



POSITION DESCRIPTION

Tūranga | Position: Healthy Active Learning Facilitator

Rā | Date: June 2021

Roopu whakahaere | Operational Area: Active Communities

Ka tuku pūrongo ki | Responsible to: Healthy Active Learning Lead

Haora Mahi | Hours: 40 hours/week and will include some evening / weekend work

Wahi | Location: Mid North area
Office base to be negotiated. Travel to Whangarei and other areas of Northland will be required.

Ngā Hononga Matua | Relationships:

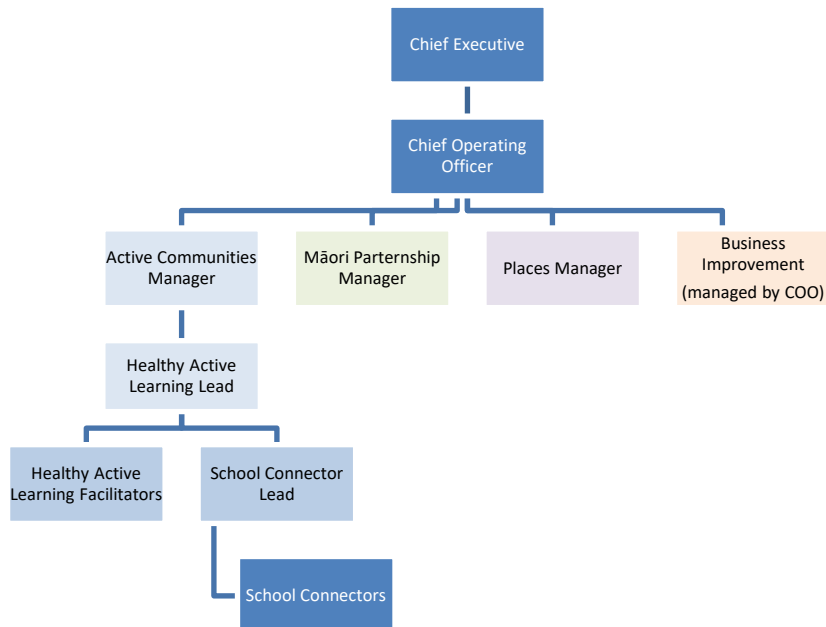
ā-waho | External

- Sport New Zealand
- Northland District Health Board
- Schools / Kura
- Sponsors
- Media

ā-roto | Internal

- Sport Northland staff
- Sport Northland Board

Ngā Pou O Te Whare Ō Sport Northland | Organisational Context



Whakarāpopoto mō te Rautaki | Strategic Summary

Core Purpose:

Enriching lives through play, active recreation and sport

Vision:

All Northlanders leading better lives through involvement in play, active recreation and sport

Values:

Kotahitanga / Unity, Aroha / Passion, Whanaungatanga / Relationships, Rangatiratanga / Leadership, Whakatapuranga / Excellence, Pūmanawa / Innovation

He aha te mea nui o tenei ao? He tangata He tangata He tangata

What is the most important aspect in this world? It is people, it is people, it is people!

Guiding Principles:

Participant Centered, Young People Focused, Te Tiriti O Waitangi, Community-Led, Connectivity, Quality Experiences, Sustainability

Strategic Outcomes:

Sport Northland has three key strategic goals that guide how we strive to 'Enrich lives through play, active recreation and sport':

Participation & Performance

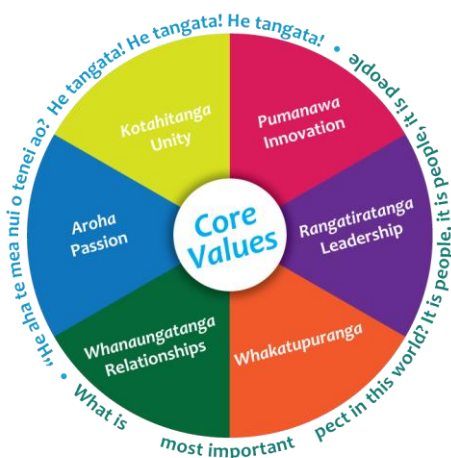
Quality delivery of participation and performance activities is enabling and sustain Northlanders on the pathway to participation and performance

