which would support being a law-abiding citizen. Work closely with departmental and centre staff to foster and effective team approach. Report on any issue of concern through the appropriate channels to ensure that HLC/LTTM operates with effective, open communication. Attend HLC/LTTM meetings including departmental meetings as timetabled and directed by the Education Manager. Practice health and safety in the workplace as specified by HLC/LTTM systems and procedures. 	<ul style="list-style-type: none"> HLC/LTTM involvement is timely and always professional. Undertake personal development activities Effective support is offered when appropriate to support management and organisational activities. Organisational processes and policies are effectively supported and adhered to.

8. HEALTH AND SAFETY

Specific responsibilities	Measures of Success
<ul style="list-style-type: none"> Complies with all HLC/LTTM Health and Safety requirements 	<ul style="list-style-type: none"> Actively participate in HLC/LTTM Health and Safety processes and reporting.

<ul style="list-style-type: none"> • Participate in HLC/LTTM's response to emergency events as practicable • Provide support to the OSH Officer, if directed 	<ul style="list-style-type: none"> • Applies health and safety polices to all work practices and takes personal responsibility for own health and safety requirements
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9. THE TREATY OF WAITANGI COMMITMENT

Specific responsibilities	Measures of success
<ul style="list-style-type: none"> • Applies The Treaty of Waitangi principles of participation, protection, and partnership in all aspects of work and interactions 	<ul style="list-style-type: none"> • Demonstrates understanding of the principles of The Treaty of Waitangi • Demonstrates awareness of the differing cultural and spiritual beliefs amongst whānau, hapū and iwi.

Skills, Knowledge and Competencies

Minimum Skills and Knowledge Required for the Job

- Hold a recognised industry qualification at or above the level at which they are assessing or able to demonstrate equivalent industry knowledge and skills.
- Additional relevant qualifications, credentials or certification would be an advantage, such as a formal teaching and/or counselling qualification.
- Adult Learning Certificate - Level 4 (*preferred*)
- National Certificate in Adult Literacy Numeracy Education (*preferred*)
- Advanced working knowledge around methods and techniques to influence and motivate students with high to medium needs.
- Proven ability in the utilisation of the MS Office suite of computer programmes.
- Ability to display strong written, verbal communication and presentation skills
- Familiar with the Privacy Act, Human Rights Act, and Employment Relations Act.
- Full driver’s licence
- Willingness to undergo criminal record checking and other pre-employment assessments as specified in the recruitment process.
- Customer and personal service - Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

Approved by: Manager’s signature
Education Manager

Date:

Job Holder: Incumbent signature

Name (printed)

Date: