ROLE DESCRIPTION – Full Time Educator

South Auckland

Position: Educator – Counties Manukau

***Make a difference* – as one of our highly valued, specialist Educators.**

The Life Education Trust (LET) has been operating since 1988. We offer a range of health education initiatives across the motu but are best known for our Healthy Harold programme in primary and intermediate schools.

With 44 mobile classrooms operating in more than 1,200 schools each year we deliver lessons to approximately 210,000 children. It's an incredibly rewarding job and our future is exciting. Working for a charity like us is more than just a job!

Our Counties Manukau role

Life Education Trust Counties Manukau (LETCM) is one of 32 regional Life Education Trusts and the largest in NZ. LETCM provides the Healthy Harold programme in the region from Onehunga to Pōkeno teaching more than 20,000 local primary and intermediate school children each year. In addition, the organisation provides professional development for teachers and programmes in secondary schools in the region.

The Trust is made up of a small team of volunteer trustees, a full-time Fundraising Manager, part-time Operation Manager and three Educators. We have a great reputation with schools in the area.

About this role

The Educator role is quite autonomous, so you need to be a self-starter and problem solver. While you are part of a team, you need to be able to work independently and with minimal supervision. You'll be primarily teaching in schools in South Auckland – Manurewa/Pukekohe/Franklin area**,** but some flexibility is required as part of supporting the team you will be an integral part of.

Our ideal candidate:

- Can demonstrate that they are driven to succeed, goal orientated and loves finding solutions to opportunities.
- Is seeking new challenges and to learn new skills.
- Likes working autonomously and is able to work alone.
- Can draw from experience in a customer relationship-type role.
- Has an affinity with community groups, demonstrated in previous volunteer roles.
- Can demonstrate a genuine interest in health education and a passion for child well-being
- Has technical agility and ability in a range of applications

Using the skills brought to the role and the training and support provided, the Educator will deliver our Healthy Harold programme to children (and their teachers and parents) effectively and efficiently, with enthusiasm and lasting impact.

Qualifications and experience:

- Applicants must be qualified, fully registered teachers with a current practicing certificate
- Work experience outside the classroom and education sector that demonstrates relationship management skills and practices working with a regular client base is advantageous.

1. **Communication and advocacy**
   Advocating for our programme, locally and regionally, to schools, teachers, supporters, pupils and parents; and using effective communication, planning and booking to ensure that LET is held in high regard and there is optimal use of LET assets, as befits charitable best practice.

   Expected outcomes:
   - A rolling booking calendar and school contact information is in place and is regularly updated to ensure schools needs are met and exceeded.
   - Contact is made with all schools in the area quarterly, such as an e-newsletter or other communication forms to ensure all schools in the local area are kept informed of programme changes, recent LET activity and upcoming opportunities.
   - Trustees are kept informed in a timely and informative manner with forward-looking regular communications and a 'no surprises' approach.
   - Funder and other stakeholder relationships may from time to time require support from the Educator, bringing increased knowledge of the LET programme, the health and wellbeing trends affecting local tamariki and how schools utilize Life Education.

2. **Recruitment and support**
   Recruiting schools and supporting them to use Life Education as a cornerstone in their annual plans:

   Expected outcomes:
   - Our programme is delivered to an annual agreed target number of children and schools, calculated from the potential 185 available term days and four lessons daily.
   - There is positive growth to ensure all schools choose to use Life Education annually.
   - Feedback from schools is measured and shows they perceive Healthy Harold and other Life Education programmes as a quality and valued service.

3. **Positive teaching and learning experience**
   Captivating and inspiring children and teachers using the Educator's specialist knowledge and skills through an effective co design / shared planning approach to understand the health education needs of tamariki and outcomes teachers seek.

   Expected outcomes:
   - Individual feedback from teachers and your Education Support Mentor evaluation is positive.
   - Students are engaged and able to identify ways in which their learning can be applied to everyday life.
   - Lessons are co-constructed in a shared planning approach with classroom teachers that caters to student needs.
   - Lesson content is consistent with LET philosophy and aligned with best practice.
   - Learning opportunities are provided through a range of effective teaching strategies.
   - Each teacher is met prior to lessons to understand needs, any specific issues or opportunities with each class and unique learners who may need support.