Systems

Targeted systems are connected and capable of delivering and sustaining participation opportunities that matter to their participants

Places

The right spaces and places in the right locations are operating effectively and motivating more people on the pathway to participation and performance



Duties and Responsibilities

Mō te tūranga | Primary Purpose

To work with Boards of Trustees, Principals, senior leaders and teachers of targeted primary and intermediate schools and kura to provide advice and customised support. This will enable schools to strategise, plan and develop systems that contribute to the development of an active and healthy school culture.

To support school leaders and teachers to better plan and implement the Health and Physical Education and Hauora curriculum, identify and develop opportunities for quality physical activity experiences for tamariki (in school).

Work closely with School Connectors to support the wider school community to establish healthy behaviours and environments through supporting the adoption and implementation of healthy food and water-only policies.

Developing and maintaining strong meaningful relationships with schools and kura principals, senior leaders and teachers is a critical component of this role.

Ngā whainga | Expected Outcomes

Work with schools and communities to achieve the following expected outcomes:

- Schools and kura to understand and recognise the value of the Health and Physical Education and Hauora curriculum
- Schools and kura to create an environment that supports and promotes quality play, sport and physical activity
- Teachers and Kaiako to be confident and capable in delivering the Health and Physical Education and Hauora curriculum
- Schools and kura to create a healthy food and drink environment
- Schools and kura to make well informed decisions when engaging with external providers
- Schools and kura to strengthen their connections with their wider community, including whānau and local health and physical activity providers

Mahi Matua | Key Tasks

- Apply fresh thinking (whilst infusing the principles of being Participant Centred, Young People Focused, Te Tiriti O Waitangi, Community-Led, Connectivity, Quality Experiences, Sustainability) in identified schools and kura
- Approach work in a culturally appropriate manner, with an understanding and commitment to uphold the mana of the Articles of He Whakaputanga o te Rangatiratanga o Niu Tiren, Te Tiriti o Waitangi articles and the Treaty of Waitangi principles
- Foster genuine partnerships with schools / kura to help understand what matters to them (and their vision) and how they can address this whilst also identifying what role Healthy Active Learning can play and create the necessary support needed
- Ask challenging questions and having critical conversations with school leaders
- Monitor and reflect on activities to ensure that outcomes are being met
- Apply strategic changes within schools with a view of sustainability
- Create opportunities for quality play, sport, physical activity and nutrition within schools
- Ensuring maximum benefit to schools / kura by developing and fostering relationships across all areas of Sport Northland to work cooperatively (demonstrating working as a community of practice) to enable change that positively impacts the students and their communities. This includes upskilling the School Connector team on the effective use of the HPE curriculum.

Mahi Matua | Key Roles

Whakamahere me nga mahi ripoata | Planning and Reporting

- Develop and implement rubrics with Healthy Active Learning Lead
- Achieve Sport New Zealand and Northland DHB service objectives and Sport Northland annual plan targets
- Compliance with agreement / funding requirements
- Implementation and completion of adequate record systems for all administrative duties, activities and resources
- Undertake such professional development as may be deemed necessary to meet the duties and responsibilities with the nature of the position
- Fully support the philosophy and culture of Sport Northland and where practical support other Trust programmes
- Ensure Sport Northland policies and procedures are adhered to at all times

