

## TE WHAKAATURAKA MAHI / JOB DESCRIPTION

**Position Title** *Te tūraka mahi* : Student Advisor - Generalist

**Area** *Te Tari*: Learner Services

**Reports to (title)** *Ka whakarataia e*: Student Success Team Leader

**SP10 placement**: D Band

### Primary purpose *Te take matua*

To work in partnership with the organisation using a proactive approach, supporting and coaching in line with Otago Polytechnic and Te Pūkenga's strategic goals and objectives.

To provide support services that directly foster and lead to the increased participation, retention and success of all ākonga learners that is consistent with The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

Support is provided for current and potential Otago Polytechnic ākonga (learners) and guidance for kaimahi (staff). Expertise is developed across all services, including student accommodation, and applied in support of specialist colleagues. Ongoing working relationships are grown and maintained with programmes, other services and the Otago Polytechnic Student Association.

### Key responsibilities/accountabilities *Ko ngā takohaka matua / ko kā kaweka matua*

In order of importance, state the major responsibilities / accountabilities of the position and what is achieved

Key responsibilities / accountabilities <i>Ko ngā takohaka matua / ko kā kaweka matua</i>	Outcome Kā hua
Contribute to lifting learner participation, engagement, retention, achievement and completion	<ul style="list-style-type: none"> <li>• Ākonga (learners) actively seek support, advice and guidance to achieve their educational aspirations.</li> <li>• Ākonga feel supported in their learning as a result of the support, advice and guidance provided to them and the strong connections made with staff.</li> <li>• Programme areas are utilising the support and services offered through Learner Services.</li> </ul>
Pastoral Support	<ul style="list-style-type: none"> <li>• Ākonga feel supported through the development and deployment of initiatives targeted to their specific needs.</li> <li>• Ākonga are welcomed and informed of the functions of role and supports available to them.</li> <li>• Orientation activities to welcome new taura (learners) are developed and implemented.</li> <li>• Ākonga awareness of support services available to them are increased.</li> <li>• Ākonga in the accommodation feel safe and supported in their wellbeing</li> <li>• At-risk learners are met with individually to discuss positive resolution, implement plans/agreements and possible referrals to other Student Support Services.</li> <li>• Ongoing monitoring of ākonga at-risk to ensure satisfactory engagement with learning</li> </ul>

	<ul style="list-style-type: none"> <li>• Tutorials, academic peer tutoring programme and peer mentoring programme is co-ordinated and organised for taurira.</li> <li>• Ākonga are informed of important information and events through all communication channels including email, posting Information on the web, text messaging, meeting with groups of students online (class and focus groups) and other means of communication as required.</li> <li>• Priority learners are referred to appropriate services.</li> </ul>
Success and Retention	<ul style="list-style-type: none"> <li>• Increase s ākonga awareness of and use of the support services.</li> <li>• Liaise with programmes to develop and implement consistent and effective communication referral strategies for 'at risk' students.</li> <li>• Meet with at-risk students individually to discuss positive resolution, implement plans/agreements and possible referrals to other Student Support Services.</li> <li>• Ongoing monitoring of students at-risk to ensure satisfactory engagement with learning.</li> <li>• Share good practice across programmes.</li> <li>• Report information on SMS for feedback and communication with schools regarding student circumstances.</li> <li>• Educational workshops covering identified priority topics are developed and deployed</li> <li>• Learners feel safe and comfortable in the accommodation and stay to complete their courses</li> </ul>
Wellbeing Support	<ul style="list-style-type: none"> <li>• Appropriate brief Mental Health assessments, interventions and appropriate referrals internally and externally are made for learners within the context of their tertiary studies will be done.</li> <li>• A clear plan of support is provided to all learners.</li> <li>• Support for learners' at pre enrolment ensuring a smooth transition into Otago polytechnic and maximising the take up of existing support services.</li> <li>• Assessments and risk management are employed to ensure students have access to appropriate support.</li> <li>• Relationships with internal and external support services stakeholders is grown and maintained.</li> </ul>
Disability Support Guide students to appropriate support, evaluate and analyse	<ul style="list-style-type: none"> <li>• Appropriate assessments to determine support needs, interventions and appropriate referrals will be provided for learners.</li> <li>• All students are contacted either prior to starting classes or within the first two weeks.</li> <li>• A support plan will be in place for all students who identify with a disability prior to or within the first two weeks of study.</li> <li>• Support plan is recorded on SMS and communicated to teaching staff.</li> <li>• Alternative arrangements put in place in consultation with appropriate staff from school.</li> <li>• Appropriate resources developed.</li> <li>• All students receive monthly contact. Student activity monitored and followed up as necessary.</li> <li>• Provide special attention to students within three months of finishing and provide fortnightly contact to ensure success .</li> <li>• Manage the peer tutors / Contracts / timesheets and evaluations</li> </ul>

