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**Job description, person specification and essential competencies**

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| **POSITION** | **Manager** |
| Unit | Te Awa |
| Salary | As per the relative collective agreement |
| **PURPOSE OF ROLE** | The Manager will be responsible for the overall operation of the Te Awa unit including managing the agency relationships crucial for success in this role. |
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| Responsible to | Northern Health School principal, deputy principal and board of trustees. |
| Responsible for | The Ministry of Education contracts the Northern Health School to provide a new wraparound service. This service provides up to 50 placements annually for children and young people in the care of Oranga Tamariki. Staff are based at the Te Awa unit which operates all year round. The manager employed by NHS will be expected to work on a full-time basis. |
| Key relationships | Responsible for the unit’s staff consisting of psychologists, facilitators, teachers, teacher aides, mentors and administrator. |
| Budget responsibility | As delegated |

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| **KEY PRIORITIES** | Manager, NHS Te Awa unit |
| **Key tasks** |  **Indicators** |
| Manage the assessment hub | * Establish systems and processes to ensure the quality of the assessments, planning and placement services
* Ensure triage assessments are efficiently scheduled
* Facilitate the best fit and individualised service for each student moving through Te Awa unit
* Ensure high levels of fidelity and pedagogical practice in the work of the assessment hub
* Authorise student’s individual plan and establish methods for monitoring implementation with the psychologist and the student
* Prepare, negotiate and seek agreement to contracts and service level agreements with service partners and facilitate the development of an efficient and effective service with service partners
* Coordinate activities to ensure all parties understand the student’s plan and their role and responsibilities in delivering it
* Predict throughput and impact on service delivery
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| Stakeholder management | * Attend and participate in fortnightly education hub meetings at the regional Oranga Tamariki office, which is also attended by the Ministry of Education and NGO representatives.
* Establish smart systems and techniques for information sharing
* Ensure efficient liaison and coordination and connection to ensure all parties understand the students wraparound plan and their role in delivering it
* Promote an inter-agency planning approach to ensure roles, responsibilities and timeframes are clear
* Establish and develop key relationships with partners based on collaborative practices
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| **Key priorities continued** |  **Indicators** |
| Staff resourcing, management and development | * Recruit staff
* Agree individual performance requirements with all staff
* Complete performance reviews for all staff ensuring clear understanding of individual performance
* Establish development plans and ensure actions are taken to implement agreed actions
* Complete planning for future services based on analysis of current service levels and trends
* Establish systems and processes for ensuring all personnel are informed and involved in planning and service delivery
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| Reporting and monitoring | * Provide clear guidelines for the service which centre on successful outcomes for the young person
* Review performance of the service through agreement of service outcomes and accountabilities for delivery
* Contribute to the development of evaluation frameworks for the successful implementation and monitoring of progress against targets and outcomes, ensuring that monitoring and evaluating for Māori and Pasifika learners is a key focus
* Prepare reporting templates, provide reporting and coordination of reporting from agencies against agreed outcomes to the NHS, education, health and Oranga Tamariki
* Prepare and provide monthly reports to the Ministry of Education
* Monitor the fidelity of the service by establishing fidelity requirements and follow up with psychologists, teachers, teachers aides and mentors
* Ensures consistency of Te Awa unit service and the integrity of practice and delivery
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| Business planning | * Work with the NHS senior leadership team to ensure the annual business plan for Te Awa unit fits into the wider school’s strategic plan.
* Work with the NHS Business Manager to prepare annual budgets and monitor and report against budget to expenditure throughout the year
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| **KEY RELATIONSHIPS** | Manager, NHS Te Awa unit |
| The manager needs to have strong working relationships with | * Oranga Tamariki
* Northern Health School (NHS) management team
* Youth Link
* Youth Horizons Trust
* Practice team of IWS, Ministry of Education
* Key partners including the IWS national manager; education, NGO’s, community and whanau
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| **QUALIFICATIONS AND PERSONAL ATTRIBUTES** | Manager, NHS Te Awa unit |
|  | * Significant understanding and experience in establishing, communicating and monitoring levels of practice and fidelity
* An analytical thinker who can segment the different components of an effective wraparound service as well as viewing the service in its entirety
* The experience and judgement to know what to consider in scoping the full system requirements for the Te Awa unit and the best way to run and monitor a new service
* Managerial skills in setting objectives, monitoring work and performance and reporting
* Well organised, energetic with a focus on delivering results
* Well-developed persuasion, influencing and negotiation skills in situations that may be contentious or complex; ability to take others with you and to implement change in a collaborative and purposeful way
* Relationship management skills including the ability to establish and maintain a high level of trust and confidence with key stakeholders and to manage complex relationships
* Highly focused customer service skills to ensure clear communication that meets all stakeholders needs
* Track record in building trust and communicating with a range of people with different needs
* A person of integrity who works from a solid base of values and ethics with well-developed understanding of self and others
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| **QUALIFICATIONS AND PERSONAL ATTRIBUTES continued** |
| Tātai Pou  | Demonstration of Tātai Pou competencies to at least a developing level* Pou Hono – valuing Māori – makes a clear and compelling argument as to why equitable outcomes for Māori learners are critically important
* Pou Mana – knowledge of Māori content – applies the Treaty of Waitangi policy, uses Te Reo Māori and engages with Tikanga Māori
* Pou Kipa – develops, implements and strategically resources to achieve equitable outcomes for Māori
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| Customer focus  | * Is dedicated to meeting the expectations and requirements of internal and external customers
* Gets first-hand customer information and uses it for improvements in products and services
* Acts with customers in mind
* Establishes and maintains effective relationships with customers and gains their trust and respect
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| **ESSENTIAL COMPETENCIES** | Manager, NHS Te Awa unit |
| Strategic skills  | **Functional technical skills**Has the functional and technical knowledge and skills to provide a wraparound service at a high level of accomplishment**Decision quality**Makes good decisions ( without considering how much time it takes) based upon a mixture of analysis, wisdom, experience, and judgement; most of his/her solutions and suggestions turn out to be correct and accurate when judged over time; sought out by others for advice and solutions**Intellectual horsepower**Is bright and intelligent; deals with concepts and complexity comfortably; described as intellectually sharp, capable, and agile**Problem solving**Uses rigorous logic and methods to solve difficult problems with effective solutions; probes all fruitful sources for answers; can see hidden problems; is excellent at honest analysis; looks beyond the obvious and doesn’t stop at the first answers |
| Operating skills | **Time management**Uses his/her time effectively and efficiently; values time; concentrates his/her efforts on the more important priorities; gets more done in less time than others; can attend to a broader range of activities**Directing others**Is good at establishing clear directions; sets stretching objectives; distributes the workload appropriately; lays out work in a well-planned and organised manner; maintains two-way dialogue with others on work and results; brings out the best in people; is a clear communicator**Informing**Provides the information people need to know to do their jobs and to feel good about being a member of the team, unit, and/or the organisation; provides individuals information so that they can make accurate decisions; is timely with information**Managing and measuring**Clearly assigns responsibility for tasks and decisions; sets clear objectives and measures; monitors process, progress, and results; designs feedback loops into work |