Ngā Mahi | Operations

- Ensure the philosophies and principles underpinning Healthy Active Learning are applied, including Sport New Zealand's insights, physical literacy and locally led approaches
- Provide relevant and up to date HPE curriculum expertise as well as planning, teaching and assessment strategies that support students' engagement and achievement
- Utilise and deploy Health and Physical Education resources available when and where appropriate to support quality planning and delivery
- Support the work of School Connectors (who are working with the school and kura communities) to increase physical activity and encourage, support and enable healthy eating and water-only (or plain milk) policies and environments including integrating healthy eating and water-only messages into Health and PE teaching where appropriate, and role modelling appropriate behaviours when on school/kura premises
- Understand and promote the value of physical activity for the holistic wellbeing of tamariki
- Support schools to identify how to enhance and support school, teachers' and students' wellbeing through physical activity
- Commit to the Healthy Active Learning evaluation plan, through supporting the implementation of agreed evaluation processes
- Ensure all decisions and behaviours are inclusive and embrace diversity across the wider school and kura community, through commitment to social justice, equity and equality
- Mitigate and openly communicate any possible risks or incidents that have the potential to bring Sport Northland, Sport New Zealand, Northland DHB and/or invested partners into disrepute
- Achieve Healthy Active Learning outcomes and Sport Northland annual plan targets.
- Development of baseline data and monitoring outcomes.
- Undertake such professional development as may be deemed necessary to meet the duties and responsibilities with the nature of the position.
- Fully support the philosophy and culture of Sport Northland and where practical support other Trust programmes.
- Ensure Sport Northland policies and procedures are adhered to.

Whakawhiti kōrero, Whakawhanaunga | Communications & Relationships

- Regular meetings with Healthy Active Learning Lead
- Regular meetings with Active Communities / Healthy Active Learning teams
- Engage and work with the Boards of Trustees, Principals and senior leadership teams of targeted schools and kura to connect Healthy Active Learning to schools' values, achievement challenges and strategic educational outcomes
- Communication with appropriate stakeholders and community groups relative to Healthy Active Learning kaupapa
- Effective promotion of Healthy Active Learning and Sport Northland kaupapa
- Attendance at all staff whānau hui / noho marae / team building days / tactical sessions

- Achieve high and positive profile for Sport Northland with all activities
- Ensure adequate servicing of Sport Northland sponsors
- Communication with wider Sport Northland whānau to share experiences, learnings, and knowledge.

Pūtea | Financial

Operational Expenditure No

Authorised to sign Contracts No

Responsible For:

Budget None

Whakahaere Mahinga | Performance Management

Annual performance for this position will be measured against a Performance Management Plan developed specifically for the individual. The plan will include the following elements:

- Key Performance Indicators - targets for what you are required to achieve
- Expected Standards – based on how you go about doing your job
- Individual Development Plan - to work on areas of personal development
- Career Aspirations - to identify which direction you might want to go in the future

Monthly coaching will be undertaken by the Healthy Active Learning Lead in order to maximize the effectiveness of the Performance Management Plan.

In addition to the above, an annual performance review and a separate remuneration appraisal will also be undertaken by the Healthy Active Learning Lead.

Ngā Pūkenga me Ngā Wheako | Person Specification

Position Specific Competencies

For the effective fulfilment of this position, the following specific competencies are desirable:

| Enabler | Competency | Skill level | Performance level required |
|--|--|-------------|--|
| Internal Process Enablers | | | |
| Insights | Evaluating and reporting | 3 | Ability to analyse / reflect and evaluate effectiveness of initiatives against set objectives |
| | Strengths Analysis | 4 | Ability to identify strengths (whilst not dismissing needs) to ascertain the community vision and working out Sport Northland's role to support their vision |
| | Market research | 3 | Ability to study market information regarding consumer behaviour and translating findings into meaningful and actionable insights |
| | Information gathering | 4 | Ability to ask powerful questions, observe and explore to gather information, discover and understand strengths, assets, successes and aspirations so we can activate these with communities in new ways |
| Meaningful Relationships | Solutions focused | 4 | Ability to connect, coordinate and support implementation of strategies |
| | Relationship building | 4 | Ability to develop and maintain authentic relationships with key communities and key stakeholders |
| | | 5 | Influencing skills with an ability to change mind sets |
| | | 5 | An understanding of effective engagement |
| Safe and Healthy Work Environment | Risk management | 4 | Ability to identify and manage risk |
| Innovation | Innovation focus | 4 | Ability and willingness to apply better solutions that meet new requirements and needs |
| Technology | Technology literacy | 4 | Proficient in Microsoft Office suite (Outlook, Excel, Powerpoint etc.) |
| | | 3 | Ability to use technology platforms to increase efficiency |
| People and Culture Enablers | | | |
| Te Ao Māori | He Whakaputanga & Te Tiriti o Waitangi | 3 | Ability to uphold the mana of the articles of He whakaputanga & Te Tiriti o Waitangi |
| | Tikanga Māori | 4 | Ability to apply Tikanga Māori including cultural considerations |

