Job Description

Position: U-Skills Coordinator - Wairarapa	
Grade: 12	Date: March 2026
Reports to: Manager Secondary Tertiary Partnerships	

Te Tirohanga Whakamua; Our Vision:

We are an essential and valued partner in achieving economic and social prosperity for the Central North Island of Aotearoa.

Te Kaupapa; Our Mission:

As the lead partner for vocational education and training in the Central North Island, UCOL's collaborative and innovative approach is exemplary.

Ngā Whanonga Pono; Our Values:

- Relationships – Whanaungatanga
- Excellence – Kia eke panuku, eke Tangaroa
- Transformation – Te huringa tangata
- Agility – Kia kakamā

Purpose of the Position:

To ensure service delivery that maximises the success of Wairarapa students participating in U-Skills Central Schools Academy and Secondary Tertiary Alignment Resources (STAR) programmes. To work closely with U-Skills Transition and STAR Coordinator peers, and promote a collaborative co-design culture. Ensure clear communication between students, parents/whanau and secondary schools of all students, in order to maintain a consistent message for all stakeholders. Respond to secondary school STAR requirements and facilitate the development and delivery of programmes with faculties, ensuring reporting requirements are met. This role also contributes to the marketing and recruitment of STAR courses.

Financial Delegation:

Nil

Staff reporting to this role:

Nil

Internal Relationships:

- Executive Deans
- Academic Portfolio Managers, Operations Managers and lecturers
- Management team
- Te Mana Tauira / Student Success team
- Te Atakura coaches
- Wider staff and students

External Relationships:

- Secondary School's management and staff
- Local iwi and wider Māori community
- Local Pacifica community
- Careers Advisors Network
- Industry stakeholder groups and employers

Key Result Areas:

Key Performance Indicator (KPI) 1 - Relationship Management

To provide clear communication between students, parents/whanau and secondary schools of all students in order to maintain a consistent message for all stakeholders and ensuring U-Skills Academy and STAR programme needs are facilitated.

What will I be doing?	How will I know I am doing it well?
Demonstrate expert knowledge of UCOL services, particularly those delivered by U-SKILLS Academy and STAR.	A sound knowledge of UCOL's service and operations is evidenced through engaging relationships. A sound knowledge of faculty programmes of delivery for U-SKILLS Academy / STAR programmes.
Assist secondary schools to engage with faculty to meet delivery requirements	Delivery requirements are met to a high standard. Variances within control are reported and used as learning opportunities.
STAR contracts are established with each secondary school requiring programmes.	Contracts with secondary schools are managed in accordance with UCOL's contract management system. Contracts are drawn up with faculty consultation. Signed contracts to be stored as per UCOL policy.

Key Performance Indicator (KPI) 2 - Student Support Service

To support students on Secondary-Tertiary-Partnership programmes. Including coordination of student activities at UCOL and within the industry sectors.

What will I be doing?	How will I know I am doing it well?
Manage the U-Skills recruitment process for your portfolio of programmes by ensuring all applicants who meet the entry criteria are interviewed and enrolled into the appropriate U-Skills Academy secondary tertiary programmes within two weeks of the application being received.	Student suitability of the course is assessed accurately during the interview process. Using knowledge of the programme, make a decision to accept or decline the enrolment. All students are considered for a place during the application and interview process. All decisions are communicated to student and the school in a professional and timely manner. Any students considering leaving school are guided towards full time UCOL study options rather than U-Skills as applicable. Ensure all application processes are completed as per the enrolment process set out for U-Skills programmes including completing an initial Individual Education Plan with each learner and obtaining and all relevant documentation prior to the application process being finalised.

