**  Job Description**

|  |  |
| --- | --- |
| **Role** | **Kaiako**  **Leading in the Delivery of Alternative Education** |
| **MoE Agreement** | Alternative Education (AE) Provision Agreement |
| **Employment Agreement** | TBC – 31 December 2025 |

Directly Responsible to:

* Mount Albert Grammar School BOT
* Headmaster, Mount Albert Grammar School
* Auckland City Education Services’ Manager

Working Relationships are:

1. Auckland City Education Services’ Team (Attendance Service and Alternative Education)
2. Senior Management Team Mount Albert Grammar School
3. Enrolling Schools’ Senior Management Team
4. Whānau / Families and the Student
5. Professionals attached to the student (e.g. Justice, Health and Education)

Conditions of Employment:

Salary Level is based on the Support Staff Collective Agreement (for TA)

* Full – time position

Resource Package:

1. Possible Campus Van (parking at your home during week and weekend – not for private use)
2. Mobile and Laptop
3. Office facilities and resources to manage role

Key Primary Objectives:

1. Give priority to the wellbeing and educational achievements of students enrolled in AE as this supports the meeting of key requirements of the MoE Alternative Education Provision Agreement 2023 – 2025
2. A member of the ACES team

|  |  |
| --- | --- |
| ACES | 1. Have a Professional Development Plan (PDP):   * Aims (in consultation with Pedagogical Leader) to enhance professional knowledge and individual aims that enhances performance or, the individual’s wellbeing * Professional Development options are explored that can be aligned to Aims or, to strengthen key tasks and core-competency   2. Maintain the ACES Whakawhanaungatanga Practice Policy as this is foundational to the connections needed with the student, the parent, whānau or caregivers (as well as through key relationships) and this is established through mutual respect and cultural understanding to achieve the desired outcome of the MoE Agreements   1. To demonstrate and foster every day the Auckland City Education Services core values with integrity and this is H.E.A.R.T. 2. As an employee of Mount Albert Grammar School with ACES will be responsible in ensuring the Health and Safety Requirements are followed and priority will be safety of themselves first |

|  |  |  |
| --- | --- | --- |
| HOPE | He aha te mea nui o te ao?  He tangata! He tangata! He tangata! | What is the most important thing in the world?  The people! The people! The people! |
| EXCELLENCE | Whāia te iti kahurangi  Ki te tūohu koe, me he maunga teitei | Pursue excellence – should you stumble, let it be to a lofty mountain |
| ACCOUNTABILITY | Kanohi ki te kanohi | Face to face |
| RELATIONSHIPS | Kanohi kitea | Visit, keep in touch; be seen to be actively involved |
| TRUST | Aroha-ki-te-tangata | Respect - a regard for others; empathy |

1. The Kaiako will lead by example in building and maintaining positive relationships with ACES colleagues and external stakeholders
2. Provide input to Leadership Meetings in the planning and delivery of alternative education
3. Applies the **ACES Local Curriculum** (this is the driving documentation and see definition on page 3) that supports the growth and delivery of alternative education
4. Leads by example to support in creating and maintaining a **Learning Environment** to support ākonga to engage in their learning and experience success using the principles of PB4L (see PB4L definition on page 3)
5. A participant with the **Moving IN** meetings and leading by example is using information presented (ākonga Heads UP) in planning and answering any concerns or questions to ensure ākonga engages on day one (see definition Moving IN and Heads Up on Page 3)
6. PBL (see definition on page 3) is the medium of delivery and will use the ACES Local Curriculum to support the planning and delivery of the PBL
7. With PL (see definition on page 3) have in place Behavioural Learning Plan for any ākonga where a plan is needed.
8. The Campus Operation Plan is set and maintained; people within the team have role responsibilities to ensure specific tasks are carried out efficiently and includes people being members of a group e.g. PB4L Committee, H+S Committee or Attendance Group where they will attend and keep their team informed of any important updates.
9. Lesson plans are in place and being delivered using the resource-tools in place through ACES Local Curriculum. This requirement will be supported by the PL and Education Advisor.
10. Taking leadership and facilitating (mentoring) ākonga with their individual aims for their CAP 3A’s that covers:

* Aims being reviewed and revised in HERO
* “**Moving ON** **Plan**” is in place.
* Ākonga to understand their learning needs and strengths
* Meeting with parent / whānau or caregiver to discuss 3As and includes addressing specific needs and/or concerns as well as successes
* Supporting Education Advisor with Enrolling School CAP meetings and ensures ākonga voice is being heard with their Moving ON plan returning to their school

1. Any incidents with a student is investigated and recorded in HERO
2. Consider strategies and set in place strong connections with the parent, whānau members or caregivers and communicate effectively with them on their child’s attendance, successes and/or behaviours impacting on learning.
3. Ensure reporting and administration requirements for alternative education (this supports the MoE contractual obligation and reporting to enrolling schools) as well as gathering natural forms of evidence(s) identifying students’ achievements and success.

* Monitoring 3A’s reporting
* Dual Enrolled Student reporting (My Reflection in HERO)
* Term Reports
* Any specific reporting requirement when in Leadership Role and they can cover any daily, monthly and term operations of the Campus

1. Participate in a Professional Development programme to develop Teaching Practice.
2. The team monitors each other’s wellbeing and includes the promotion of personal responsibility in managing individual wellbeing (supported by the PL and Manager).

**Definitions:**

|  |  |  |
| --- | --- | --- |
| **PB4L** | Positive Behaviour for Learning  *https://pb4l.tki.org.nz* | The Positive Behaviour framework, also known as PB4L supports ACES AE to build a culture where positive behaviour and learning is a way of life and is supporting the learning environment and practices in place to support positive behaviour choices. |
| **PBL** | Project Based Learning  *https://elearning.tki.org.nz/Teaching/Project-based-learning* | Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge |
| **PL** | Pedagogical Leader | The Pedagogical Leader supports the development of quality learning practices which will contribute towards the:   * Moving IN process * Moving THROUGH process * Moving ON process   ACES AE uses the medium of PBL and learning activities to support engagement for the range of Year Levels (e.g. Teina Programme for Years 9 - 10 and Tuakana Programme for Years 11 plus).  The PL and the Education Advisor provides leadership, guidance, mentoring and professional development for the **Kaiako who is delivering AE.** |
| **CAP** | Collaboration Action Plan | The MoE requires every ākonga to have a Collaboration Action Plan with aims aligned to their needs, concerns and strengths. |
| **IEP** | Individual Education Plan | CAP replaces the IEP |
| **3As** | Attendance | Attendance aligned to the MoE Attendance + Engagement Strategy |
| Attitude | Competency Skill development and engages ākonga within the learning environment and ACES Values |
| Achievement | Engaged with ACES Timetable and achievements are attained through the Learning Activities’ milestones |

|  |  |
| --- | --- |
| **HERO** | This is the ACES AE Student Management System |
| **ACES Local Curriculum** | Document to break down the planning, delivery and assessing ACES AE curricumulm and this driving document will support and identify ākonga progress and educational growth while attending AE. |
| **Heads UP** | A breakdown of ākonga education, wellbeing and behaviour history |
| **Moving IN** | All students’ CAPs Aims and Heads-Ups are in place  (An overview of ākonga strengths, educational, behavioural and educational needs). |
| **Moving THROUGH** | Educational journey while enrolled in Alternative Education. |
| **Moving ON** | Ākonga has a transition plan to exit AE aligned to their aims and aspirations which can either be returning to mainstream setting, or transitioning to a Youth Programme or Employment. |