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|----------------------------|---------------------------------------|---|---|
| | Mātauranga Māori | 4 | Ability to understand and apply mātauranga Māori principles that are unique to Māori when working with Māori |
| | Te Reo Māori | 3 | Communicate in te reo Māori |
| Right Skills | Planning | 5 | Robust planning skills |
| | Community of Practice | 4 | A thorough understanding and ability to collaborate for impact and a community of practice approach |
| | Strategic Planning | 4 | Thorough understanding and ability to strategically plan |
| | Strategic thinking | 5 | Ability to think strategically |
| | System knowledge and experience | 4 | Knowledge and experience of the play, active recreation and sport system (e.g. TA's, RSOs, NSOs, clubs, schools, providers etc.) |
| | | 4 | Health sector including the Ministry of Health, District Health Board, Primary Health Organisations, Maori Health Providers and other Health Professionals |
| | | 1 | Local Government |
| | | 5 | Education including schools, kura kaupapa, kura a Iwi Experience in leading change in the school setting and influencing at different levels (BOTs, management, teachers, parents) |
| | | 2 | Whānau, hapū, Iwi, marae |
| | Specialist expertise for the position | 5 | Knowledge and understanding of the NZ curriculum and/or Te Marautanga o Aotearoa |
| | | 5 | Extensive knowledge of the Health and Physical Education Curriculum with practical delivery experience |
| | | 5 | Thorough knowledge and understanding of effective pedagogical strategies, in particular, culturally responsive and active pedagogies |
| | | 5 | Experience in designing and facilitating professional learning and development opportunities |
| | | 5 | Knowledge and understanding of how sport and education sectors interact to deliver play, PE, active recreation and sport opportunities for tamariki |
| | Problem solving | 4 | Strong analytical and problem-solving skills |
| | HR | 2 | Knowledge and experience in HR principles and practice |
| Financial literacy | 1 | Ability to understand and apply financial management principles | |
| Presentation | 4 | Ability to clearly engage and communicate verbally | |
| Written | 4 | Excellent written communication skills | |
| Great Place to Work | Values | 5 | Personal and organisational values align |

| | | | |
|-----------------------------|------------------------|---|--|
| Empowered Leadership | Personal leadership | 5 | Proven leadership qualities and an ability to inspire |
| | People empowerment | 5 | Proven skills in the empowerment of people – the ability to bring the best out of a wide range of people |
| | Performance management | 1 | Ability to coach staff, monitor performance and guide appropriate training and development specific to their role including the provision of training, induction and support |
| | Conflict management | 4 | Ability to deal with difficult behaviours |
| Connected Team | | 5 | Ability to build strong internal relationships and develop a shared understanding that contributes positively to the values of the organisation |

Tohu mātauranga | Qualification - Appropriate tertiary qualification and/or experience, First Aid certification

Motokā | Motor Vehicle – Full license is desirable

Ranking System

| Score | Skill Level | Description |
|----------|----------------------|--|
| 5 | Expert | <ul style="list-style-type: none"> Fully capable and experienced Sought for help by other departments Needs no assistance to complete tasks Demonstrated ability to lead and train others Seen as a subject matter expert |
| 4 | Proficient | <ul style="list-style-type: none"> Capable and experienced Demonstrated proficiency Able to work independently with little help Will be expert with more time |
| 3 | Demonstrating | <ul style="list-style-type: none"> Able to perform at a minimal level Has some direct experience Needs help from time to time |
| 2 | Basic | <ul style="list-style-type: none"> Limited in ability or knowledge Needs significant help from others |
| 1 | None/Low | <ul style="list-style-type: none"> Minimal requirement for this role Unable to perform Little to no experience |

Job Size Score

Sport Northland has undertaken a job sizing process in which positions have been sized according to the Strategic Pay JobWise system.

