



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Senior Adviser, Network Sector Enablement and Support

Sector Enablement and Support is the key interface between the Ministry of Education and early learning providers, schools and Kura Māori. Senior Advisors core role and function is to ensure that sector leaders and the communities in which they operate have access to the expertise, programmes and resources that will allow our children and young people to reach their full potential.

The Senior Advisor, Network develops and implements strategies to improve network provision across schools in the Auckland region; this includes new schools, mergers, closures, enrolment schemes, registration of private schools and area responses.

This involves supporting schools at an individual school level or across a network of schools to develop strategies and approaches to manage roll change.

In particular, the Senior Advisor, Network:

- Works to build an understanding of context and performance for an assigned group of schools, working from an evidence base, and identifies priorities, emerging issues and areas for action
- Uses demographic evidence to inform and develop strategies in support of schools.
- Uses evidence on performance and provision to design and implement initiatives and interventions to bring about change for and with schools, providers and communities which increases student achievement
- Uses robust monitoring and evaluation processes to track the progress and impact of initiatives and interventions.

Reports to Planning Manager, Schooling Networks

Pay band: A7

Te Aronga Matua - Purpose of the Ministry of Education

What	Our Purpose Lift aspiration, raise educational achievement for every New Zealander
Why	Our Vision Every New Zealander: <ul style="list-style-type: none">• Is strong in their national and cultural identity• Aspires for themselves and their children to achieve more• Has the choice and opportunity to be the best they can be• Is an active participant and citizen in creating a strong civil society• Is productive, valued and competitive in the world New Zealand and New Zealanders lead globally
How	Our Behaviours <ul style="list-style-type: none">• We get the job done• We are respectful, we listen, we learn• We back ourselves and others to win• We work together for maximum impact Great results are our bottom line

Te Aho Here - Key Priorities

Define priority areas to manage roll growth/change at a regional level

- Co-ordinate the analysis and interpretation of data, demographics and population data from the Ministry, schools and other external sources across the assigned group of schools.
- Contribute to a comprehensive regional picture of current network provision and identify (in consultation with the Director of Education, Planning Manager - Schooling Networks or Senior Analyst) priorities for improvement across the assigned group of schools.
- Contribute to ongoing medium-term regional planning, through monitoring of wider trends and demographics to anticipate changing needs and determine implications.
- Support a focus on establishing and maintaining a network provision for Māori and Pasifika students and ensure initiatives/interventions are aligned with and linked into Ministry work programmes and policy development in these areas.

Project design and planning

- Define outcomes, objectives and activities to develop comprehensive project plans.
- Consider the Ministry of Education's delivery system, the culture, capability and available resources of schools, providers, agencies and other groups involved in delivery and ensure planning addresses these issues.
- Work in partnership with schools, providers, and other contributing agencies and groups, to secure joint ownership of the project plan, and determine clear accountabilities for outcomes.
- Prepare business cases, project plans, budgets, contracts, submissions and advice as required to assist in decision-making and gain approval.

Project Implementation

- Provide leadership for the implementation of projects, working with the project team and external stakeholders to develop a comprehensive and integrated approach to implementation.
- Maintain oversight across assigned projects, identify new areas of work or re-prioritisation of existing activities and advise the Director Education, Planning Manager, Schooling Networks.
- Provide day-to-day and/or short-term project or professional leadership of project team where this is required by work programme demands.
- Track, anticipate and respond to emerging issues that pose potential risk, advising on priorities and focusing effort where it has the most impact.
- Contribute as part of project teams to initiatives and interventions led by other agencies.
- Oversee case management of identified situations which are intractable, high risk or escalated, ensuring that actions sit within the context of broader project goals.

Define, monitor, evaluate and report on results

- As part of project design, develop explicit indicators for each intervention/initiative which enable tracking of progress, review of activities and evaluation of impact.
- Use monitoring and evaluation data to support robust evaluation of project progress, assure quality, consistency and performance, justify decisions on investment, and ensure effective management of public expenditure.
- Align internal and external review processes (through the Ministry of Education, ERO and contractors etc.) to ensure key areas for action are highlighted and the focus of projects is maintained.

