POSITION DESCRIPTION

Role Title: Visiting Teacher
Business Unit: Barnardos Early Learning
Reporting to: Regional Manager Home Based Early Learning
Salary Band: Education Band G

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
- Māiatanga – Realise Potential
- Mahi tōtika – Do the Right Things Well
- Ata Whakarongo – Hear with Intent
- Kaikōkiritinga – Progress with Purpose

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

Purpose of the Role:
The Visiting Teacher provides professional leadership, guidance and support to Home Based Educators to enable them to deliver high quality education and care for tamariki/children. The Visiting Teacher is the ‘person responsible’ for a Home Based network.

Purpose of the Business Unit:
The purpose of Barnardos Early Learning is to provide high quality education and care which meets the individual needs of the children and their families. It is required to operate services that are customer centric, consistent, result in high quality learning experiences and supports sustainable business outcomes.
Key Result Areas

Teaching and Learning

Outcome: Professional advice, guidance and mentoring is provided to Home Based Educators so that high quality care and education for tamariki is ensured.

Key responsibilities include:

• Develop Educators to assess and plan for children’s learning, and to provide positive learning environments, consistent with the early childhood curriculum, Te Whāriki.

• Provide professional development opportunities for Educators to support the ongoing development of their practice.

• Organise opportunities for children’s learning and play in large group settings, such as playgroups and excursions.

• Coach and mentor Educators to implement a curriculum that respects and supports the right of each child to be confident in their own culture and encourage tamariki to understand and respect other cultures.

Working with Children and Families

Outcome: Relationships with parents and whānau of children are initiated and actively maintained, so that whānau and community are welcomed and valued, and parents are encouraged to share in their child’s learning.

Key responsibilities include:

• Develop positive relationships with tamariki, whānau, staff, management and the extended Barnardos whānau.

• Collaborate and communicate with parents, families and whānau, in relation to their child’s learning and development.

• Maintain confidentiality regarding children, parents, whānau, staff and service information.

• Work collaboratively with team members, management and other Barnardos services to effectively deliver services to families, whānau and the community.

Practice Standards

Outcome: Key results and outcomes for the Barnardos Early Learning service are delivered in accordance with Barnardos policies and procedures and relevant legislation.

Kia eke ai te hunga taitamariki ki ngā rangi tūhāhā
Key responsibilities include:
- Adhere to Barnardos policies and procedures.
- Adhere to relevant legislation, including but not limited to the Education (Early Childhood Services) Regulations 2008 and Licensing Criteria for Home-based Education and Care Services 2008.
- Ensure that high quality reporting and documentation are maintained at all times and are timely and accurate.
- Ensure that all relevant incidents, issues and general information are escalated to the Regional Manager in a timely manner.

Promotion Outcome: Educators, families, whānau and the wider community are aware of the services Barnardos provides.

Key responsibilities include:
- Facilitate enrolments of new Educators, including induction and training.
- Actively and positively promote Barnardos Early Learning when working with Educators, families, whānau and the community.
- Participate in promotional activities.

Ngā Pou e Whā – Māori Strategy
Outcome: All work at Barnardos is guided and informed by Ngā Pou e Whā the Barnardos Maori Strategy.

Key responsibilities include:
- Have a sound understanding of the principles of Ngā Pou e Whā, te Tiriti o Waitangi and the ability to apply them to everyday practice.
- Ensure that all relationships are built with consideration of Barnardos principles and Ngā Pou e Whā – Māori Strategy.
Health, Safety and Environment
Outcome: A safe and healthy working environment is maintained at all times.

Key responsibilities include:
- Comply with occupational health and safety legislation and requirements.
- 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 nurturing environment for tamariki.
- Ensure personal appearance and conduct portray a professional image at all times as per the Barnardos dress code policy.

Projects or Other Duties as Required
Outcome: The team and function meets its purpose and strategy.

Key responsibilities include:
- 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.
- Participate in working parties, committees or project teams as required.
- Support colleagues during periods of peak work activity and/or times of absence.
Key Relationships

All Barnardos Visiting Teachers have a responsibility for developing and maintaining excellent relationships. In this role, the key relationships to be developed are:

<table>
<thead>
<tr>
<th>Within Barnardos NZ</th>
<th>Outside Barnardos NZ</th>
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<tbody>
<tr>
<td>Visiting Teachers and other colleagues</td>
<td>Children, parents and whānau</td>
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<tr>
<td>Practice Adviser</td>
<td>Local community groups</td>
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<td>National Resource Centre shared services staff</td>
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<td>Childcare Consultants</td>
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<td>Home Based Service Coordinator</td>
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Person Specification

Qualifications

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<tr>
<th>Essential</th>
<th>Desirable</th>
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<tr>
<td>Early childhood teaching qualification recognised by the Education Council</td>
<td>Postgraduate qualification in early childhood education</td>
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<td>Current, full Education Council practising certificate</td>
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<td>Current first aid certificate</td>
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<td>Current, full, unrestricted drivers licence and access to a warranted, registered motor vehicle</td>
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Experience

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<th>Essential</th>
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<tr>
<td>Experience in working with adults, including coaching and mentoring</td>
<td>Previous experience of working within the home-based early childhood education sector</td>
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Knowledge

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<tr>
<th>Essential</th>
<th>Desirable</th>
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<tr>
<td>Knowledge and understanding of professional practices in early childhood education</td>
<td>Knowledge and understanding of the home-based early childhood education sector</td>
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<td>Knowledge and understanding of relevant legislation</td>
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<tr>
<td>Understanding of Te Tiriti o Waitangi and the dual heritage of Aotearoa, and responsive to the needs and perspectives of Māori in a culturally appropriate manner</td>
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Skills and Attributes

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<tr>
<th>Essential</th>
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<tr>
<td><strong>Relationship Building</strong> - Builds and maintains effective relationships with all stakeholders</td>
<td><strong>Valuing Diversity</strong> - Ability to work successfully with people of all backgrounds, views and preferences, recognising and respecting differences</td>
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<td><strong>Planning and Organisation</strong> - Planning, prioritising and organising effectively to provide excellent services for Barnardos</td>
<td><strong>Resilience</strong> - Willingness to address challenges in a positive and proactive manner</td>
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<td><strong>Achievement Orientation</strong> - Actively works to achieve desired results and goals. Shows commitment to achieving and maintaining the quality standards Barnardos requires</td>
<td>Ability to speak te reo Māori</td>
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<td><strong>Written and Spoken Communication</strong> - Ability to communicate effectively with a wide range of adults and children</td>
<td>Proficient skills in using Microsoft Office Suite</td>
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<td><strong>Self-Development</strong> - Commitment to ongoing personal and professional development</td>
<td>Openness to using new technologies and tools</td>
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Vulnerable Children Act 2014

This role is a Non-Core Children’s Worker under the Vulnerable Children Act 2014.

Delegations and Authority

Human Resources

- No formal responsibility for staff.

Financial – Budgetary and Expenditure Limits

- **Budget Expenditure**
  - 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 (P-Card)

Correspondence

- No authority to sign external correspondence

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.
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<tr>
<th>Date Created:</th>
<th>April 2017</th>
<th>Date last updated:</th>
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<tbody>
<tr>
<td>Authorised by:</td>
<td>Keith Newton</td>
<td>Date authorised:</td>
<td>12 April 2017</td>
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<td>GM Barnardos Early Learning</td>
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