The JobWise job mapping tool looks for common patterns in jobs at different levels within career pathways across different functions. There are identifiable profiles which map the inter-relationship between expertise, work complexity, scope of influence, problem solving and the requirement for interpersonal skills. These form the basis of the JobWise job mapping architecture, charting the increasing requirement for greater levels of expertise and other criteria at different career levels.

JobWise represents a unique approach to valuing roles:

1. JobWise identifies and defines a series of levels of work that typically exist within an organisation. These are defined as "bands". Bands are a means of grouping roles that are of a similar 'job size' and are therefore able to be treated similarly for pay purposes. This is sometimes called "broad banding".
2. Positions are classified according to a range of "career pathways" – Customer and Business Support, Technical / Specialist, Operations, and Leadership - each set out as a series of steps or job levels, with each level corresponding to a band.
3. The levels are described in terms of a range of job worth criteria — accountability, complexity, interpersonal skills, and expertise. The underlying job evaluation logic provides for analytical matching and can therefore be linked directly to Strategic Pay's comprehensive remuneration database, drawing on both job size as well as job function comparisons.

Each position is sized on these areas giving an overall grade. This grade relates to the total remuneration scale for that size job in the 'Not for Profit' sector.

Āhuatanga whaiaro mo te tūranga | Attributes for this position:

| | |
|----------------------|--|
| Band | G |
| Grade | 16 |
| Pathway | Technical |
| JobWise Level | T4 |
| Role Profile | <p>Mid-Level Specialist</p> <p>Jobs at this level are likely to provide independent specialised technical service requiring general application of practices, techniques, concepts and theoretical principles from the relevant discipline.</p> <p>They will develop solutions to a variety of [problems of moderate scope and complexity, planning and scheduling their own activities to accomplish objectives. The emphasis in problem-solving is largely around assessing, analysing, evaluating, monitoring and comparing, promoting, interpreting (policy / legislation / procedures).</p> <p>The focus of internal and external relationships is likely to be on liaising, gaining cooperation, convincing others and explaining technical terms.</p> <p>Expertise at Degree level a requirement, combined with relevant technical or commercial experience extending over several years to build specialist skills and knowledge.</p> |

Job Grade 16

Starting Remuneration Range: \$70,816 - \$83,313 (this includes base salary, vehicle use and wellness package based on FTE)

Remuneration Range: 70,816 - \$95,810 (this includes base salary, vehicle use and wellness package based on FTE)

Ngā Tikanga Mō te Whānau Ō Sport Northland | Expected Standards For All Staff

In addition to the above person specifications, we require all of our employees to comply with the following standards. These are both core value related and culture value related competencies.

- **Kotahitanga / Unity**
Shows support and respect for colleagues and contributes to the culture and environment of the team.
- **Aroha / Passion**
Is passionate about who we are and what we do and has real belief in the organisation's mission and vision.
- **Whanaungatanga / Relationships**
Values and respects personal relationships and takes pride in developing and strengthening them. Embraces and respects Maori and other cultures. Has a real people focus and works hard on skills across a wide range of people.
- **Rangatiratanga / Leadership**
Displays both personal leadership and, if appropriate to the position, inter-personal leadership (through modelling and providing opportunities to lead).
- **Whakatapuranga / Excellence**
Aspires to excellence in every aspect of work and is reliable, responsive and shows attention to detail.
- **Pūmanawa / Innovation**
Developing and contributing new solutions to problems that deliver more value than every existing alternative