4. **Effective administration**
   Undertaking relevant administrative functions to ensure effective timetabling planning, pre-visit preparation, post-visit reporting, feedback and fee invoicing support to ensure a positive, well managed experience for schools and that assets are well managed and maintained, and

that certifications and other compliances are up to date.

Expected outcomes:

- High levels of satisfaction by schools are measured by feedback.
- Fee cash flow is achieved by enabling invoicing in a regular manner.
- All health and safety requirements, certification and other compliance requirements of classrooms, as well as other equipment and resources, are current and up to date and Trustees kept informed.
- Ordering and maintaining effective stock levels of resources is efficient and cost effective.
- Classroom transportation is well managed and ensures no down time and minimal imposition on others involved with moving the mobile classroom.

5. **Relationship management**

Playing an active role in the Trust as trustees many require from time to time to support marketing, stakeholder relations and donor development activities as required, often outside normal working hours; and recognizing the success of the Trust is heavily dependent on these activities being successful.

Expected outcomes:

- All supporters will feel valued in their interactions with the Trust
- There is 'active' participation in any LET events or fundraising activities the Educator is asked to attend
- From time to time, local opportunities for fundraising exploration are prospected and reported to the Trust Chair or reporting line.

6. **Development**

Undertaking professional development; and continuing to enhance professional skills through ongoing development activities including mandatory, planned and self-initiated PD.

Expected outcomes:

- 100% attendance and positive contributions are made to organisation conferences and seminars
- Ongoing peer interaction and networking is proactive and reactive
- There is local health provider networking including making proactive stakeholder contacts
- Keep abreast of the school curriculum and other influences in your teaching environments.

Core competencies the Educator will bring to the role and develop with Life Education

Processing ***Accurate, relevant and up to date information of planned and actual activity and relevant client information***	**As a result of this behaviour the Educator will:** - Maintain an up-to-date database that captures relevant information so that data is available to support the Educator, Trust and LETNZ with planning, delivery and communication - Manage and respond to school needs - Use regional data comparisons, qualitative measures and benchmarks to identify areas of improvement**.**
Organising ***Effective use of information to create an annual delivery programme to best utilize the 180 teaching days available each year***	- Organise booking schedules to ensure the maximum number of children/lessons are taught in the 195 term days. - Maintain and increase the number of schools that choose to book with Life Education each year
Transferring knowledge ***Using formal and informal ways of showing, transferring and sharing knowledge, expertise and work methods***	- Deliver Healthy Harold by inspiring students to make healthy choices - Engage and capture children's imaginations - Use a range of effective teaching methods - Plan lessons well and prior to teaching
Customer orientation ***Guiding clients by maintaining a relationship with them and offering them an excellent service***	- Develop and maintain direct person-to-person relationships with all schools as the LET brand ambassador - Ensure local Trust events are successful and stakeholder relationships are supported - Ensure schools are well serviced, literate and aware of what LET provides and achieves
Coaching/developing others ***Developing and advising team members about their way of functioning***	- Share best practice and achieve excellence - Support other educators by utilizing individual strengths and experiences
Engaging ***Being responsible at work and committing totally in order to offer high quality work***	- Ensure Educators are seen as credible, well managed and highly skilled experts - Ensure all schools' experience of LET and their relationship with the Educator is positive - Carry out daily tasks effectively, i.e. the set-up process, daily meet and greet
Autonomy ***Providing opportunities to bring into effect tasks in an autonomous manner. Taking responsibility for one's actions. Making decisions for oneself and organising and managing one's own activities***	- Show outstanding performance when given autonomy - Set their own daily, weekly, and monthly work plan and largely undertake their own monitoring - Manage day-to-day issues, and come up with 'plan B' solutions for any challenges and opportunities that arise