Learning Support	<ul style="list-style-type: none"> <li>• Provide contextualised learning support to increase the success and retention of a wide range of tertiary students</li> <li>• Create positive and supportive academic learning environments (including small groups, classes, 1:1 and flexible learning environments) using effective teaching and learning strategies that support positive student outcomes.</li> <li>• Teach individuals, groups, and classes the full range of academic literacies, including learning skills, academic writing skills, information literacy, both face to face and online in the context of their studies</li> <li>• Learner's specific requirements are determined to enable effective delivery of learning.</li> <li>• Provide support to all Otago Polytechnic distance learners, online or for those living in Central Otago where possible face-to-face</li> </ul>
Student Accommodation	<ul style="list-style-type: none"> <li>• Learners are welcomed and informed of the functions of the role and supports available to them.</li> <li>• Orientation activities plans to welcome new learners are developed and implemented.</li> <li>• Learners awareness of support services available to them are increased.</li> <li>• First point of contact for learners needing assistance or support as they negotiate the challenges of living in a communal environment away from home</li> <li>• Wellbeing check- in provided once a fortnight</li> <li>• Activities are coordinated and implemented to enable learners to develop connections to other learners and the community</li> <li>• Learners in the accommodation are well supported</li> <li>• Recruitment, training and supervision of Residential assistants to confidently support learners with their wellbeing.</li> </ul>
Team Responsibilities	<ul style="list-style-type: none"> <li>• Attend all Student Success whole team meetings weekly via teams and once every 6 months face to face</li> <li>• Projects are developed and implemented as directed by the Student Success Team Leader</li> <li>• Learner support events are actively supported</li> <li>• Orientation / Induction activities/programmes and other identified workshops for learners and staff provided alongside other Student Success staff</li> <li>• Student Success processes are communicated to all Cromwell staff and supported to implement and monitor these.</li> <li>• Contacts and Support plans are recorded on the SMS</li> <li>• Support Dunedin staff when time is available</li> </ul>
Observe principles and practices of Equal Employment Opportunity and Diversity	<ul style="list-style-type: none"> <li>• Fair treatment in the workplace is delivered and observed</li> </ul>
Fulfill Safety and Wellbeing responsibilities, accountabilities and authorities as outlined in Otago Polytechnic Safety and Wellbeing Policies	<ul style="list-style-type: none"> <li>• Achievement of a healthy and safe work and learning environment</li> <li>• New and existing hazards will be pro-actively identified and managed</li> <li>• Incidents, accidents and occupational illnesses immediately reported</li> <li>• Safe work methods will be adhered to including the use of Personal Protective Equipment</li> </ul>

Fulfill Information Management responsibilities, accountabilities and authorities as outlined in Otago Polytechnic Information Management Policy	<ul style="list-style-type: none"> <li>• Create, maintain and store full and accurate records of activities, transactions, and decisions carried out in the course of daily business.</li> <li>• Records are to be disposed of only when legally authorised to do so, as per Disposal Authorities: DA424 and GDA 6 and 7</li> <li>• Otago Polytechnic records are not to be created or maintained in any personal or private cloud storage services (e.g. DropBox)</li> </ul>
Demonstrate Te Pūkenga's Values on a daily basis	<ul style="list-style-type: none"> <li>• Alignment to organisation behaviours is adhered to ensuring consistency in approach and delivery of outcomes</li> <li>• Values of <a href="#">Manawa Ora</a>   <a href="#">Manawa Roa</a>   <a href="#">Manawa Nui</a> are demonstrated at all time</li> <li>• Manawa nui – We reach out and welcome in</li> <li>• Manawa roa – We learn and achieve together</li> <li>• Manawa ora – We strengthen and grow the whole person</li> </ul>

### Inherent Requirements:

Inherent requirements refer to your ability to:

- Perform the essential duties and functional requirements of the job
- Meet the productivity and quality requirements of the position
- Work effectively in the team or other type of work organisation concerned; and
- Do the job without undue risk to your own or others health, safety and welfare at work.

