

ROLE DESCRIPTION – Job Share

Position: Educator – Life Education Trust



Behaviors developed during childhood and early adolescence are predictors of adult behaviours.

Children and adolescents are faced with all the challenges of developing their own identity.

They need to fit in, need to belong, need to like the person in the mirror, and need to be comfortable with who they are.

Make a difference – as one of our highly valued specialist Educators

The Life Education Trust (LET) has been operating mobile classrooms in New Zealand since 1988. With 45 mobile classrooms operating in more than 1,400 schools each year we deliver lessons to approximately 250,000 children. That's an incredible achievement for a community-based charity. However, we want to achieve more and we are highly charged to increase that reach. We're focused on continuous improvement and we're investing significantly to ensure our programme meets the needs of schools not just today, but tomorrow.

It's an incredibly rewarding job and our future is exciting as we implement our digital strategy. Working for a charity like us is more than just a job!

Our ideal candidate:

- Can demonstrate that they are driven to succeed and love overcoming challenges
- Is seeking new challenges and to learn new skills
- Likes working autonomously and is able to work alone
- Can draw from experience in a customer relationship-type role
- Has an affinity with community groups, demonstrated in previous volunteer roles
- Shows an interest in health and passion for child well-being
- Has technical agility and ability in a range of applications

Qualifications and experience:

- Applicants must be qualified, registered teachers and a current practising certificate
- The Educator's role is to be an ambassador for LET by developing and maintaining strong relationships with each school in their area to maximise the number of children taught each year.
- Using the skills brought to the role and the training and support provided, the Educator will deliver our programme to children (and their teachers and parents) effectively and efficiently, with enthusiasm and lasting impact.

Job Share

Working in a job share requires:

- The two educators to:
 - work together to successfully plan school visits and timetabling and all other operational aspects
 - work together to manage their time by coordinating teaching and other planning and operational tasks between them to meet their contracted hours
- A flexible approach to days worked. Continuity with successive lessons at each school is very important so we try to work to 'school about' or where it is larger schools, coordinating the timetabling around syndicates.

Key responsibilities of the Educator

1. Communication

By working with your fellow Educator, facilitating communication between the schools and the local LET; advocating for our programme, locally and regionally, to schools, teachers, supporters, pupils and parents; and using effective communication, planning and booking to ensure that LET is held in high regard and there is optimal use of LET assets, as befits charitable best practice.

Expected outcomes:

- A rolling booking calendar and school contact information is in place and is regularly updated to ensure schools needs are met and exceeded.
- Annual contact is made with all schools in the area
- A school communications programme, consistent with LET brand positioning, is in place and ensures all schools in the local area are kept informed of programme changes, recent LET activity and upcoming opportunities.
- Trustees are kept informed in a timely and informative manner by a regular communications update with a 'no surprises' approach to ensure a positive and supportive employment relationship is nurtured.
- Funder and other stakeholder relationships may from time to time require support from the Educator, bringing increased knowledge of the LET programme to these groups

2. Recruitment and support

By working with your fellow Educator, recruiting schools and supporting them to use Life Education as a cornerstone in their annual plans; from time to time supporting other LETs as requested so they can deliver on this criteria.

Expected outcomes:

- Our programme is delivered to an annual target number of children and schools, calculated from 195 delivery days and four sessions daily.
- There is positive growth toward converting biennial schools to annual schools and infrequent schools into annual school bookings
- Feedback from schools is measured and shows they perceive our programme as a quality and valued service
- When opportunities arise and teaching days are available, sessions are delivered for other LETs outside the catchment

3. Inspiration

By working with your fellow Educator, creating captivating and inspiring lessons for children and teachers by delivery of our programme using the Educator's specialist knowledge and skills

Expected outcomes:

- Individual feedback from teachers and Education Support Mentor appraisal is positive
- Students are engaged and able to identify ways in which their learning can be applied to everyday life
- Lessons are co-constructed in a shared planning approach with classroom teachers that caters to student needs
- Lesson content is consistent with LET philosophy and aligned with best practice
- Learning opportunities are provided through a range of effective teaching strategies
- Educators engage in teacher - staff meeting sessions as part of scheduled programme delivery; and they provide support as a health specialist in each school

4. Administrative support

By working with your fellow Educator, undertaking relevant administrative functions to ensure effective timetabling planning, pre-visit preparation, post-visit reporting, feedback and fee invoicing support; ensuring LET classrooms and other assets are well managed and maintained, and that certifications and other compliances are up to date.

