



Position description

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| POSITION | Unit Leader |
| Unit | Wilson Centre |

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| Responsible to | Principal, Deputy Principal and Board of Trustees |
| Responsible for | <ul style="list-style-type: none"> ▪ team of teachers and support staff in Wilson Centre ▪ other duties as delegated |
| <p>The Wilson Centre Unit Leader has formal teaching commitments, staff appraisal and supervision and other responsibilities listed below. The teaching responsibilities undertaken are as outlined in the NHS generic position description.</p> <p>This job description details the additional management responsibilities and tasks to be undertaken by the Wilson Centre Unit Leader.</p> | |

| KEY RESPONSIBILITIES | Wilson Centre Unit Leader |
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| Key tasks | Indicators |
| <p>To oversee the work of all teachers and support staff within the unit. To assist in the implementation of efficient administrative procedures and student management</p> | <ul style="list-style-type: none"> ▪ unit based procedures and systems are developed, reviewed and records updated as appropriate ▪ teachers, support staff and students are supported and quality educational programmes are delivered within time-frames ▪ regular staff Growth Cycle process is maintained in accordance with NHS procedures ▪ new unit staff are inducted into the procedures of the school/unit ▪ students are assigned to teachers and teacher workload is monitored ▪ NZQA related systems and processes are in place and monitored deadlines are adhered to by all staff |
| <p>To liaise with the management and staff of host organisations.</p> | <ul style="list-style-type: none"> ▪ Positive contact is maintained with the host school. They are kept informed of NHS procedures, policies and activities in accordance with the Memorandum of Understanding agreed with NHS ▪ positive relationships are maintained with the staff of host organisations ▪ the NHS principal is kept informed of instances where the host organisation is not meeting its obligations under the memorandum of understanding, or any other issues which may arise that impact upon NHS service |
| <p>To work and plan practically and strategically with other senior staff and professionals</p> | <ul style="list-style-type: none"> ▪ collaborate in the development of school-wide strategic plans and school improvement ▪ senior management are informed of developments that impact upon the operation of the school ▪ senior leadership meetings are attended ▪ work with other senior staff to establish school wide curriculum and resource needs and to develop strategies to meet these needs ▪ the sharing of students between units is facilitated |
| <p>To manage the unit budget effectively and efficiently</p> | <ul style="list-style-type: none"> ▪ unit spending remains within budget parameters and follows NHS procedures and policies ▪ available financial resources are used to support students' learning outcomes ▪ resources are recorded and organised with appropriate retrieval procedures ▪ petty cash and order form systems are followed |
| <p>To maintain open communication with unit staff and the senior management team</p> | <ul style="list-style-type: none"> ▪ contribution is made to senior staff forums and matters raised and decisions reached are reported back to all members of the team ▪ team meetings are held regularly and minutes of those meetings kept ▪ teachers in the unit are kept informed and consulted as necessary |

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| Arrange relief staff as necessary | <ul style="list-style-type: none"> ▪ continuity of teaching coverage is maintained ▪ relief staff are familiar with NHS procedures and systems |
| To provide leadership in curriculum and methodology | <ul style="list-style-type: none"> ▪ guidance is provided to staff in the use of school and unit procedures ▪ programmes are developed and the day to day operation of the unit functions smoothly and meets the needs of the students ▪ there is a focus on the educational needs of students at the unit |
| To facilitate the best possible service to students and assist in monitoring teacher workloads To provide regular teaching service to eligible students wherever they are located. | <ul style="list-style-type: none"> ▪ students receive the best possible service with the staffing available to the unit ▪ the principal is informed if there are insufficient resources including teacher time ▪ teaching time is allocated fairly according to the location and needs of the students ▪ the full range of appropriate delivery techniques is made available to students ▪ there is effective liaison between the unit teachers, deputy principal and principal regarding relative teacher workload as required, data is made available from units for student assessment and administrative purposes |
| To facilitate cooperative planning and organisation | <ul style="list-style-type: none"> ▪ there is evidence of unit, inter-unit, interschool and interdisciplinary planning as appropriate |
| To ensure there is communication with families, schools and agencies as appropriate | <ul style="list-style-type: none"> ▪ all students referred to the unit are followed up, a preliminary assessment is made and the student assigned to an appropriate teacher ▪ agencies and schools of enrolment are kept informed as appropriate ▪ any students or families who need to be followed up after withdrawal from unit roll are contacted by the appropriate staff member |
| To raise the NHS profile among schools and agencies in the area | <ul style="list-style-type: none"> ▪ schools and agencies with limited knowledge of NHS are identified ▪ information is shared in appropriate forums, such as staff meetings ▪ schools with fewer or reduced referrals receive information |
| To ensure records are maintained and stored | <ul style="list-style-type: none"> ▪ student files, including contact logs, are up to date and stored in a logical and accessible way ▪ students on unit rolls are entered and removed in accordance with health school attendance register guidelines ▪ accurate information is provided for the school central roll ▪ all team members have entered SMS information within required time frames ▪ ILPs for all students taught by unit teachers are up to date and deadlines met |

PERSON SPECIFICATION

The Wilson Centre Unit Leader will have New Zealand teacher registration and a current practising certificate. They will be passionate about teaching and learning and will be focused on facilitating and achieving positive outcomes for students and staff.

In addition they will have

- successful teaching experience
- the ability to lead a team, mentor and motivate staff, manage and communicate with geographically separated teachers and support staff
- empathy with students who have high health needs and who also may have mental health issues, learning and/or behavioural difficulties
- sound knowledge of the New Zealand curriculum and the assessment of primary and secondary level education programmes
- an understanding of New Zealand education system and the support available for students and their teachers
- high level of consultative, negotiating and problem solving skills
- familiarity with the Individual Learning Plan (ILP) process and interest and ability in developing, implementing and maintaining individual learning programmes for each student
- commitment to Te Tiriti and to meeting the needs of Maori and Pacific students and their families
- strong interpersonal, consultative and communication skills
- the ability to liaise and work with educators, agencies and health professionals involved in the student's treatment and education
- the ability to work positively with parents and caregivers who may be under considerable stress
- effective budget management skills
- ability to communicate, maintain student records and to deliver the curriculum using ICT
- interest and proven ability in the use of ICT for both administration and communication purposes and to foster student learning
- a current, full drivers licence and be willing to travel if required

Note employees under age of 25 are excluded from NHS school vehicle insurance policy