

Job Description

Job details

Job description #	2438
Title	Learning Area Lead
Business Group	Early Learning and Student Achievement
Salary band	A8
Location <i>Home base, city, region</i>	Wellington
Reports to <i>Role title of reporting manager</i>	Senior Manager
Direct reports <i>Number of direct reports</i>	Nil

Organisation Context

Our Purpose	<p>We work together to shape an education system that delivers excellent and equitable outcomes.</p> <p>Ko tā mātou he waihanga i tētahi pūnaha mātauranga e tuku ai he otinga tōkeke, he otinga hiranga</p>
Our Behaviours	<ul style="list-style-type: none"> We get the job done ka oti i a mātou ngā mahi We are respectful, we listen, we learn He rōpū manaaki, he rōpū whakarongo, he rōpū ako mātou We back ourselves and others to win Ka manawanui ki a mātou me ētahi ake kia wikitoria We work together for maximum impact Ka mahi ngātahi mo te tuinga nui tonu Great results are our bottom line Ko ngā huanga tino pai a mātou whīnga mutunga
Our core organisational success factors (across all roles and levels)	<ul style="list-style-type: none"> Cultivating a customer focused culture Building a high performance culture Building strategic business alliances Creating alignment and accountability

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Job Context

<p>Job Purpose <i>Summary of the overall objective of the position, i.e. why it exists, what it contributes to or is expected to accomplish.</i></p>	<p>The Learning Area Lead provides leadership in the development of sector-facing material and facilitates the delivery of the changes relating to the NCEA review and Review of Achievement Standards (RAS) into the sector.</p> <p>This role is responsible for ensuring the significant learning connects to the learning area, reflects consistency of product development within their core learning area and ensures consistency across others. The role also assists as a 'lead writer' of RAS related products.</p> <p>The Learning Area Lead provides leadership and input into the work of the Ministry and subject expert groups to ensure all products are relevant and fit for purpose related to their core learning area.</p> <p>The role works collaboratively with other Learning Area Leads, Lead Secondary Advisers, sector leaders, education agencies and providers on the NCEA change initiatives to support improvement by focusing on supporting teaching professionals to understand the RAS products and to tailor and customise approaches to meet their learners' needs.</p> <p>The Learning Area Lead supports the design of initiatives which help learners develop the competencies they need for study, work and life-long learning. The role provides advice on design for senior secondary learners by using knowledge from practical experience, research, analysis and other relevant information.</p>
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Accountabilities

Key accountabilities	Key activities
<i>What are the key accountabilities of the role? e.g. People capability policy, agreement and strategy implementation</i>	<i>Example activities: Provide leadership and direction for an engaged high performing, capable and customer focused workforce. Provide the groups and managers with sound, relevant, accurate and timely policy advice.</i>
Operational Leadership	<ul style="list-style-type: none"> Lead the writing and facilitate the development and delivery of key operational products that reflect a specific core learning area through workshops, subject expert group meetings and facilitated discussions. Take responsibility for and lead the development of senior secondary resources related to a core learning area, including curriculum and NCEA achievement standard development.
Stakeholder engagement	<ul style="list-style-type: none"> Engage with stakeholders including school leaders, teachers, tertiary providers and wider communities in relation to senior secondary education through a range of channels, including written responses and kanohi ki te kanohi (face to face) discussions. Engage productively with NZQA to ensure all assessment resources are fit for purpose and there is a common interpretation of these products.

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	<ul style="list-style-type: none"> Lead the development of relevant material for sector-facing Professional Learning and Development (PLD) relating to the Review of Achievement Standards. Lead the facilitation and delivery of the NCEA change and Review of Achievement Standards PLD material at sector-facing 'Jumbo' days.
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Job specific competencies

Behavioural expectations of all people linked closely to our mission and behaviours and Code of Conduct. To be successful in your role, you'll need to display the behaviours and attitudes that are described in our competency framework.

Capability	Level	Expectation
<i>Example: Leadership Skills</i>	<i>Example: 2</i>	<i>Example: Actively encourages and supports and recognises contributions from others; Ensures development opportunities exist and are available to all; Identifies with group and shows greater concern for the success of the team rather than solely with own business/department personal success; Works effectively with others.</i>
Leading strategically	2	<ul style="list-style-type: none"> Thinks strategically (i.e. sees issues through a range of lenses and stakeholder perspectives; and can move between the detail and a bigger-picture perspective). Progresses current thinking (i.e. provides suggestions and alternative perspectives on issues within their area of expertise). Implements strategy (i.e. aligns their work with strategic objectives and their organisation's vision).
Leading with influence	2	<ul style="list-style-type: none"> Leads with purpose (i.e. chart a clear direction for a team). Persuades and inspires others (i.e. engages others in initiatives). Communicates clearly (i.e. tailors messages so that they resonate with a range of different audiences). Communicates with impact (i.e. conveys energy, urgency, confidence, and a sense of ease).
Enhancing system performance	2	<ul style="list-style-type: none"> Manages internal relationships (i.e. contributes to their leadership team [of peers], works collaboratively with others across the organisation, and encourages others in the team to adopt an organisation-wide view). Manages external relationships (i.e. leverages strong relationships with a range of external stakeholders to deliver customer outcomes).
Enhancing organisational performance	2	<ul style="list-style-type: none"> Supports organisational performance (i.e. suggests and acts on opportunities to do things differently and improves processes to achieve gains in effectiveness and efficiency).
Enhancing team performance	2	<ul style="list-style-type: none"> Builds internal relationships (i.e. contributes to their team, works collaboratively with others across the organisation, and takes an organisation-wide view).

