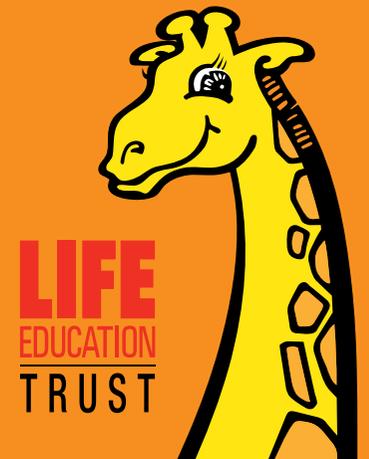


POSITION

EDUCATOR

www.lifeeducation.org.nz





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. A NEED TO FIT IN, A NEED TO BELONG, A NEED TO LIKE THE PERSON IN THE MIRROR AND BE COMFORTABLE WITH WHO THEY ARE.

MAKING A DIFFERENCE

AS AN EDUCATOR WITH THE LIFE EDUCATION TRUST.

The Life Education Trust has been operating mobile classrooms in New Zealand since 1988. We're a specialist health resource for schools and our programme is aligned to the New Zealand Curriculum. A review by the NZ Council for Education Research identified our teaching programme is aligned to best practice and highly valued by teachers. With 45 mobile classrooms operating in more than 1,300 schools each year we deliver lessons to 225,000 children.

That's an incredible achievement for a community based charity, however, we want to achieve more and are highly charged to increase that reach. Quite simply, we're focused on continuous improvement so, right now it's incredibly rewarding and the future is exciting! Quite simply working for a charity like us is more than just a job!

To become one of our highly valued specialist Educators, the ideal candidate:

- Will be able to demonstrate they are driven to succeed and love overcoming a challenge,
- Is seeking new challenges and to learn new skills,
- Likes working autonomously and can work alone,
- Can draw from experience in a customer relationship type role,
- Will demonstrate an affinity with community groups

through previous volunteer roles, and

- Can demonstrate an interest in health and a passion for child well-being.

Qualifications

- Required to be a qualified teacher, currently registered with a minimum three years primary or intermediate classroom teaching experience.
- It is advantageous if the applicant has work experience outside the classroom and education sector.



KEY RESPONSIBILITIES

OF AN EDUCATOR

Life Education's vision is to reach every child, every year. The Educator's role is to be the ambassador of Life Education by developing and maintaining strong relationships with each school in their area to maximize the number of children taught each year.

Using the skills brought to the role and the training and support we provide the Educator will deliver the Life Education programme to children attending these schools (and their teachers and parents) effectively, efficiently with enthusiasm and lasting impact.



What keeps me in Life Ed?

"I love my job! I believe in our philosophy and think it is so important that children receive our messages. I never get bored as every day is different. I enjoy that there is not as much paperwork compared to classroom teaching and that when the classes come into the Mobile Classroom the children in Southland want to be there to participate and learn. I have a very supportive Trust and I must thank them for that. The children of Southland are amazing and they deserve to have Life Education. I hope to continue to be the person delivering the messages to them for many years to come." ♥

Teresa - Southland Educator





KEY RESPONSIBILITIES OF AN EDUCATOR

To facilitate communications between schools and Life Education Trust; advocating for the Life Education programme, locally and regionally, to schools, teachers, supporters, pupils and parents. Using effective planning and booking management to ensure optimal use of the Trust's assets as befits charitable best practice.

Outcomes evidenced by:

- A rolling booking calendar, CRM type approach to school contact information in place and being regularly updated to ensure schools needs are met and exceeded.
- Contact is made with all schools in the area annually.
- A school communications programme is in place to ensure all schools in the Trust's area are kept informed of programme changes, LET activity and opportunities so the school feels valued and holds LET in high regard, consistent with our brand positioning.
- Trustees are kept informed with a regular communications update in a timely and informative manner in 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.





KEY RESPONSIBILITIES OF AN EDUCATOR

Recruiting schools and supporting them to use Life Education as a cornerstone in their annual plans and from time to time supporting other Trusts as requested so they can deliver on this criteria.

