Position description, person specification and essential competencies

POSITION	Mentor
Unit	Te Awa
Background	The Ministry of Education contracts the Northern Health School to provide a wraparound service providing up to 50 placements annually for children and young people in the care of CYFS. Staff are based at the assessment hub which operates all year around. NHS mentors are responsible for delivery of mentoring and support to students in the TKT hub and in subsequent placements
Terms of employment/salary	As per the relative collective agreement
Hours of work	Staff employed at Te Awa will be expected to work on a full time basis of 35 hours each week, unless different hours of work are agreed to. This position is school term time only.
Responsible to	The manager, Te Awa, principal, deputy principal and board of trustees.

PURPOSE OF ROLE	Mentor, NHS Te Awa

NHS mentors are employed by and accountable to the board of trustees to provide support for children and young people with behaviour needs who are in the TKT hub or in a subsequent school placement. Mentors will follow Te Awa principles and practices as part of individual intensive wraparound plan.

NHS programmes are based on an individual learning plan (ILP) for each student. A plan for supporting students in a school placement is developed by the hub team and regularly reviewed, evaluated and extended.

The mentor will

- work with students, parents/caregivers, staff from the student's local school, psychologists and teachers at the assessment hub
- as appropriate, mentor will work as a member of a team or teams supporting individual students. This may involve working closely with schools, social workers, teachers, community organisations and education, social welfare and health agencies
- have an understanding of students with special behaviour needs and be able to adapt programmes in order to allow these students to achieve to their potential
- be prepared to use ICT for planning, communicating and updating student records
- be prepared to work flexibly within the various operational areas of the school, including student's home, school placement and public place in order to meet the needs expressed in their plans
- support the operation of the hub through administration tasks such as creating and organising resources

KEY PRIORITIES	INDICATORS
Plan, co-ordinate and implement mentoring programmes	▪ all students have an appropriate mentoring programme ▪ programmes meet the students' behaviour and education needs
Assess and record student progress	▪ appropriate information from observations and assessments is collected and recorded
Work with students in the assessment hub	▪ students are supported in working towards their ILP goals
Assist in the development implementation of effective transition plans	▪ all students have an effective transition plan ▪ transition plans are developed in collaboration with the young person, their family, the Te Awa team and appropriate external agencies ▪ plans are communicated with the parties involved ▪ plans are regularly reviewed and updated
Support the administration requirements of the Hub	▪ resources are produced and organised for students ▪ administration tasks re performed as required
Communicate effectively	▪ emails and phone calls are responded to in a timely manner ▪ participation in on-line discussions, staff meetings and PD is evident
Report to the principal and delegated NHS leadership staff	▪ requests for information are actioned in a timely manner
Use NHS recording systems to maintain student information	▪ records are provided daily and shared with the rest of the team
Develop and maintain Tātai Pou Competencies	▪ 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
Focus on the student	▪ expectations and requirements of internal and external stakeholders are prioritised ▪ first-hand information is used to improve the support provided ▪ acts with students in mind ▪ effective relationships, trust and respect are established and maintained with all stakeholders

PERSON SPECIFICATION AND COMPETENCIES	
The mentor will be a dynamic and empathetic person. They will be passionate about mentoring young people and their learning and be focused on facilitating and achieving positive outcomes for students. (Other expected attributes are) ▪ a successful track record in leading others in the practise of mentoring developed from their own experience of working successfully as a mentor with young people ▪ the ability to model to colleagues appropriate mentoring practices and skills. ▪ empathy with students with complex needs ▪ ability to work with multiple stakeholders with diverse backgrounds and interests ▪ high level of consultative and collaborative problem solving skills ▪ innovative and adaptable thinker who is prepared to try out different ways of working ▪ prepared to challenge and name practices that fall short ▪ familiarity with individual planning systems ▪ commitment to meeting the needs of Maori and Pasifika students ▪ commitment to providing services that are culturally appropriate and effective ▪ strong interpersonal and communication skills ▪ the ability to liaise and work with parents, caregivers, professionals and agencies involved in the young person's plan ▪ flexibility to travel as required and possibly stay overnight to deliver training to students and mentors in the most appropriate settings ▪ attend professional development opportunities ▪ a full New Zealand *driving licence *please note drivers under age 25 are excluded from NHS vehicle insurance policy	
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
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