Establishing student engagement on their programme.	Ensuring the attendance register is taken daily and entered into the attendance app each morning within the required timeframe. Ensuring students are contacted and communicated with during or after non-attendance once this has been identified. Actively monitor attendance, by using the student attendance tracking app, and assess risk to engagement. Ensure schools are contacted and communicated with as soon as a learner's attendance becomes of concern and impacting on their achievement. Work with the student, school and whanau to reduce any risk to engagement and their success at UCOL.
Providing pastoral support to students while attending a U-Skills programme in accordance with The Education (Pastoral Care of Tertiary and International learners) Code of Practice 2021; including upholding UCOL's duty of care responsibilities.	As the primary relationship holder with the student, their whanau and their school provide ongoing support to students on their U- Skills programme. Triaging support requirements and ensuring students have access to the necessary support structures at UCOL when a student presents with requirements, such as anxiety, ADHD, Aspergers, autism and any other as required. Facilitating early intervention plans to ensure student success once a student has been identified who requires intervention. Intervention plans are facilitated with faculty input. Establishing communication with, and coordinating ongoing liaison with students, parents, caregivers/whanau, schools and UCOL faculty staff from the commencement of the student's application through to programme completion.
Support student learning and achievement.	Ensure all Secondary Tertiary students have an Individual Education Plan (IEP) at the commencement of each programme and reviewing their IEP with each individual student at the completion of their programme. Monitoring student educational achievement and establish a support plan with UCOL faculty to improve achievement on a weekly basis. Facilitate the literacy and numeracy assessment tools at the UCOL set 2 measure points. Providing reader/writer provision to students requiring extra support during written assessments when possible.
Planning and coordinating student activities on campus, activities/visits to industry employers, and coordinating industry/work placements.	Student activities on campus are planned and coordinated to a high standard. Positive engagement and feedback is received from faculty, industry partners, students, schools or whanau. The required planning requirements are met, eg. RAMS, Health & Safety procedures, faculty engaged with, student activities assessed
Providing career guidance, next step advice and support towards the end of their U-Skills programme.	Meeting with each learner at least two weeks prior to the completion of the programme to review their Individual Education Plan, to capture their destination data for reporting purposes.

	Also using this opportunity to discuss next steps and to promote UCOL as a study pathway post U-Skills programme and secondary school.
	Supporting and guiding learners through the enrolment process or connecting them with a Student Enrolment Advisor, Youth Guarantee Coordinator or Kaiarahi Māori Pasifika Trades Training to assist with enrolling in higher-level study at UCOL the following year.
	The progression of U–Skills learners to full time UCOL study continues to sit between 40 – 50%.

Key Performance Indicator (KPI) 3 – Support the Success of STAR

Ensure secondary school STAR requirements are responded to and the development and delivery of programmes with faculties is facilitated to a high standard. Ensuring reporting requirements are met.

What will I be doing?	How will I know I am doing it well?
Coordinate and manage secondary school STAR enquiries.	Secondary school STAR enquiries are responded to within a timely manner. Communications with secondary schools is conducted professionally and timely.
Facilitate in conjunction with the teaching staff the development and delivery of courses.	Secondary school STAR course requirements are communicated to faculties. STAR course development with faculties is managed and progressed as per UCOLs academic procedures. STAR course delivery schedules, facilities and requirements are facilitated with faculties. STAR delivery schedules are communicated with secondary schools and students.
STAR course enrolment and reporting outcomes.	Students participating in STAR courses are enrolled as per the UCOL STAR enrolment procedures. On completion of STAR programmes, result reporting and notifications to secondary schools are to be completed within two weeks.

Key Performance Indicator (KPI) 4 - Marketing and Recruitment of STAR courses.

Contribute to the successful marketing and recruitment of STAR courses.

What will I be doing?	How will I know I am doing it well?
Marketing STAR courses.	Contribute to the development of the annual U-SKILLS prospectus. Provide regular communications to secondary schools on proposed STAR courses. Make recommendations to faculties on proposed STAR course requirements. Contribute to marketing initiatives of the U-SKILLS programmes.
Recruitment processes are completed.	Students engaging on STAR courses are enrolled in accordance with UCOL's secondary-tertiary enrolment processes.

Key Performance Indicator (KPI) 5 - Reporting Services

To provide timely, accurate, and meaningful reporting

What will I be doing?	How will I know I am doing it well?
Provide timely reports to secondary schools.	Reporting student attendance within the programme on a daily basis to the relevant secondary school.
Provide student progress reports.	Ensure progress commentary is provided from both faculty and the transition coordinator within the recommended two week reporting period. Ensure student reports are supported by faculty within two weeks of the recommended reporting period. Facilitate the collation of results and achievements from faculty within the recommended two week reporting period.
Produce result reporting.	Ensure all student assessment results are submitted within the UCOL result submission framework within the timeframes agreed with each secondary school and the Ministry of Education.
Monitor transition pathways.	Monitor student transitions into post-secondary enrolment after programme completion if the student completes their secondary school. Provide timely reporting of post-secondary completion by the start of the subsequent semester.

Key Performance Indicator (KPI) 6 - Health and Safety

As an employee, under the Health & Safety at Work Act 2015, you are deemed to be a "Worker" and are responsible for the practical implementation of the systems and processes established to protect your health, safety and wellbeing while not endangering others. As an employee of UCOL, employees must ensure that they comply with UCOL's Health and Safety Policies, Procedures, and any Standard Operating Procedures along with any relevant Legislation or Industry Standards, which apply to the delivery of their tasks or are required by their Faculty or Department.