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| **ESSENTIAL COMPETENCIES continued** |
| Courage | **Conflict management**Steps up to conflicts; seeing them as opportunities; reads situations quickly; good at focussed listening; can hammer out tough agreements and settle disputes equitably; can find common ground and get cooperation with minimum noise**Managerial courage**Doesn’t hold back anything that needs to be said; provides current, direct, complete, and “actionable” positive and corrective feedback to others; lets people know where they stand; faces up to people problems on any person or situation (not including direct reports) quickly and directly; is not afraid to take negative action when necessary |
| Energy and drive | **Action orientated**Enjoys working hard; is action oriented and full of energy for things he/she sees as challenging; not fearful of acting with a minimum of planning; seizes more opportunities than others |
| Organisational positioning | **Organisational agility**Knowledgeable about how organisations work; knows how to get things done both through formal channels and the informal network; understands the origin and reasoning behind key policies, practices, and procedures; understands the cultures of organisations |

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| **ESSENTIAL COMPETENCIES continued** |
| Personal and Interpersonal | **Approachability**Is easy to approach and talk to; spends the extra effort to put others at ease; can be warm, pleasant and gracious; is sensitive to and patient with the interpersonal anxieties of others; builds rapport well; is a good listener; is an early knower; getting informal and incomplete information in time to do something about it**Compassion**Genuinely cares about people; is concerned about their work and non-work problems; is available and ready to help; is sympathetic to the plight of others not as fortunate; demonstrates real empathy with the joys and pains of others**Managing Diversity**Manages all kinds and classes of people equitably; deals effectively with all races, nationalities, cultures, disabilities, ages and both sexes; recruits variety and diversity without regard to class; supports equal and fair treatment and opportunity for all**Fairness to Direct Reports**Treats direct reports equitably; acts fairly; has candid discussions; doesn’t have hidden agenda; doesn’t give preferential treatment**Negotiating**Can negotiate skilfully in tough situations with both internal and external groups; can settle differences with minimum noise; can win concessions without damaging relationships; can be both direct and forceful as well as diplomatic; gains trust quickly of other parties to the negotiations; has a good sense of timing**Building Effective Teams**Blends people into teams when needed; creates strong morale and spirit in his/her team; shares wins and successes; fosters open dialogue; lets people finish and be responsible for their work; defines success in terms of the whole team; creates a feeling of belonging in the team**Ethics and Values**Adheres to an appropriate ( for the setting) and effective set of core values and beliefs during good and bad times; acts in line with those values; rewards the right values and disapproves of others; practices what he/she preaches**Integrity and Trust**Is widely trusted; is seen as a direct, truthful individual; can present the unvarnished truth in an appropriate and helpful manner; keeps confidences; admits mistakes; doesn’t misrepresent him/herself for personal gain**Listening**Practices attentive and active listening; has the patience to hear people out; can accurately restate the opinions of others even when he/she disagrees**Self Knowledge**Knows personal strengths, weaknesses, opportunities, and limits; seeks feedback; gains insights from mistakes; is open to criticism; isn’t defensive; is receptive to talking about shortcomings; looks forward to balanced (+’s and –‘s) performance reviews and career discussions |