Outcomes evidenced by:

- Delivering the Life Education programme modules to an annual target number of children and schools [captured in annual performance plan] calculated from 195 delivery days, an average of four sessions daily and benchmarked to the eight highest performing LE Trusts.
- Positive growth toward converting biennial schools to annual schools and infrequent schools into annual school bookings.
- Increasing the quantum of parental sessions being delivered each year with an annual target of a minimum of 20% of all schools visited participating in parent / whanau / caregiver sessions.
- All schools perceiving LE is a quality and valued service - measured by school feedback.
- When opportunities arise deliver sessions for other Trusts outside your catchment area when teaching days are available.





KEY RESPONSIBILITIES OF AN EDUCATOR

Children and teachers are captivated and inspired by your delivery of the Life Education programme, your specialist knowledge and skills

Outcomes evidenced by:

- Teacher's feedback and annual classroom teaching evaluation.
- Delivery of the lessons, and content consistent with the Life Education philosophy and prescribed content, structure and Walts.
- Soliciting and sharing feedback with your Manager / National Service Centre from time to time that can enhance and improve the service or programme.
- Engaging in teacher staff meeting(s) session(s) as part of the scheduled programme delivery and support as a health specialist in each school.





KEY RESPONSIBILITIES OF AN EDUCATOR

Undertaking the relevant administrative functions to ensure effective timetabling, planning, pre-visit preparation, post-visit reporting, feedback and fee invoicing support. Ensuring our classroom and other assets are well managed and maintained and certifications and other compliances are up to date

Outcomes evidenced by:

- High levels of satisfaction by schools- as measured by feedback.
- Fee cash flow – invoicing in a regular manner.
- All health and safety requirements, certification and other compliance requirements of the classroom and other equipment and resources are current and up to date.
- Effective ordering and maintaining effective stock levels of resources in a cost effective approach.
- Classroom transportation is well managed ensuring no down time.





KEY RESPONSIBILITIES OF AN EDUCATOR

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

Outcomes evidenced by:

- All supporters feeling valued and special in their interactions with the Trust. From time to time in the course of your visits, prospecting local opportunities for fundraising exploration and reporting these to your Chair or reporting line.
- 'Active' participation in any LE events or fundraising activities that you are asked to attend.



CORE COMPETENCIES

THE EDUCATOR WILL BRING TO AND DEVELOP IN THEIR ROLE WITH LIFE EDUCATION

Processing

Accurate, relevant and up to date information of planned and actual activity and relevant customer information.

Outcome

Maintaining a database that captures all relevant data of activity so that information is available to support Educator, Trust and LET NZ planning, delivery and communication.

Manage and respond to customer needs, regional comparisons and responding to these, qualitative measures and benchmarking to identify areas of improvement.

Organising

Effective use of information to create an annual delivery programme to teach 195 days a year.

Effective organising to ensure maximum number of children/lessons are taught in the 195 term days.

Convert "no" schools and fit another session into a busy timetable, ability to close a deal and be creative to get a school on board.

Transferring of knowledge

Using formal and informal ways of showing, transferring and sharing knowledge, expertise and work methods.

Meeting our programme objectives by equipping children with inspiration and knowledge through Educators who can engage and capture children's imagination - create pivotal moments in a child's life.

Customer orientation

Customer orientation means guiding clients by maintaining a relationship with them and offering them an excellent service.

Developing and maintaining direct person to person LET relationships with all schools, for a wide range of outcomes, as a LET brand ambassador.

Ensure local Trust events are successful, stakeholder relationships are supported.

Schools are well serviced, literate and aware of what Life Ed provides and achieves.

Coaching/Developing others

Developing and advising team members about their way of functioning.

Opportunities to develop leaders and an induction programme that establishes appropriate standards.

Best practice is shared and excellence is achieved.

Engaging

Engaging means being responsible at work and committing oneself totally in order to offer high quality work.

We are seen as credible, well managed and highly skilled experts and schools experience is a positive one.

Daily lesson plan, set up process, meet and greet each day.

Autonomy

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.

Outstanding performance from a highly motivated educator who excels when given autonomy.

Set own daily, weekly, monthly work plan and largely undertake own monitoring.

Manage day to day issues, come up with plan B solutions for day to day challenges and opportunities that arise.



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Charities Commission CC10320