What will I be doing?	How will I know I am doing it well?
Undertake your work safely and do not participate in activities that may place yourself and others in danger or at risk.	Nothing that the incumbent does or doesn't do results in others being put in danger or risk or harmed.
Comply with all health and safety information, instruction, training, and supervision.	You actively participate in any health and safety training appropriate to the role, and will at all times comply with health and safety policies, procedures and standards.
Comply with all requirements of return to work or rehabilitation plans.	You will comply with all of the requirements of a return to work or rehabilitation plan to ensure that they return to work in a sensible, healthy, and safe way.
Report any faults or issues relating to health and safety into the Vault, Health & Safety Management system and ensure that your Line Manager is kept fully informed of any issues.	Any faults or issues relating to health and safety need to be reported to your Line Manager and/or to the Health and Safety team immediately. If this cannot be done immediately, it must be done as soon as practicable after becoming aware of the fault or issues.

To be successful we need to work as a team, so the responsibilities set out in this job description are not exhaustive. As a result, after mutual agreement, we may require you to undertake other reasonable tasks as required, which are within the ability of the jobholder.

Core Competencies – compressed version

Tangata Tiriti – how we embrace culture.

- **Engagement** - establish and maintain effective professional relationships focussed on the learning and wellbeing of our ākonga and staff, demonstrate commitment to ongoing professional learning and development of personal professional practice by engaging in He Kākano Rua (UCOL's Cultural Competency Framework).
- **Enlightenment** - continue to develop understanding of Te Tiriti o Waitangi / the Treaty of Waitangi and continue to develop knowledge of Tikanga Māori and the appropriate usage and accurate pronunciation of te Reo Māori.
- **Empowerment** – demonstrate commitment to bicultural partnership in Aotearoa New Zealand, works effectively within the bicultural context of UCOL.

Please note, the list below is a condensed version of the behaviours and practices; for descriptors of each behaviour, please refer to 'Staff Competencies' on our website or the Teams Portal.

Professional behaviours – how we behave at work.

- Dependable/compliant
- Resilience
- Flexibility
- Risk Conscious/ Zero Harm Attitude
- Self-Insight
- High Emotional Intelligence
- Shows initiative
- Ethics and integrity
- Personal responsibility

Work practice – how we achieve results.

- Achievement
- Mental Power
- Critical Thinking
- Logical Reasoning
- Numerical Reasoning
- Results focus
- Digital competence / IT literacy
- Information
- Communication
- Innovative
- Safety
- Problem-solving

Relationships – how we work together.

- Communication
- Verbal Reasoning
- Teamwork
- Negotiation/Conflict management
- Building relationships
- Strategic agility
- Values diversity
- Collaboration
- Keeps student focus

Customer and Business Support Competencies

- **Customer Focus** - motivated by exceeding customer expectations. Understands the customer perspective and uses it to guide decision making for quality service outcomes. Anticipates needs of all customers including students and stakeholders. Demonstrates professional standards and behaviours that deliver superior outcomes.

- **Negotiation skills** – able to approach differences with confidence, ensuring that personal and professional relationships remain strong.

- **Relationship management**-- maintains relationships with key stakeholders by connecting and collaborating with them. Presents a cheerful, positive manner, treating others equally.

- **Ethics and integrity**- respects and maintains confidentiality. Avoids situations and actions considered inappropriate or which present conflict of interest.

Qualifications and/or Skills

- Relevant Certificate, Level 4 qualification in an approved discipline area, or relevant equivalent qualification/experience
- Knowledge of the disability sector and educational needs of people with disability and impairment
- 2-3 years' experience and knowledge of the Institute of Technology & Polytechnic, Education or Higher Education Sector in New Zealand Education, preferred
- Has experience in the assessment and delivery of pastoral or personal support services
- In-depth knowledge and understanding in assessing student support needs and developing plans for a positive outcome
- Demonstrated experience in working with students from various social backgrounds
- Knowledge of the Treaty of Waitangi and its implications for and application to professional practice in the New Zealand Institute of Technologies and Polytechnic (ITP) sector
- Aware of a wide range of cultural issues that impact learning success

Personal Characteristics/Attributes

- Positive attitude to working within a team
- An organised, methodical approach to tasks
- Personable, approachable and inclusive manner with students and staff
- Valuing of lifelong learning

Other Requirements

- Pre-employment Criminal Convictions Check.
- Clean from the influences of drugs and alcohol in the workplace at all times.
- Member of appropriate professional body.

We aim for a "can-do!" attitude where we help one another and UCOL. For that reason, you will need to be open to reasonable changes in your duties and responsibilities and this job profile being updated from time to time, after mutual agreement, as we adapt to change and keep striving to deliver all that we can for our students.

Writing

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Signature