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		<ul style="list-style-type: none"> Builds external relationships (i.e. interacts effectively with customers and other external stakeholders).
Leading at the political interface	2	<ul style="list-style-type: none"> Shows political awareness (i.e. displays an understanding of the essentials of how the government and public sector work; and ensures that written documentation and verbal presentations reflect relevant political sensitivities).
Managing work priorities	2	<ul style="list-style-type: none"> Manages and delivers on work priorities (i.e. plans and organises self to deliver work commitments to required timeframes and quality standards).
Tātai Pou	Developing	<p>Demonstration of Tātai Pou competencies:</p> <ul style="list-style-type: none"> Pou Hono – Valuing Māori Pou Mana – Knowledge of Māori content Pou Kipa – Achieving equitable education outcomes for Māori

Key working relationships

Internal	Type of relationship
<i>Example: Staff at all levels within the organisation including Senior Managers and Team Leaders</i>	<i>Technical expert, advisor</i>
Staff at all levels within the organisation including Senior Managers and Lead Advisers	Colleagues; input into others' streams of work particularly relating to NCEA and Review of Achievement Standards
Lead Secondary Advisers and other Learning Area Leads within Secondary Tertiary	Colleagues; work collaboratively to ensure consistency across learning areas

External	Type of relationship
<i>Relevant forums and communities of practice Other government agencies</i>	
Review of Achievement Standards Subject Expert Groups (SEGs) comprising teachers, tertiary educators and industry representatives	Source of knowledge and input into the development of all resources associated with the development of the full suite of new achievement standards relating to a core subject area. Develop and manage a constructive relationship with all members of the Subject Expert Groups and relevant stakeholders.
New Zealand Qualifications Authority (NZQA)	Specialist technical advisor; clients on some work products. Works productively with a range of NZQA employees to write and effectively implement key NCEA products.
Education sector stakeholders (subject associations, teachers, school leaders, young people, parents and whanau, employers etc).	Source of knowledge and perspectives on work programmes; key users, partners and technical advisers.

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Technical and specialist capabilities

Qualifications	
<p>Essential</p> <p><i>Minimum specialist qualifications directly related to role e.g. relevant degree, current practicing certificate</i></p>	<ul style="list-style-type: none"> • Experience as a secondary middle management leader, Head of Department/Faculty, Dean or Deputy Principal. • Experience in facilitating diverse groups. • Experience in managing change at individual and group level.
<p>Desired</p> <p><i>Related or acceptable alternative qualifications that would be advantageous</i></p>	<ul style="list-style-type: none"> • Tertiary qualification in a relevant discipline which reflects an understanding of the National Curriculum and assessment and NZ Diploma of Teaching (or equivalent).
<p>Expertise, Knowledge and skills</p> <p><i>What particular expertise and experience is considered essential for someone to be able to step into this position?</i></p> <p><i>Example: Relationship building; proven ability to establish and maintain positive relationships with people at all levels.</i></p>	<ul style="list-style-type: none"> • Deep understanding of current pedagogical practice and NCEA related assessment practice in a specific learning area. • Experienced in facilitating groups to achieve alignment and output to specific timeframes. • Change and implementation. • Leadership experience, particularly ‘influencing without positional power’. • Proven and effective communication skills – in particular the ability to write quickly and clearly for a variety of audiences and communicate complex information simply.
<p>Personal attributes</p>	<ul style="list-style-type: none"> • Ability to operate at pace and succeed in an ever-changing environment. • Strong facilitation, leadership and management skills. • Enthusiastic and diligent.

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<p>Financial Delegation</p> <p><i>Tier</i></p>	Nil
<p>People Delegation</p> <p><i>Tier</i></p>	Nil
<p>Health, Safety and Wellbeing</p>	<p>I am responsible for:</p> <ul style="list-style-type: none"> • My own health and safety and that of my colleagues. <p>Reporting of all incidents and near misses.</p>

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This position has the following specific requirements

(Core/ Non-Core/ Other e.g. Police Vetting Conflict of interest, Credit Check, NZSIS)

Standard Police Vetting
Conflict of Interest Disclosure

Working conditions

Physical environment

E.g. Open plan office environment

Open plan office environment, hot desking

Travel requirements

E.g. Is travelling required? Estimate of percentage of time spent travelling

Minimal (5-10% of time)

Office use

Approved by

Kate Stone – Senior Adviser, People Capability

Date reviewed & approved

6 November 2019