**A picture containing light, traffic, sky, outdoor

Description automatically generated** **Job Description**

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| **Roles** | Campus Leader (and 2IC)  AE Tutor |
| **MoE Agreement** | Alternative Education Agreement |
| **Employment Agreement** | 1 January 2021- 31 December 2022 |

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 TA)

* Full – time position

Resource Package:

* + - 1. Mileage @ .76c per Kilometre (when personal car is used for meetings / transporting students to specific meeting)
      2. Mobile and Laptop with office facilities and resources to manage role

Primary Objectives:

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

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| 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 Agreements   1. 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. Build and maintain positive relationships with colleagues and external stakeholders
2. Create a Learning Environment that supports a student to engage in their learning and experience success
3. Project Based Learning is the medium of delivery

*Project Based Learning (PBL) 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 activities.*

*Literacy and Numeracy as well as competency / resilience skill development with PB4L values are integrated into a project.*

*A project-based approach can work successfully in any learning area and is most powerful when projects span multiple curriculum learning areas. This cross-curricular approach can then reflect the real world or what is happening in the student’s community and has:*

* *An authentic, challenging problem or question*
* *Sustained inquiry that includes learner’s voice*
* *Prior Learning is identified*
* *Feedback and reflection*
* *Community involvement*
* *Technology (different mediums and platforms)*
* *Curriculum Links*
* *A Production*

1. Plan and deliver lessons (based on the PBL activity) or (a timetable activity) for the term and can include a longer timeframe (more than 1 term).
2. Set in place weekly lessons plans:

* Lesson’s aim and performance criteria
* List of evidence(s) confirming the aim has been met
* Lesson’s aims meet the overall Project (or timetable activity) learning intention(s)
* Student has the Weekly and Term Overview (in student’s digital folder)
* Strategies to support the student’s individual needs (behavioural and/or learning) is being considered

supported by the PL and Tutor/Teacher

* Background Material (for a student starting during the term) to strengthen their “Moving In Plan” in meeting Project’s Aim

1. Accessing experts or groups to support delivery of Project or, activities within the weekly timetable

e.g. health, art, music, fitness, language and technology

1. Mentoring the student to “take *ownership*” of their Individual Education Plan (IEP):

* Aims are being reviewed and revised
* “*Moving On Plan*” is in place (in consultation with the Pathway Co-ordinator) and steps are developed to support the exit plan
* “*Hard-Copy*” Portfolio is developed and in place to support “*Moving On Plan*”
* Individual Student’s examples of achievements and Projects are in their individual digital folder
* Facilitating (with guidance from Literacy / Numeracy Tutor, Teacher and PL) with the student to understand their learning needs and strengths
* Facilitating IEP meetings with the parent / whānau regarding the IEP (this meeting supports the process to review and revise aims)

1. Develop strong connections with the parent, whānau members or caregivers and communicate effectively with them on their child’s attendance, successes and/or behaviours impacting on learning.
2. Mentor students to set goals aligned to their strengths or needs.
3. This might be a student who is non-engaged, a student who is unsure of their “Moving On Plan” and a student who needs guidance (behaviour or learning).
4. Maintain 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 success.
5. Participate in a Professional Development programme to develop Teaching Practice. This will include an ongoing ‘Inquiry Learning’ investigation.