### Key working relationships *Kā honoka mahi matua*

Key working relationships <i>Kā honoka mahi matua</i>	Nature and purpose of contact <i>Te āhua me te take o te honoka</i>
Student Success Team	Collegial support and advice, work distribution, peer discussions in a self-leading team environment. Work in partnership with others.
Learner Services wider team	Collegial support and advice.
Programme Leaders and Teaching staff	Work with programmes to help advance the priorities and aspirations all learners Provide advice and support. Seek feedback and input and provide information
Central Campus Ākonga	Provide support, advice, guidance, information, communication and referrals.
Director Learner Services/Student Success Team Leader	Formal Leader/s. Provide strategic and operational advice (both ways). Provide assistance and seek instruction on a wide range of matters.
Head of College/Campus	Provide strategic and operational advice (both ways). Provide assistance and seek instruction on a wide range of matters

### Decision making authority *Kā rakatirataka whakatauka*

Decisions expected <i>Kā whakatauka tūmanako</i>	Recommendations expected <i>Kā taunaki tūmanako</i>
Prioritisation of work load and portfolio to bring about maximum organization benefit	Priorities determined
Approvals in accordance with the Delegations of Authority; sign off letter of appointment and variations as required.	Decisions and Expenses approved in line with budget and delegation in a timely and accurate manner. These are as per Otago Polytechnic policies as amended from time to time

## Position dimensions *Kā āhuataka tūraka*

List the relevant financial and staffing dimensions for which this position is accountable.

- **Sales/revenue:** Nil
- **Budget:** Nil
- **Number of employees reporting directly:** Nil

## Selection Criteria – Knowledge & Skills *Whakariteka Kōwhiritaka - kā mātauraka me kā pūkeka*

Essential:

- Knowledge and awareness of issues for students in tertiary education
- Experience in delivering focused quality assistance to scaffold student's skills in academic and digital literacies
- Proven experience in providing high quality learning support
- Demonstrated experience of applying current learning and teaching best practice
- Experience working with youth and in particular Māori and Pacifica youth is desirable
- Experience working with people with learning disabilities is desirable
- Knowledge of changing trends within learning and the tertiary sector
- Advanced digital literacy skills necessary to undertake all aspects of learning development delivery
- Experience in brief Mental Health assessments and interventions
- Experience in developing workshops and facilitating
- Proven experience in providing high quality customer service
- Experience working with a wide range of people in a one to one situation
- High level of computer literacy and proficient in the use of Microsoft applications ( e.g) including Email, Word, Excel
- Proficient in the use of digital communication platforms and software

Desirable:

- Previous experience as a Learning Advisor; or as an English, ESOL, maths, or technology teacher
- Experience teaching numeracy and literacy
- Knowledge of and adhere to Health and Disability Code of Rights (2009), and the Ministry of Health – Real Skills (2008)
- Experience working in the tertiary sector
- Experience working with people with a disability as well as a wide range of people desirable
- Knowledge and awareness of issues for students in tertiary education is preferred
- Knowledge of issues and relevant legislation is desirable
- Experience in social service, disability, health or education fields

## Selection Criteria – Education and Experience *Whakariteka Kōwhiritaka - kā kuraka me kā wheako*

Essential:

- Bachelors Degree or equivalent experience in counselling, social work or equivalent discipline
- Experience in working in different support roles, with the ability to provide a multi-disciplinary delivery of service;

Desirable:

- Experience in working with students of all levels and backgrounds in a tertiary environment

## Personal Attributes *Kā Āhutatanga Whaiaro*

- Be an effective Te Tiriti o Waitangi partner by supporting the values and tikaka of mana whenua throughout your mahi
- Facilitative and collaborative leadership style

- High level of professional and ethical conduct
- Effective time management skills
- Ability to be flexible with services provided
- Ability to learn and develop new skills to operate as a multi-disciplinary team member
- Initiative, enthusiasm and a positive attitude
- Proven ability to work under pressure.
- Flexible, responsive and customer orientated manner

This position description outlines the key accountabilities/ responsibilities and the selection criteria against which you will be assessed as suitable for the position. As such there will be specific job requirements that we refer to as Inherent Requirements.