Implement business processes and systems to support the work programme

Ensure consistent and systematic use of business processes that support effective and consistent delivery, including:

- Maintaining standard processes for project planning and implementation.
- Clear pathways for information-sharing and decision-making within the team.
- Monitoring demand on core processes to inform resourcing decisions and to identify pressure points and wider systems issues.
- Providing feedback to the Director Education or Planning Manager -Schooling Networks on how systems can be streamlined or to increase speed and ease of delivery.

Ensure that any customisation of delivery or tailored solutions to meet regional needs maintains the policy intent and is consistent with business processes and accepted practice. Manage the integration of new/changed business processes into practice.

Build own and team capability

- Contribute across the work programme and take specific responsibility for particular content areas, providing expertise/knowledge that allows the team to deliver on key aspects of the work programme.
- Maintain knowledge base on strategic frameworks and policy intent, effective practice, regulatory and compliance issues and legal requirements.
- Contribute to a strong team culture which involves joint planning and integrated ways of working that draw on the range of skills and expertise in the team, and external resource as needed.
- Undertake project reviews, capture “lessons learned” from these, research and evaluation, and contribute to the sharing of innovation, capability and knowledge to increase the effectiveness of the schools performance function.

Relationships and collaboration

- Identify implementation tasks that require a coordinated approach and work within the Ministry of Education, and between the Ministry and other agencies/stakeholders to ensure integrated planning and solutions.
- Maintain professional and responsive external relationships, ensuring that relative accountabilities between schools/providers and the Ministry are clear, that commitments are met, and problems and issues are resolved speedily.
- Maintain relationships between the Ministry and other central government agencies to promote integrated and aligned ways of working to achieve Ministry and wider state sector goals.

Maintain effective functions and processes for statutory and regulatory approval and compliance

Maintain an understanding of the:

- Legislative and regulatory framework in which the Ministry of Education operates.
 - Different levers that we have and when these should be used.
 - Underpinning principles, and associated roles, responsibilities and accountabilities.
 - Relevant operational policy.
- Provide interpretation and guidance to the team, schools, providers and other stakeholders on regulatory and compliance issues, legal requirements and implications of policy changes, seeking professional advice where necessary.
 - Maintain generic and nationally consistent business processes for statutory and regulatory approval and compliance.

Advisory, communications and information provision

- Provide advice in respect of the policy, direction and performance of the sector and institutions, providers and contractors within the sector.
- Prepare and draft ministerial correspondence, submissions, cabinet papers, briefing and speech notes, parliamentary questions, and official information requests, and provide quality assurance for drafting undertaken elsewhere in the team.
- Identify issues of policy significance emerging from implementation and feed these through to the Director Education or the Planning Manager, Schooling Networks.

Contract Management

- Oversee the successful planning, negotiation, management and completion of external contracts in accordance with Ministry of Education guidelines for contract management.
- Actively manage contractors' delivery against outcomes by way of appropriately tailored monitoring and reporting systems including feedback to assist providers to improve their understanding of Ministry needs and their service delivery.
- Maintain a sound contract document management system covering key decisions and information that supports financial management, issues management and outcome reporting.
- Liaise with Business Improvement and Support and Legal Services as required to ensure that a professional and consistent contracting process is followed.

Ka Hikitia –Managing for Success

- Have an awareness of and an understanding of the Organisational Potential Framework, and apply this knowledge and understanding of Māori enjoying success as Māori, to day to day work
- Take responsibility for developing skills and knowledge to: develop transform participate and to influence in their day to day work, Māori enjoying education success as Māori

Health and Safety

- Takes all practicable steps to ensure safety at work and that no action or inaction causes harm to anyone else.
- Reports all hazards, accidents, near misses, or unsafe conditions to your manager and Health and Safety Representative as soon as possible
- Observes Ministry stated health and safety policies and guidelines.
- Knows and complies with all Ministry Health and Safety policies and guidelines.

