Position Description

Role Title: Teacher
Business Group: Te Poutama Ārahi Rangatahi
Reports to: Lead Educator, Te Poutama Ārahi Rangatahi
Salary Band: Education Band H

Barnardos is New Zealand’s leading children’s charity, doing more for Kiwi kids. Every year our services and people make a real and positive difference in the lives of thousands of children, young people and their families.

Our vision / moemoeā
An Aotearoa New Zealand where every child shines bright.

Our mission/kaupapa
Be the voice and greatest fan of the next generation
Shape brighter futures via early education and targeted social services
Create insightful ways to empower tamariki/children to shine bright

Our Guiding Principles
Kotahitanga – Unity Ata Whakarongo – Hear with Intent
Māiatanga – Realise Potential Kaikōkiritanga – Progress with Purpose
Mahi tōtika – Do the Right Things Well

Barnardos is committed to the Treaty of Waitangi as a founding document of New Zealand.

Purpose of the role:
The purpose of the role is to provide quality education for youth in ways that are integrated and consistent with all aspects of Te Poutama’s systems, rules and methods.
The education programme exists within the purpose and priorities of the residence and is a vital component in preparing socially at risk youth for safe and successful futures in mainstream society.
The programme aims to meet and follow the learning principles and achievement aims and objectives set out in the national curriculum statements and gazetted syllabuses, for residents at Te Poutama Ārahi Rangatahi

The education programme is an integrated part of the programme at Te Poutama. Education is a vital component in preparing the client group we work with for safe and successful futures in their communities.
Purpose of the unit:
Te Poutama Ārahi Rangatahi provides a comprehensive and integrated residential treatment programme for up to 8 youth adolescent males who have sexually abusive behaviours and have been referred by Oranga Tamariki from throughout New Zealand. All these young people are assessed to be high at high risk of repeating sexually abusive behaviour. The Residence is responsible for the care and accommodation, education and therapy to assist residents establish non-abusive lifestyles.

Key Result Areas
1. Teaching and Learning

Outcome: The Education unit provides a supportive and professional environment where youth are engaged in individual learning styles, small and large groups and their interests and strengths are developed and shared with whanau utilising current best practice.

Key responsibilities include:

- Lead and support the teaching team, to deliver a curriculum that reflects current approaches to effective teaching and learning according to the National Curriculum, gazetted syllabuses, the NZQA Qualifications framework and the school charter.

- Plan, implement and evaluate a learning programme collaboratively with the education, clinical and residential teams, ensuring the programme is responsive to the strengths and interests and appropriate to the learning needs and abilities of individual youth, taking into account the unique learning styles and cultural background of each youth.

- Promote learning opportunities which are inclusive, equitable and culturally responsive.

- Maintain a sound understanding of current teaching and learning theory and practice.

- Lead aspects of and demonstrating a commitment to ongoing professional learning and development.

- Adhere to the educational standards and criteria outlined in Barnardos policies and procedures, the NZ Education Council practising teacher criteria, and relevant education legislation.

- Contribute to fulfilling the requirements of the contract between Barnardos and the Ministry of Education including:
  - Educational assessments for each youth
  - Individual programme plans for each youth
  - Preparation of reports

- Identify ongoing learning needs of each youth beyond Te Poutama and contribute to the planning in conjunction with clinical residential and education teams to meet these, in preparation for discharge from Te Poutama.

- Utilise, as far as possible, state of the art educational technologies and methods within the resources of the unit and budget.
2. Professional Practice

Outcome: High-quality and effective teaching is demonstrated as being provided to youth

Key Responsibilities:
- Take responsibility for promoting an environment that is culturally, emotionally, socially and physically safe.
- Take responsibility for pedagogical leadership in the articulation and documentation of current pedagogical theories, and in the application of these in practice.
- Demonstrate a commitment to tangata whenua and Te Tiriti o Waitangi partnership in the learning environment.
- Respect the diversity of the heritage, language, identity and culture of all youth.
- Affirm Māori learners as tangata whenua and support their educational needs and aspirations.
- Engage in professional, respectful and collaborative relationships with colleagues.
- Promote the wellbeing of youth and protecting them from harm.
- Engage in ethical and professional relationships with youth that respect professional boundaries.
- Promote inclusive practices to support the needs and abilities of all youth.

3. Relationships and Communication

Outcome: Whānau and community are welcomed and valued, and are encouraged to share in youth’s learning.

Key responsibilities include:
- Provide leadership between education staff and other staff across all areas of Te Poutama.
- Develop positive, professional and respectful relationships with youth, their whānau, staff, management and the extended Barnardos whānau.
- Engage families and whanau in youth’s learning.
- Maintain confidentiality regarding youth, parents/whānau, staff and Te Poutama information.
- Ensure behaviour whether teaching or at any other time while on site, is consistent with the philosophy and purpose, structures, systems, rules and behaviour management methods at Te Poutama.
4. **Ngā Pou e Whā (Māori Strategy)**

**Outcome:** Relationships are built with consideration of the Barnardos values, core principles and Ngā Pou e Whā (Māori Strategy).

