

Job Description

Position: U-Skills Transition Coordinator (Whanganui)	
Grade: 12	Date: November 2025
Reports to: Manager - Secondary Tertiary Partnerships	

Tō mātou tirohanga roa | Our Vision

Whakairohia he toki. Tāraia te anamata | Learning with purpose, creating our futures

Tō Mātou Pūtake | Our Purpose

UCOL provides excellent and quality education opportunities that support learners, employers and communities gain the skills, knowledge and capabilities Aotearoa needs now and for the future. Learners and their whanau are at the centre of all we do.

Our Values:

Manawa nui – We reach out and welcome in

Manawa roa – We learn and achieve together

Manawa ora – we strengthen and grow the whole person

Purpose of the Position:

To ensure service delivery that maximises the success of all students participating in U-Skills Central Schools Academy and/or STAR programmes. Ensure clear communication between students, Parents/Whanau and secondary schools of all students in order to maintain a consistent message for all stakeholders.

Financial Delegation:

NIL

Responsible for:

NIL

Internal Relationships:

- Executive Deans
- Academic Portfolio Managers and lecturers/tutors
- Registry team
- Student Success and support services
- Raukura (Maori student support)
- Wider UCOL staff

External Relationships:

- Secondary School's management and staff
- Local iwi and wider Maori and Pacifica communities
- Sector peers - other tertiary institutes
- Industry stakeholder groups and employers
- Students and their whānau

Key Result Areas

Key Performance Indicator (KPI) 1 - Student Engagement and Administrative Support Service

To support students within your portfolio of programmes on Secondary-Tertiary-Partnership programmes.

What will I be doing?	How will I know I am doing it well?
Marketing and promotion of U-Skills programmes at open days, careers expos and school subject selection events.	Attend targeted events to promote U-Skills programmes and to provide information and advice to potential students and their whanau. Students and their whanau have better understanding of U-Skills offerings and student recruitment into U-Skills programmes is increased.
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.	During the interview process student suitability of the course is assessed accurately and 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.
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 Maori 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%.
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Key Performance Indicator (KPI) 2 - 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.	Facilitate the collation of results and achievements from faculty within the recommended two week reporting period. Ensure progress commentary is provided from both faculty and the engagement coordinator within the recommended two week reporting period. Ensure student reports are supported by faculty within two weeks of the recommended reporting period.
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) 3 - Student Activity Coordination

Coordinate student activities at UCOL and with the industry sectors.

What will I be doing?	How will I know I am doing it well?
Planning and coordinating student activities on campus.	Student activities on campus are planned and coordinated. The required planning requirements are met, eg. RAMS, Health & Safety procedures, faculty engaged with, student activities assessed.
Planning and coordinating student activities/visits to industry employers.	Student visits to industry or employers are planned and coordinated in consultation with faculty. The required planning requirements are met, e.g RAMS, Health & Safety procedures followed, worksite vetted.

Coordinating industry/work placements.	Student work placements are planned and coordinated in consultation with faculty. The required planning requirements are met, e.g RAMS, Health & Safety procedures followed, worksite vetted.
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Key Performance Indicator (KPI) 4 - 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.
Report any health and safety hazards, incidents, and near misses accurately and in a timely manner to your Line Manager and enter into the electronic health and safety management system (Vault).	All health and safety hazards, incidents, and near misses are required to be entered into the health and safety management system immediately. If this cannot be done immediately, it must be done as soon as practicable after the hazard, incident, near miss occurred. Serious incidents and hazards should also be reported immediately to the Line Manager and verbally to your Senior Manager and entered into the health and safety management system.
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

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 Kāhano 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

- Certificate in Adult Teaching and NZ Certificate in Adult literacy and numeracy Education), or relevant equivalent qualification/experience
- Minimum 3 years' experience and knowledge of with the Education sector
- 3 years' experience in the assessment and delivery of pastoral or personal support services, including mentoring, coaching and career advice
- Have proven excellent organisational skills and caring nature.
- Exceptional stakeholder engagement skills.
- Highly developed interpersonal, written, and oral presentation skills.
- Has previous experience working with 15 – 18 year olds particularly in the delivery of pastoral or personal support services, including mentoring, coaching and career advice
- 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.
- Compliance with the Children's Act and UCOL's Safety Checks policy
- 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.