

Position Title <i>Te tūraka mahi</i> : Youth Worker	Area <i>Te Tari</i> : Foundation Learning
Reports to (title) <i>Ka whakaratatia e</i> : Head: Foundation Learning	SP10 placement : C 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's strategic goals and objectives.

The Youth Worker role will assist Foundation Learning taura (learners) in their learning journey to achieve educational and personal development in line with their chosen programme of study by providing pastoral care and promoting awareness and education of mental health and wellbeing to taura.

You will assess taura needs and liaise with Otago Polytechnic kaimahi (staff) and external support providers as required to implement appropriate interventions and support to assist learners to meet their goals. You will make referrals as appropriate to Mental Health providers.

Working closely with other Foundation Learning staff you will provide support in 1:1 and group work, including the monitoring and recording of learner attendance, (including communication of absences), actions taken, and responses given aligning with Otago Polytechnic's policies and procedures.

Success in this role will result in day-to-day support for taura that leads to increased participation, retention of taura and independence in a supportive classroom setting.

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

In order of importance, state the major responsibilities / accountabilities of the position, what is achieved, and the approximate percentage of time involved.

Key responsibilities / accountabilities <i>Ko ngā takohaka matua / ko kā kaweka matua</i>	Outcome <i>Kā hua</i>
Contribute to lifting taura participation, engagement, retention, achievement, and completion	<ul style="list-style-type: none"> Taura (learners) actively seek support, advice, and guidance to achieve their goals and aspirations. Taura feel encouraged because of the support, advice and guidance provided and strong connections made with Kaimahi (staff).
Pastoral Support	<ul style="list-style-type: none"> Taura feel supported through the development and deployment of initiatives targeted to their specific needs. Taura awareness of support services available to them are increased. At risk taura are met with individually to discuss positive resolution, implement plans and possible referrals to other services. Ongoing monitoring of taura risk to ensure satisfactory engagement with learning.

Mental Health and Wellbeing Promotion	<ul style="list-style-type: none"> Information on services available is provided. Referrals and interventions as appropriate are made A clear plan of support is provided to learners as needed Assessments and risk management are used to ensure learners have access to appropriate support
Learning and Classroom Support	<ul style="list-style-type: none"> Assist with creation of positive and supportive learning environments including small groups and 1:1 using effective strategies to support positive learner outcomes. Monitor and record learner attendance and absences. Communicate to staff with actions taken and responses received.
Team Responsibilities	<ul style="list-style-type: none"> Attend and actively participate in team meetings Work cooperatively with other team members to ensure orientation and other Foundation Learning events are successful.
Observe principles and practices of Equal Employment Opportunity and Diversity	<ul style="list-style-type: none"> Fair treatment in the workplace is delivered and observed
Fulfill Safety and Wellbeing responsibilities, accountabilities and authorities as outlined in Otago Polytechnic Safety and Wellbeing Policies	<ul style="list-style-type: none"> Achievement of a healthy and safe work and learning environment New and existing hazards will be pro-actively identified and managed Incidents, accidents and occupational illnesses immediately reported Safe work methods will be adhered to including the use of Personal Protective Equipment
Fulfill Information Management responsibilities, accountabilities and authorities as outlined in Otago Polytechnic Information Management Policy	<ul style="list-style-type: none"> Create, maintain and store full and accurate records of activities, transactions, and decisions carried out in the course of daily business. Records are to be disposed of only when legally authorised to do so, as per Disposal Authorities: DA424 and GDA 6 and 7 Otago Polytechnic records are not to be created or maintained in any personal or private cloud storage services (e.g. DropBox)
Demonstrate the Otago Polytechnic Values (Caring / Manaakitaka, Courage / Māia, Accountability / Takohaka and Empowerment / Whakamanataka) on a daily basis	<ul style="list-style-type: none"> Alignment to organisation behaviours is adhered to ensuring consistency in approach and delivery of outcomes
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 <i>Kā honoka mahi matua</i>	
Key working relationships <i>Kā honoka mahi matua</i>	Nature and purpose of contact <i>Te āhua me te take o te honoka</i>
Head: Foundation Learning	Formal Leader. Provide strategic and operational advice (both ways). Provide assistance and seek instruction on a wide range of matters.

Foundation Learning kaimahi (staff)	Provide advice and support. Seek feedback and input and provide information.
External and Internal Support Services	Referral and contact for advice and support

Decision making authority *Kā rakatirataka whakatauka*

Decisions expected <i>Kā whakatauka tūmanako</i>	Recommendations expected <i>Kā taunaki tūmanako</i>
Resolution of wellbeing issues that are of a day-to-day nature.	Recommendations are made for enhanced learner experience
Prioritisation of workload to bring about maximum organisation benefit	Priorities determined

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:

- Understanding of youth culture and youth development
- Practical understanding of and commitment to Te Tiriti O Waitangi
- Strong cultural awareness with Māori and Pasifika communities
- Effective Administrative skills, including intermediate knowledge of Microsoft Office
- Effective communication skills
- Ability to work independently and unsupervised
- Facilitation skills in both 1:1 and group settings

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

Essential:

- Recent or previous work experience with rangatahi (young people) and /or relevant qualification
- Experience working with second chance and/or neurodiverse learners
- Previous experience working with Māori and/or Pasifika cultures
- Full Drivers Licence

Desirable:

- Relevant tertiary qualification at Diploma level or above or equivalent experience

Personal Attributes *Kā Āhuatanga Whaiaro*

- Facilitative and collaborative leadership style
- High level of professional and ethical conduct
- Effective time management skills
- Initiative, enthusiasm, and a positive attitude
- High level of cultural awareness and sensitive to individuals needs
- Be an effective Te Tiriti o Waitangi partner by supporting the values and tikaka of mana whenua throughout your mahi

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.