



Job Description

Attendance Advisor, Tai Tokerau Attendance Service

Position:	Attendance Advisor, Tai Tokerau Attendance Service
Reports to:	Team Leader, Tai Tokerau Attendance Service
Date:	March 2019

Purpose of the position

To facilitate the delivery of the attendance service to support school management teams in Service Area 1 (Far North, Kaipara, and Whangarei Districts) to improve the number of learners attending school, and the engagement and achievement of individual learners.

As an Attendance Service Provider Ngāpuhi Iwi Social Services (NISS), mandated by the Tai Tokerau Chief Executives Iwi Consortium, is contracted by the Ministry of Education to:

- Support schools in the management of persistent unjustified absence, after the school has made all reasonable attempts to engage the learner, and
- Locate learners who have been absent from school for more than 20 consecutive days without a justified reason, and where appropriate facilitate enrolment in a school or another legal learning environment.

Competencies

Communication	
<p>The ability to convey thoughts and ideas effectively with learners, schools, legal guardians or caregivers, family, iwi, Pasifika groups, the community, inter agency services and the Ministry for the benefit of learners' attendance. This may include listening, interpreting, formulating and delivering: verbal, non-verbal, written, and/or electronic messages.</p>	<ul style="list-style-type: none"> ▪ Responds early to referrals, assesses reasons for absence/non-enrolment. ▪ Acknowledges receipt of referral, and most recent home address visited to locate learner, legal guardian or care giver. ▪ Makes phone contact with schools, legal guardians, caregivers, and emergency contacts. ▪ Provides schools with relevant information about reasons for unjustified absence or non-enrolment. ▪ Prepares and structures different communication messages well. Is able to make complex issues understandable. ▪ Sets out arguments clearly and logically; persuades and influences learners, legal guardians/caregivers or families. ▪ Diary and make available to Team Leader their daily /weekly/monthly appointments.

Problem Solving & Judgement	
<p>The ability to apply an objective, logical reasoning process to a problem or work situation in order to develop a conclusion or recommendation. This includes logically breaking down problems into different parts, identifying key issues and their relationships, interpreting, clarifying, analysing, explaining, and developing recommendations or advice.</p>	<ul style="list-style-type: none"> ▪ Assess reasons and identifies factors that contribute to absence/non-enrolment and offers options to support the learner’s attendance and engagement at school. ▪ Uses several analytical techniques with the learner, legal guardians, or caregivers, family, school to reach a solution that ensures the sustainability of the learner’s attendance and engagement at school.
Innovation	
<p>The ability to think about a situation, issue or process in new or varying ways and to generate new ideas. This includes the willingness to seek out and implement alternative ways of doing things in order to initiate change.</p>	<ul style="list-style-type: none"> ▪ Raises school and family awareness of what services are available. ▪ Is proactive and identifies longer term solutions to improve learner attendance or re-enrolment. ▪ Demonstrates consistent ability to generate new ideas and initiatives to address the identified root causes of unjustifiable absences.
Relationship Management	
<p>The ability to interact with and engage in respectful working relationships with schools, legal guardians, or caregivers, family, Iwi Pasifika groups, the community, interagency services and the Ministry of Education. This includes establishing formal and informal working relationships, developing win/ win relationships and assessing and responding to individual behaviour, while demonstrating commitment to promoting the well-being of all learners.</p>	<ul style="list-style-type: none"> ▪ Builds good rapport with people at all levels. ▪ Ensures strong collaboration between the Attendance Service, schools, family, Iwi, Pasifika groups, the community, inter-agency services and the Ministry of Education. ▪ Develops and maintains close working relationships with schools’ management teams responsible for attendance. ▪ Develops improved ways of working with the schools, communities and social service agencies to be more responsive to the needs of learners who are not attending regularly, or who are non-enrolled. ▪ Assists families to access relevant social service support for non-education issues (making referrals and participating in inter agency processes as appropriate). ▪ Collaborates with the Ministry, assists families with application forms for other education options. ▪ Actively seeks opportunities to contribute to positive outcomes for learners and their legal guardians or caregivers.

Cultural Responsiveness	
<p>The ability and desire to provide contexts where the identity, language, and culture of learners and their family is affirmed. This includes reinforcing culturally sensitive behaviour, being responsive to Maori and Pasifika groups, effectively relating to learners from diverse cultural backgrounds, and demonstrating a commitment to ongoing professional learning and development of personal professional practice.</p>	<ul style="list-style-type: none"> ▪ Uses culturally sound methods to identify effective ways of working with Maori and Pasifika learners, their families and the wider community. ▪ Understands the social, ethnic and behavioural characteristics of those from different cultural backgrounds and is able to translate that knowledge into work practices and delivery of services. ▪ Collaborates with different cultural communities regarding service delivery and demonstrates a willingness to work together. ▪ Identifies patterns where the school is identified by the learner or their legal guardian/caregiver as a barrier to sustained attendance or enrolment, and reports evidence to the Ministry so the Ministry can assess and take appropriate action.
Values	
<p>Integrity, trust, sincerity, equity, kindness</p>	<ul style="list-style-type: none"> ▪ The ability to show integrity, sincerity, and respect towards learners' beliefs, language, identity and culture. ▪ Demonstrates a commitment to a bicultural partnership, by promoting a collaborative, inclusive and supportive environment. ▪ Responds to the needs and aspirations of learners, their families, and community. ▪ Demonstrates an understanding of, and uses local knowledge to affirm the language, identity and culture of the learner and their family. ▪ Demonstrates flexibility in the approach to work that ensures consideration of Maori and Pasifika protocol and values.
Professional Development	
<p>Taking responsibility for own learning and development.</p>	<ul style="list-style-type: none"> ▪ Responds to all referrals in a timely manner. ▪ Uses data to inform. ▪ Updates Attendance Services Application (ASA) case management system when new data is received. ▪ Displays proactive response in the case management of referrals. ▪ Develops a monitoring action plan to return the learner to a legal learning institution. ▪ Organise and attend supervision with TTAS Team Leader once per month.

Following instructions and procedures

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- Appropriately follows instructions from others without unnecessarily challenging authority.
- Follows procedures and policies.
- Keeps to schedules.
- Arrives punctually for work and meetings.
- Demonstrates commitment to the organisation.
- Complies with legal obligations and safety requirements of the role.

Person Specification

Knowledge and Experience

- Understanding of school enrolment and absence procedures, and education courses offered by schools.
- Communication skills/sufficient level of language skills (specific to the targeted group/services, e.g. in te reo, in order to liaise effectively with legal guardians/caregivers).
- Sound knowledge of communities served by schools in the area and credibility within those communities.
- Recognized commitment to promotion of Tikanga Maori/Tangata Pasifika.
- Skills in diagnosis: identifying issues and their causes and effects.
- Understanding of the range of training and educational courses available outside mainstream schooling, including Te Kura.
- Ability to work in co-operation with others.
- Successful experience in managing key relationships.
- Proven commitment to service excellence.
- Ability to be self-managing.

Skills and Behaviours

The person in this position needs to demonstrate:

- Strong interpersonal skills including advocacy.
- Proven experience working with Māori/Pasifika communities including a high degree of awareness and sensitivity to the needs of Māori/Pasifika families.
- Proven experience working with family networks and individuals, groups or agencies providing support and/or services.
- Strengths-based leadership, with the ability to collaborate with others to achieve mutually agreed goals.
- Excellent verbal and written communication skills.
- Ability to translate strategic issues into operational solutions.