** Job Description**

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| Role | AE Teacher Aide (Maungawhau and/or Maungarei Campus)  Part-Time (up to 30 hours) |
| MoE Agreement | Alternative Education |
| Employment Agreement | TBC to 31 December 2025 |

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. Enrolling Schools’ Senior Management Team
3. Whānau / Families and/or caregiver to ākonga
4. Professionals attached to ākonga (e.g. Justice, Health and Education)

Conditions of Employment

* Salary Level is based on the Support Staff Collective Agreement (for TA) and is Grade B / C Step (TBC)
* Part-Time (up to 30 hours per week)

Resource Package:

1. Access to Computer
2. $0.95c Travel (when personal car is needed)

Key Primary Objectives:

1. Give priority in meeting the aims of the Alternative Education MoE Agreement
2. A member of the ACES team

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| ACES | 1. Participate with ACES Professional Development to enhance professional knowledge, performance or, to meet an individual’s wellbeing need 2. 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 to achieve the desired outcome of the MoE Agreements 3. 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) there is a 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. Build and maintain positive relationships with ACES colleagues and external stakeholders
2. Provide support with the Campus Team to ensure the Campus Learning Environment is strengthening ākonga to engage in their learning and experience success
3. Support the timetable by performing specific tasks set by the Campus Leader or Tutor when to strengthen the learning activity:

**Tasks Can Include:**

* Provide direct support for specific behavioural and/or other needs of ākonga to enhance engagement with timetable
* Implementing and maintain educational or behavioural strategies for ākonga set in place by the PL and/or Campus Leader
* Supporting term’s planning for EOTC activities to enhance ākonga learning e.g. investigating sites for Campus visit
* Work 1 / 1 with ākonga (due to needs) or with a small group (based on need and timetable activity)
* Maintaining consistent supervision during any EOTC activities (this might be a group of students or, a single student)
* Mentoring specific students to guide them to set goals aligned to IEP that will support them to meet their CAP Aims
* Updating HERO on ākonga attendance, achievements, development or needs at the end of each day an

**Definitions:**

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| **PBL** | Project Based Learning | Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge |
| **PL** | Pedagogical Leader | The Pedagogical Leader supports the development of quality learning practices which will contribute towards the:   * Moving IN process * Moving THROUGH process * Moving ON process   ACES AE uses the medium of PBL and learning activities to support engagement for the range of Year Levels (e.g. Teina Programme for Years 9 - 10 and Tuakana Programme for Years 11 plus).  The PL and the Education Advisor provides leadership, guidance, mentoring and professional development for the AE Tutorial Team (leaders in delivery AE). |
| **CAP** | Collaboration Action Plan | The MoE requires every ākonga to have a Collaboration Action Plan with aims aligned to their needs, concerns and strengths. |
| **IEP** | Individual Education Plan | IEP support ākonga to meet their CAP Aims |
| **3As** | Attendance | Attendance aligned to the MoE Attendance + Engagement Strategy |
| Attitude | Competency Skill development and engages ākonga within the learning environment and ACES Values |
| Achievement | Engaged with ACES Timetable and achievements are attained through the Learning Activities’ milestones |

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| **HERO** | This is the ACES AE Student Management System |
| **ACES AE Curriculum** | Document to break down the planning, delivery and assessing ACES AE curriculum and this driving document will support and identify ākonga progress and educational growth while attending AE. |
| **Heads UP** | A breakdown of ākonga education, wellbeing and behaviour history |
| **Moving IN** | All students’ CAPs Aims and Heads-Ups are in place  (An overview of ākonga strengths, educational, behavioural and educational needs). |
| **Moving THROUGH** | Educational journey while enrolled in Alternative Education |
| **Moving ON** | Ākonga has a transition plan to exit AE aligned to their aims and aspirations which can either be returning to mainstream setting, or transitioning to a Youth Programme or Employment. |