



POSITION SUMMARY

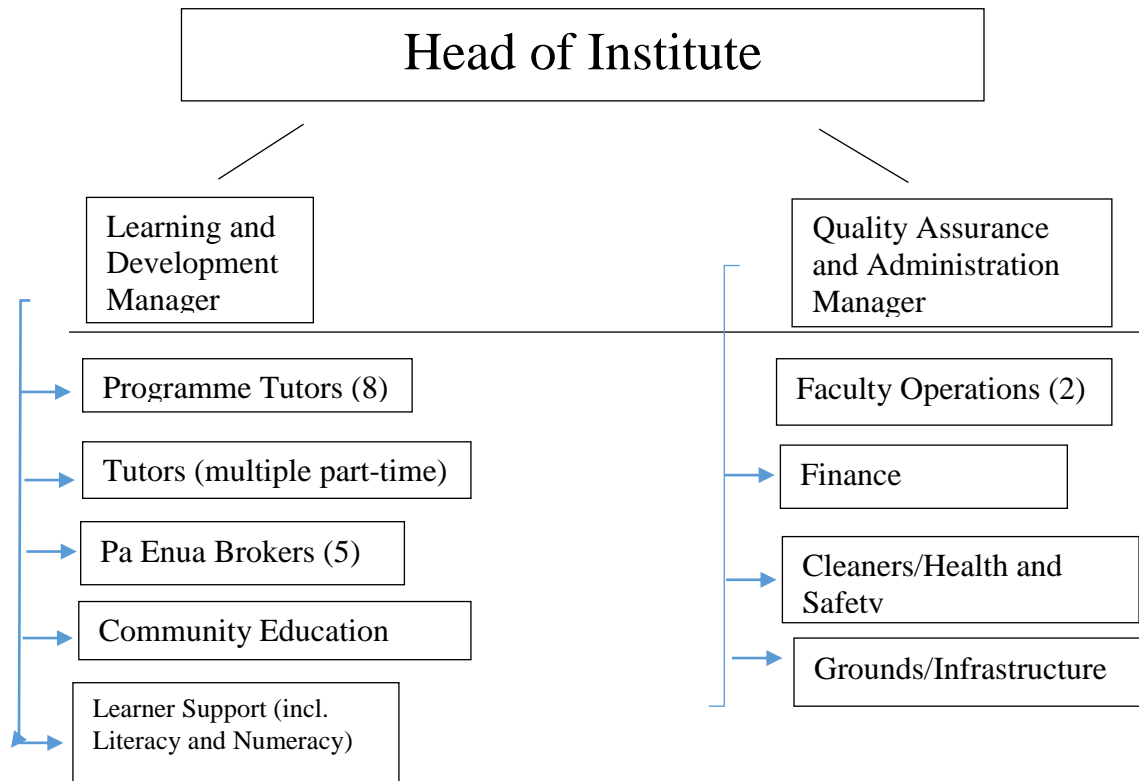
Job Title:	Tutor (Programmes)
Division:	Cook Islands Tertiary Training Institute
Responsible To:	Learning and Development Manager
Responsible For:	Enrolled students, technicians, trainee tutors
Job Purpose:	To provide effective learning and education of students enrolled in a specific programme of study. This will involve developing course and assessment material relevant to industry in the Cook Islands.
Legal Obligation of this position:	To carry out duties and responsibilities as set out in: <ul style="list-style-type: none">• The PSC Act (2009)• The current Education Act and any amendments to that Act Ministry of Education instructions and directives as issued by the Secretary of Education from time to time
Remuneration:	Band G (Minimum: 26,822; Middle: 31,114; Maximum 36,478)
Date:	Dec 2016

MINISTRY VISION:

The Ministry of Education values the unique nature of the Cook Islands. We contribute to the effective governance of our country and are recognised as leaders in education throughout the region.

The Ministry of Education provides a dynamic and professional environment which promotes lifelong learning through the provision of quality services.

ORGANISATION CHART:



PURPOSE OF THE POSITION:

To prepare for and teach classes in the Tutor’s area of expertise employing current technical information, education methods and presentation techniques to ensure that positive student learning and assessment occurs.

KEY OUTPUTS:

Objectives	Outcome	Key Deliverables
To plan, prepare and deliver quality programmes as prescribed by the curriculum	Excellent standard of learning & teaching informed through a range of assessment practices at a level appropriate to the ability of all students	Programs of work, work books, lesson/unit plans, students work, assessment data,
To be competent and to keep up to date in the subject area	Quality tutoring occurs; If applicable, to work towards and gain an adult teaching qualification that includes US 4098.	Students receive quality teaching that is informed and up to date, lesson/unit plans revised
Develop, Review and Implement programmes of learning and respond to feedback	Programmes are evaluated and courseware is developed	All lesson, unit and annual plans are developed alongside the assessment plan. Programmes are regularly evaluated
Supply effective teaching and learning strategies to promote effective learning consistent with individual student learning needs	Students receive tutorial support that is individualized to their learning styles.	Students receive effective individualized training

