



Principal Adviser Secondary Transitions

Sector Enablement and Support

The Principal Advisers Secondary Transitions are regionally based specialists providing change and thought leadership to education sector leaders, assisting them to make improvements that drive system change as students move through education to employment. They will have a particular focus on achievement, retention, transitions and progression across the secondary school and tertiary interface and support sustainable networks and partnerships across the secondary-tertiary-employment interface.

Estimated Band A9

Reports to the Manager Education

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



Key Priorities

- Work with assigned schools, wharekura and tertiary providers to raise achievement, retention, and transition and develop coherent pathways and tailored learning programmes, using new approaches and existing methodologies to better align education with employment destinations
- Provide support, tools and advice to Kāhui Ako to assist them to develop plans in response to their identified needs in the secondary/tertiary pathway and specific achievement challenges
- Work with schools, wharekura, tertiary providers and communities (including employers, iwi, councils etc) to facilitate and develop new secondary/tertiary partnerships and networks
- Build and maintain relationships with and across key stakeholders, assisting the community to remove barriers to collaboration
- Contribute to cross-agency initiatives to reduce the number of young people (15-24 years) who are not in education, employment or training through reengagement strategies and preventative responses within the education system
- Support local delivery of secondary-tertiary programmes, and the uptake by schools and wharekura of tools to help students build coherent NCEA choices and pathways to further education, training and employment
- Work with and support the demand driven response from communities to inform work with schools, tertiary providers and Kāhui Ako
- Support the national monitoring and reporting of progress against a range of tactics and activities to show system capability lift.
- Provide strategic advice and guidance on economic development for the region and feed this into leadership and management planning
- Continue to support providers to implement key Government priorities.

Key relationships

Internal - Key stakeholders across Ministry groups and teams

External – Education providers including schools, wharekura and tertiary providers, other government agencies (in particular MSD, MBIE and TEC), local economic development agencies, NGOs and sector organisations, employers and businesses.

Qualifications and Personal Attributes

- Has extensive background knowledge and experience in education and / or leadership, and ability to support professional change at an education provider level.
- Demonstrates an understanding of the Treaty of Waitangi and its implications for the work of the Ministry of Education especially in matters relating to iwi and Māori development and the partnership values that flow from the Treaty.
- Has sound knowledge and understanding of how the education sector operates at the school and tertiary level.
- Has experiential knowledge and competencies in supporting shifts in practice that evidenced improved outcomes for and with Māori and effective relationships with whānau, iwi and Māori communities.
- Proven relationship management skills in complex and challenging environments, and confidence in establishing relationships with key senior stakeholders both within and outside the education sector.
- Has a high level of facilitation skills with highly honed interpersonal skills, diplomatic and able to adapt to different interaction styles and contexts.
- Has a strong analytical skill set that is linked to education knowledge (both quantitative and qualitative), including the ability to assess a range of data and information to identify root causes and opportunities for improvement.
- Demonstrates sound understanding of project and change management.
- Has strategic knowledge and application of Ministry's information, resources, frameworks, evidence bank and theory.
- A relevant tertiary qualification or equivalent experience and expertise.

Competencies

Customer focus

- Is dedicated to meeting the expectations and requirements of internal and external customers, acts with customers in mind.
- Gets first-hand customer information and uses it for improvements in products and services.
- Establishes and maintains effective relationships with customers and gains their trust and respect.

Strategic Agility

- Anticipates future consequences and trends and develops plans that move the business on significantly.
- Demonstrates transformational thinking and makes it clear where the business needs to focus its corporate energy and investment.
- Analyses organisation position and constructs scenarios that enable the business to evaluate the future.

Action Orientated

- Is action orientated and full of energy for the things he/she sees as challenging; not fearful of acting with a minimum of planning; Seizes more opportunities than others.

Functional/Technical Skills

- Has the functional and technical knowledge and skills to do the job at a high level of accomplishment.

Managing Diversity

- Manages all kinds and classes of people equitably; Deals effectively with all races, nationalities, cultures, disabilities, ages and both sexes; Supports equal and fair treatment and opportunity for all.

Drive for results

- Consistently achieves outstanding results, accepts and achieves challenging assignments.
- Consistently exceeds requirements and overcomes obstacles. Constantly works to improve performance and raise standards.

Approachability

- Listen to the points of view from across key stakeholders to ensure recommendations truly meet their needs within the parameters of legislation and Ministry policy

Tātai Pou

- Demonstration of Tātai Pou competencies at least at a consolidating level:
- Pou Hono – Valuing Māori – Makes a clear and compelling argument as to why equitable outcomes for Māori learners are critically important.
- Pou Mana – Knowledge of Māori content – Applies the Treaty of Waitangi policy, uses Te Reo Māori and engages with Tikanga Māori.
- Pou Kipa – Develops, implements and strategically resources to achieve equitable outcomes for Māori.