Key Relationships

Internal

- Director of Education, Education Managers and teams in the Auckland office and other regional offices
- Planning Manager, Schooling Networks
- Lead Analyst Planning
- Senior Analyst Planning
- Managers and teams in the Sector Enablement and Support Group in National Office
- Project teams
- Education Data and Knowledge (EDK)
- Property Group (Education Infrastructure Services EIS)
- Legal
- Pasifika team
- Early Learning, Parents and Whānau - Group Maori

External

- Schools, particularly management, Boards of Trustees and other governance structures
- Education sector groups
- Representatives from other government agencies and Non-Government Organisations (NGOs)

- Territorial local authorities, regional authorities and other planning agencies; in particular Auckland Council, MSD, Housing NZ, Te Puni Kokiri, Ministry for Pacific Peoples
- Provider organisations (such as professional development, alternative education governance, education, and financial consultancy, iwi, community-based providers)
- Partnerships and networks with local iwi and Māori
- Pasifika communities
- Community sector and stakeholder groups (regional and local)

Ngā Uaratanga - Qualifications and Technical skills

Essential

- In-depth understanding of project planning and implementation including project design and planning, clear target setting and monitoring, prioritisation, evaluation, communication and relationship management strategies.
- Understanding of the impact of legislation and regulations on the Ministry's operations including compliance matters, and the ability to provide quality advice, and guidance on the implications of legislation and regulations.

Desirable

- A tertiary qualification with a significant component in education, law, public policy, social sciences or other relevant disciplines is preferred.
- Understanding of education systems in New Zealand, and relevant education legislation.

Tō Kete Mātauranga - Role Specifics

Essential

- Experience in using project management techniques and methodologies.
- Specific knowledge and understanding which will contribute to the schools network provision.
- Demonstrated ability to manage relationships to achieve desired outcomes.
- Demonstrated ability to understand linkages with initiatives within and outside their area of work.
- Understanding of the Treaty of Waitangi, and its implications for the work of the Ministry of Education especially in matters relating to Māori development and the partnership values that flow from the Treaty.
- Working knowledge of tikanga Māori and self-starting confidence to build relationships with iwi, whānau and hapū.
- Strong written communication skills including the ability to write succinctly and concisely and with an understanding of tone and register, across a range of formats.
- Applied skills in Microsoft Word, Excel and Outlook.

Desirable

- Understanding of iwi partnerships, kaupapa Māori education and Māori in mainstream education.
- Experience in engagement with Pasifika groups and communities.
- Knowledge of, and experience in working with both qualitative and quantitative data and analysis.

Ngā Pūkenga - Competencies

Overall Ministry Competency	Ministry Competencies	Focus Area	Competency Level
Results Orientation	Planning and organising Control/follow up	Achieving results at this level is likely to require resolving more complex issues, be over a longer time frame, involve integrating a range of disciplines, and/or contributions from range of jobholders both within and outside of the Ministry.	3
Problem Solving & Strategic Thinking	Analysis Judgement Organisational awareness Extra-organisational awareness	Jobholders at this level analyse complex problems. At this level they use a range of advanced analytical skills or investigative techniques or models or quantitative analysis. They balance conflicting factors, information and views, and draw strategic connections, to identify	4

		the most appropriate solution. Decisions are made in the context of some uncertainty and risk.	
Relationship Management	Relationship Management Engagement and Consultation with Māori Customer Service Focus	Jobholders at this level build and maintain relationships, delivering high level and proactive service to clients, particularly where they are required to deal effectively with inherently difficult client relationships.	3
Developing Performance	Self-Development	Jobholders at this level are required to take responsibility for their own performance and development in relation to their own position and future Ministry needs.	1
Teamwork & Team Leadership	Teamwork Leadership	Jobholders at this level are required to build co-operative relationships and participating willingly in team activities. They also participate effectively as team members in wider, diverse and cross-disciplinary teams, which may involve external participants. Jobholders at this level are required to convene and facilitate teams towards agreed objectives	3
Communications	Communication – General Written Communication Oral Communication Listening Persuasiveness Correct Māori Pronunciation	Jobholders at this level require persuasion and influencing skills for communicating the Ministry's viewpoint to an intended audience.	3
Knowledge Base		Jobholders at this level require a high degree of applied knowledge and an understanding of the theoretical base of that knowledge, in order to solve complex problems in technical, administrative or specialist fields. The professional knowledge essential at this level will normally be based on a foundation of academic knowledge with additional practical experience, although equivalent practical knowledge is acceptable.	5