Use assessment data to inform future planning and intervention strategies	Student progress is tracked and enhanced	Assessment/moderation records Students' reports
To Verify/moderate assessment materials in area of expertise according to NZQA, LC&G processes.	Full compliance with NZQA LC&G moderation processes. Moderated work meets with NZQA/LC&G external audit and verification. Verified results entered in SMS	Moderated assessment materials checked and accessible, Record of Learning, external audit reports
To provide regular and meaningful feedback on student progress and achievement.	Students receive appropriate feedback on their progress and level of achievement and are informed of areas where extra support would be beneficial	Copies of students' work Students' reports Attendance Registers Assessment data
To utilise and manage all learning and teaching resources, effectively and efficiently	Students' learning opportunities are maximised through access to appropriate and properly maintained resources Losses of resources are minimised	Inventory Records Faculty/Centre asset register Observation
To Initiate and manage recruitment for students	Programmes commence with a full complement of students	Recruit students in a timely manner
Discharge administrative responsibilities integral to Tutors work including keeping up to date records and evidence of student achievement	All teaching plans, assessment procedures and teaching resources are completed and up to date	Student assessment data is updated and maintained. Resources are maintained Evidence is accessible during external audits.
To establish good networks with the local industry	Training is industry appropriate	Industry is consulted six monthly
To be an active team member within the Faculty	Faculty staff are united team	Tutors are active members of the wider faculty team.
To operate within the policy framework and legislative obligations of CITT	The CITT Quality Management System is upheld and all accreditation is maintained	All policy and procedures are abided by.

Performs other duties as assigned.

The omission of specific duties does not preclude senior management from assigning duties that are logically related to the position.

All of these responsibilities will be carried out within the context of the Faculty's statutory obligations regarding Occupational Health and Safety, and its principles of Equality of Opportunity.

FUNCTIONAL RELATIONSHIPS:

The tutor will be responsible for displaying effective human relations skills in dealing with other personnel and external contacts.

External	Nature of Contact	Internal	Nature of Contact
Industry	Ongoing liaison through meetings and communications	Heads of Faculty	Reporting; ongoing liaison
Employers	Ongoing liaison through meetings, site visits and other communication modalities	Director Academic Quality & Student Services Manager	Reporting; ongoing liaison
External Tertiary	Ongoing liaison through	CITT staff	Teamwork and

Providers	meetings and communications		administrative
Accrediting & standard setting bodies	Ongoing liaison through meetings and communications as agreed with Heads of Faculty	Students	Learning and Teaching, pastoral care, other relevant issues

AUTHORITY:

The Programme Tutor will have the following levels of authority:

Financial	All tutors are required to follow the financial practices as set down by the Ministry of Education with regard to purchasing, inventory control and asset management.
Staff	Senior tutors supervise the work of technicians assisting in work-shops, kitchens and job sites. Senior tutors supervise & manage trainee tutors & other tutors requiring up skilling to ensure they meet the standards required by NZQA/City & Guilds and other SSB's to deliver tertiary programs.
Contractual	All tutors are contracted and are bound by the agreed terms and conditions of their contracts for the period of their employment.

WORK COMPLEXITY:

The most challenging duties typically undertaken by a tutor will include:

Tutoring students in accredited programmes and having current knowledge to be effective
Establishing and organising programme of courses including learning plans, course content and assessments
Ensuring diverse needs of learners are met
Recruiting students and maintaining enrolment numbers
Managing relationships with industry, employers, community groups and relevant government agencies
Ability to contextualise students' learning to their own environment to give it relevance and enhance student understanding
Able to use a range of assessment methods (eg norm referenced, standards based etc) for diagnostic, formative and summative evaluation of student achievement to inform interventions which will improve student outcomes
Comply with moderation and assessment requirements of NZQA, London City and Guilds and other accrediting bodies

PERSON SPECIFICATION:

Qualification

The Programme Tutor will be required to have the following formal level of training and educational qualifications and experience:

Essential: (least qualification to be competent)	Desirable: (specific qualification for job)
---	--

Diploma in a trade or trades and a recognised Certificate or Diploma in Teaching (adults)	Diploma in Teaching (adults) and an advanced Diploma or Bachelor's Degree in a recognised trade or trades
---	---

Knowledge/Experience:

The length of practical experience and nature of specialist or managerial familiarity required. This experience is in addition to formal education.

Essential: 1 years experience in delivery of industry training. Practical industry experience at an advanced level.	Desirable: More than 2 years experience in delivery of industry training. More than 2 years experience in industry at an advanced level
--	--

Key Skills /Attributes/Behaviours

Key Leadership & Management Skills	<p><i>The successful applicant will demonstrate this by:</i></p> <ul style="list-style-type: none"> • Managing school resources effectively • Establishing and maintaining clear and effective classroom routines when organising students • Using positive reinforcement to encourage desired behaviours • Promoting student engagement in learning through classroom layout, effective teaching strategies and encouragement • Always assessing and planning to minimise risks to students' physical safety and taking appropriate action
Key Technical Skills	<p><i>The successful applicant will demonstrate key technical skills through:</i></p> <ul style="list-style-type: none"> • Effective delivery of curricula relevant to training program • Relevant and appropriate application of learning and assessment practices • IT Level 3 competency achievement • Clear and effective communication in a range of situations • The relevant contextualisation of teaching and learning to students' own environment
Other Skills & Knowledge	<p><i>The successful applicant will also need to demonstrate a high level of commitment to:</i></p> <ul style="list-style-type: none"> * Promoting indigenous culture and language *Further developing one's own knowledge and skills *Actively participating in professional development *Undertaking professional reading relevant to education. *Ongoing monitoring, evaluation and self review of one's own performance and practice *Identifying and mitigating risks to student achievement and safety

Approved:

Head of Ministry of Education (Secretary)

Date

Employee

Date