Expected outcomes:

- High levels of satisfaction by schools are measured by feedback
- Fee cash flow is achieved by invoicing in a regular manner
- All health and safety requirements, certification and other compliance requirements of classrooms, as well as other equipment and resources, are current and up to date
- Ordering and maintaining effective stock levels of resources is efficient and cost effective
- Classroom transportation is well managed and ensures no down time

5. Relationship management

Playing an active role in the Trust to support marketing, stakeholder relations and donor development activities as required, often outside normal working hours; and recognizing the success of the Trust is heavily dependent on these activities being successful.

Expected outcomes:

- All supporters will feel valued and special in their interactions with the Trust
- There is 'active' participation in any LET events or fundraising activities Educators are asked to attend
- From time to time, local opportunities for fundraising exploration are prospected and reported to the Trust Chair or reporting line

6. Development

Undertaking professional development; and continuing to enhance professional skills by ongoing development activities including mandatory, planned and self-initiated PD.

Expected outcomes:

- 100% attendance and positive contributions are made to National training initiatives
- Ongoing peer interaction and networking is proactive and reactive
- There is local health provider networking including making proactive stakeholder contacts
- Educators keep abreast of the school curriculum and other influences in their teaching environments

**Core competencies the Educator will bring to the role
and develop with Life Education**

<p>Processing <i>Accurate, relevant and up to date information of planned and actual activity and relevant client information</i></p>	<p>As a result of this behaviour the Educator will:</p> <ul style="list-style-type: none"> - Maintain an up-to-date database that captures relevant information so that data is available to support the Educator, Trust and LETNZ with planning, delivery and communication - Manage and respond to client needs - Use regional data comparisons, qualitative measures and benchmarks to identify areas of improvement
<p>Organising <i>Effective use of information to create an annual delivery programme to teach 195 days a year</i></p>	<ul style="list-style-type: none"> - Organise booking schedules to ensure the maximum number of children/lessons are taught in the 195 term days. - Maintain and increase the number of schools that choose to book with Life Education each year
<p>Transferring knowledge <i>Using formal and informal ways of showing, transferring and sharing knowledge, expertise and work methods</i></p>	<ul style="list-style-type: none"> - Deliver our programme by inspiring students to make healthy choices - Engage and capture children’s imaginations - Use a range of effective teaching methods - Plan lessons well and prior to teaching
<p>Customer orientation <i>Guiding clients by maintaining a relationship with them and offering them an excellent service</i></p>	<ul style="list-style-type: none"> - Develop and maintain direct person-to-person relationships with all schools as a LET brand ambassador - Ensure local Trust events are successful and stakeholder relationships are supported - Ensure schools are well serviced, literate and aware of what LET provides and achieves
<p>Coaching/developing others <i>Developing and advising team members about their way of functioning</i></p>	<ul style="list-style-type: none"> - Share best practice and achieve excellence - Support other educators by utilizing individual strengths and experiences
<p>Engaging <i>Being responsible at work and committing totally in order to offer high quality work</i></p>	<ul style="list-style-type: none"> - Ensure Educators are seen as credible, well managed and highly skilled experts - Ensure all schools’ experience of LET and their relationship with the Educator is positive - Carry out daily tasks effectively, i.e. the set-up process, daily meet and greet
<p>Autonomy <i>Providing opportunities to bring into effect tasks in an autonomous manner. Taking responsibility for one’s actions. Making decisions for oneself and organising and managing one’s own activities</i></p>	<ul style="list-style-type: none"> - Show outstanding performance when given autonomy - Set their own daily, weekly, and monthly work plan and largely undertake their own monitoring - Manage day-to-day issues, and come up with ‘plan B’ solutions for any challenges and opportunities that arise