**Key responsibilities include:**
- Play a proactive role in ensuring the organisation's practices are culturally safe and inclusive.
- Acquire a sound understanding of the principles of Ngā Pou e Whā, Te Tiriti o Waitangi and apply them to everyday practice.
- Ensure that all relationships are built with consideration of the Barnardos values, core principles and Ngā Pou e Whā (Māori strategy).
- Respect the diversity of the heritage, language, identity and culture of families and whānau

5. **Health, Safety and Environment**

**Outcome:** A safe and healthy environment and a professional image is maintained at all times.

**Key responsibilities include:**
- Comply with occupational health and safety legislation and regulations.
- Be familiar with and observe all safe work policies, procedures and instructions.
- Promote and participate in health and safety; maintain a safe workplace, and ensure that all equipment is used correctly at all times.
- Take responsibility for own health and safety and ensure no action or inaction on your part harms others in the workplace.
- Provide well maintained facilities which offer a safe and pleasant environment for youth.
- Ensure personal appearance and conduct portrays a professional image at all times as per the Barnardos dress code policy.

6. **Projects or Other Duties as Required**

**Outcome:** Perform other duties which may reasonably be required which fit the role's purpose, and for which the position holder is qualified or has received adequate training or instruction.

**Key responsibilities include:**
- Participate in working parties, committees or project teams as required.
- Support colleagues during periods of peak work activity and/or times of absence.
The key responsibilities of the role may change from time to time to ensure that Barnardos is able to adapt and respond to changes in the business environment. Any significant changes would be discussed between the jobholder and their manager.

Key Relationships
All Barnardos employees have a responsibility for developing and maintaining excellent relationships. In this role, the key relationships to be developed are as follows:

<table>
<thead>
<tr>
<th>Within Barnardos NZ</th>
<th>Outside Barnardos NZ</th>
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<tbody>
<tr>
<td>Residence Manager</td>
<td>External clients (parents/whanau)</td>
</tr>
<tr>
<td>Lead Educator and education staff</td>
<td>Local community groups/schools/organisations</td>
</tr>
<tr>
<td>Residential, Clinical and Administration staff and Kaihautu</td>
<td>Oranga Tamariki representatives</td>
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<td>NRC Shared Services staff (as applicable)</td>
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Delegations and Authority

Human Resources

- No formal responsibility for staff.

Financial – Budgetary and Expenditure Limits

- No authority to commit to expenditure.
- Purchase Orders
  - No authority to approve or issue purchase orders.
- Purchase Card (Fraedom Card)
  - No authority to use a Purchase Card

Correspondence

- No authority to sign external correspondence

Person Specification

Qualifications (or equivalent level of learning)

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<th>Essential</th>
<th>Desirable</th>
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<tr>
<td>A recognised and appropriate teaching qualification combined with successful teaching</td>
<td>Evidence of and commitment to current/recent professional development related to teaching</td>
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<td>Evidence of current NZ Education Council certification</td>
<td>Current 1st Aid Certificate</td>
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<td>Current NZ full clean driver’s licence</td>
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**Skills and Attributes**

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<tr>
<td>Effective planning and organisation skills with evidence of implementation of individual learning programmes</td>
<td>High level of self-awareness, high ethical and moral standards, tolerance and integrity with the capacity to work in an emotionally demanding environment</td>
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<td>Effective written and oral language skills, and ability to effectively communicate with a wide range of adults and youth</td>
<td>Ability to work successfully with people of all backgrounds, views, preferences, recognising and respecting differences</td>
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<tr>
<td>Ability to interest and engage youth with a history of educational failure in learning and achieving who have a range of learning difficulties and learning styles and/or who demonstrate disruptive and violent behaviours and/or who are educationally disadvantaged and socially at-risk</td>
<td>Openness to using new technologies and tools and willingness to address challenges in a positive and proactive manner</td>
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<tr>
<td>Proficient skills in using Microsoft Office suite</td>
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<td>Willingness to be trained in sound assessment and moderation processes</td>
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**Knowledge**

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<th>Essential</th>
<th>Desirable</th>
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<td>Ability to deliver professional development and share knowledge to classroom support staff</td>
<td>Experience in contributing successfully to teams</td>
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<td>Demonstrates a high standard of professional behaviour and integrity</td>
<td>Promotes and protects the principles of human rights, sustainability and social justice</td>
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## Experience

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<tr>
<th>Essential</th>
<th>Desirable</th>
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<tr>
<td>Sensitive and aware of particular issues of bi-cultural development and multi-cultural awareness within the requirements of NZ curriculum</td>
<td>Exhibits resilience with ability to remain calm and self-controlled under pressure staying positive despite setbacks</td>
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<tr>
<td>Demonstrates a commitment to a Tiriti o Waitangi based Aotearoa New Zealand</td>
<td>Demonstrates fairness and effective management of assumptions and personal beliefs</td>
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<tr>
<td>Evidence working with challenging children/youth or those with learning difficulties, socially at risk or with disruptive behaviours</td>
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This role is a Core Children's Worker as defined by the Childrens Act 2014.

### Authorisation of Position Description

Positions in Barnardos may change over time as the organisation evolves and priorities change. Responsibilities for this position may change as the job evolves over time and such change may be initiated as necessary by the manager of this position. All changes must be approved by the relevant Executive Leadership Team (ELT) member.

| Approved by: | Residence Manager | Date last updated: | August 2020 |