** Job Description**

|  |  |
| --- | --- |
| **Role** | Tutor AideMaungawhau and Maungarei Campuses |
| **MoE Agreement** | Alternative Education Agreement |
| **Employment Agreement** | To Be Confirmed |

**Directly Responsible to:**

* Mount Albert Grammar School BOT
* Headmaster, Mount Albert Grammar School
* Auckland City Education Services’ Manager

**Working Relationships are:**

1. Auckland City Education Services’ Team (Attendance Service and Alternative Education)
2. Senior Management Team Mount Albert Grammar School
3. Enrolling Schools’ Senior Management Team
4. Whānau / Families and the Student
5. Professionals attached to the student (e.g. Justice, Health and Education)

**Conditions of Employment**

Salary Level is based on the Support Staff Collective Agreement (for T/A) and hours are negotiable and fixed term based on funding.

**Resource Package:**

* + - 1. Mileage @ .76c per Kilometre (when personal car is used for meetings / transporting students to specific meetings)
			2. Office space and a desktop

**Key Primary Objectives:**

1. Give priority to ensuring the wellbeing and educational achievements of students enrolled in AE and supporting the meeting of key requirements of the MoE Alternative Education Outcome Agreement 2021 - 2022
2. A member of the ACES team

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ACES** | * + - 1. Have a Professional Development Plan (PDP):
* Professional Aims (done in consultation with Pedagogical Leader) to enhance professional knowledge, performance or, to meet an individual’s wellbeing
1. Maintain the ACES Whakawhanaungatanga Practice Policy as this is foundational to the connections needed with the student, the parent, whānau or caregivers (as well as through key relationships) and this is established through mutual respect and cultural understanding by:
	* Engagement
	* Enlightenment
	* Empowerment

to achieve the desired outcome of the MoE Agreements1. To demonstrate and foster the Auckland City Education Services core values H.E.A.R.T with integrity.

|  |  |  |
| --- | --- | --- |
| HOPE | He aha te mea nui o te ao?He tangata! He tangata! He tangata! | What is the most important thing in the world? The people! The people! The people! |
| EXCELLENCE | Whāia te iti kahurangi Ki te tūohu koe, me he maunga teitei | Pursue excellence – should you stumble, let it be to a lofty mountain |
| ACCOUNTABILITY | Kanohi ki te kanohi | Face to face |
| RELATIONSHIPS | Kanohi kitea | Visit, keep in touch; be seen to be actively involved |
| TRUST | Aroha-ki-te-tangata | Respect - a regard for others; empathy |

1. As an employee of Mount Albert Grammar School (with ACES), to be responsible in ensuring the Health and Safety Requirements set out by ACES are followed and the priority is ensuring their personal safety and wellbeing at all times.
 |

1. Builds and maintains positive relationships with colleagues and external stakeholders
2. Supports the team in maintaining the Learning Environment that supports a student to engage in their learning and experience success
3. Will support a student or identified group of students
* *Set firm boundaries with student with support for the Pedagogical Leader and Tutor / Teacher.*
* *Monitors changes and when needed, intervenes when required in an appropriate manner*
* *Performs specific tasks identified in the student’s IEP or, action from the “student at risk” register*
* *Uses appropriate language to support the student’s development*
* *Maintains consistent supervision during EOTC activities*
* *Provides input to the students’ IEP*
* *Monitors progress of the Student*
* *Inputs into Professionals’ Meetings*
	+ - 1. Maintains reporting and administration requirements for alternative education (this supports the MoE contractual obligation and reporting to enrolling schools) as well as gather natural forms of evidences identifying students’ achievements and successes
			2. Participates in a Professional Development programme to develop Teaching Practice. This will include an ongoing ‘Inquiry Learning’ investigation.

|  |  |
| --- | --- |
| **Description** | **Skill Set** |
| **Developing** | **Applying** | **Consistently Applying** |
| **Independently delivering ongoing Programme + adapting when required** |
| High level day-to-day independent learning plans which requires accountability in planning and delivery of specific Projects + Learning Activities |  |  |  |
| Will assess and adapt any individual Student Management Plan and source the resources to enhance student learning and outcomes |  |  |  |
| Recognising (or is seeking advice) to support students with additional needs.*These needs can be medical, behavioural, academic, pastoral and/or personal.* |  |  |  |
| Responsible for behavioural needs of students and applies consistent responses to the students. * Able to recognise triggers that may escalate behaviours and is defusing difficult situations.
 |  |  |  |
| Supports student’s learning by engaging with whānau to address identified needs to enhance student's attendance and engagement. |  |  |  |
| **Supports students with complex health, behavioural and / or other needs** |
| Expertise in active intervention to support students with additional needs; these needs maybe medical, behavioural, academic, pastoral and personal. |  |  |  |
| Responsible for behavioural needs of students and is responding consistently and vigilantly to escalation behaviours and can defuse difficult situations  |  |  |  |
| Supports student’s wellbeing and is engaging with whānau to address identified issues that will enhance the student to attend. |  |  |  |
| **Speaks or role models Te Reo** |
| Delivers Te Reo programme (or is participating within the Campus Te Reo / kapa haka programme) and is involving themselves in cultural events. |  |  |  |
| Speaks Te Reo Māori when representing ACES with any events  |  |  |  |
| Uses knowledge of student’s background and whānau in order to make connections and provide appropriate support |  |  |  |
| Works with whānau and kaiako to support and encourage students' learning and therefore enhances students’ likelihood to achieve |  |  |  |
| Practices core principles of Te Tiriti o Waitangi  |  |  |  |
| **Additional Skills** |
| Relationship Management (inspires, guides and directs) |  |  |  |
| De-escalating (applying CPI principles) |  |  |  |
| Restorative Principles are practiced  |  |  |  |
| Leadership (within the AE Team) and with students |  |  |  |
| Communication (effective communication using a wide range of techniques) to enhance the relationship or support the students (whānau + families) |  |  |  |
| Negotiation / Persuasion (PB4L principles)Supporting peers and the student to engage and reduce incidents |  |  |  |

|  |
| --- |
| Qualifications |
| *e.g. Fluent in Te Reo Maori, Tongan, Bachelor of Arts / Sports etc* |
| PD Aim (Set with Pedagogical Leader) 2021 |  |