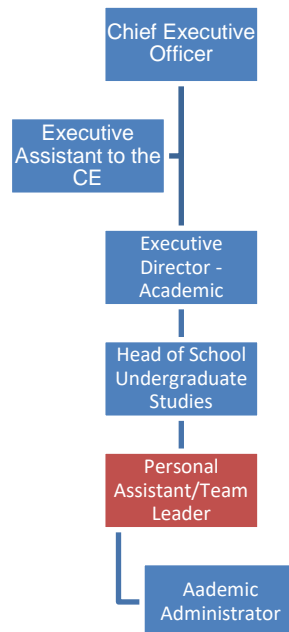


Job Description

Position Title	Personal Assistant/Team Leader	Team/ School:	School of Undergraduate Studies
Position Holder		Date	January 2023
Reports to	Head of School Undergraduate Studies	Location	Whakatāne
Agreed By (Please Sign)	Position Holder		
	Manager/Team Leader		Date
	HR Manager		Date



STATEMENT

The Wānanga:

- is firmly committed to the principle of equal opportunity for all, and recognizes the need to give practical effect to such responsibilities both as an employer and as an educational provider.
- provides a supportive, safe and healthy environment which is conducive to quality teaching, research and community service.
- is committed to providing a workplace free from harassment.

PURPOSE OF POSITION

The Personal Assistant/Team Leader provides administration and secretarial support to the Head of School Undergraduate Studies and leadership to the School administration team.

DIMENSIONS AND AUTHORITY

Staff Five (5)

Financial: Nil

RELATIONSHIPS

Internal:

- Head of School Undergraduate Studies
- EA to the Chief Executive
- PA/Team Leaders in other Schools
- School staff
- Administration Teams
- Business Analysts
- Support Services Teams (Finance, Operations, Marketing, IT, HR)
- Academic Registry

External:

- Visitors
- Government agencies
- Community and business organizations
- Iwi and hapu
- Other tertiary providers
- Others as required

KEY RESULTS AREAS

The role of Personal Assistant/Team Leader - encompasses the following major functions or Key Result Areas:

1. Administration and secretarial support
2. School planning, monitoring and reporting
3. Team leadership and management
4. Team and personal effectiveness
5. Effective communication and client focus
6. Special projects
7. General requirements of all Wānanga employees

Key Result Areas What am I meant to do?	How do I know I'm successful?
KRA 1: Administration and secretarial support <ul style="list-style-type: none">• Manage HoS's diary and independently schedule appointments as agreed with him/her.• Liaise with the HoS regarding priorities to ensure all appointments and other deadlines are kept/achieved.	<ul style="list-style-type: none">• Diary accurately maintained.• Accurately and timely minutes/documents produced with nil errors and confidentiality maintained.• Positive feedback from the HoS.

<ul style="list-style-type: none"> • Screen incoming calls and correspondence and respond independently as agreed with the HoS. • Preparation in a timely manner of: <ul style="list-style-type: none"> ○ Letters, documentation, memoranda and records such as agenda, notices, minutes, and resolutions for meetings. ○ Confidential correspondence, reports, and other such documents as required by the HoS. • Arrange travel plans and itineraries for all school travel. • Compile documents for HoS travel-related meetings. • Raise purchase orders for expenditure related to the school, including CAPEX, and ensure costs are coded to the correct programme. • Work with programme co-ordinators and registry to ensure sites are approved for site delivery. • Work with programme co-ordinator and contract administrator to ensure licence agreements/kapa/marae contracts are in place prior to delivery commencing. • Organise any requirements for monthly meetings. • Organising any communication equipment required for specific presentations or teleconferences. • Organising venues, seating arrangements, food and refreshments, notifications and airport transportation. • Photocopy, collate, and distribute correspondence and reports for and to meeting attendees. • Prepare and distribute agendas, take minutes, provide a copy of minutes after each meeting and liaise with personnel over follow up actions. • Report progress on follow up actions to HoS. • Find as required documents from file, newspaper and other sources, written information from other staff members, library materials, promotion materials etc within required timeframes. • Carry out routine filing and retrieval of documents. 	<ul style="list-style-type: none"> • Meeting minutes are accurately taken and communicated in a timely manner. • Travel arranged is timely, and relayed to recipient. • Purchases are raised in a timely manner and are raised in line with procurement policy, and correctly coded to the correct programme. • Sites are approved by NZQA for delivery. • Sites have licence agreements /kapa/marae contracts in place. • Information is retrievable quickly. • Arrangements and organisation of all matters relating to the HoS are all undertaken efficiently, effectively and within budget and other resources constraints. • All regular meetings chaired by the Head of School are well prepared, attendees have all the necessary information beforehand and feedback from committee members is positive. • Minutes are recorded and distributed within 48 hours following the meeting. • All actions are attended to and evidence demonstrates follow up with those who have actions assigned. • Documentation is readily available on request from HoS. • Routine filing and retrieval is in accordance with the Public Records Act, 2005.
<p>KRA 2: School planning, monitoring and reporting</p> <ul style="list-style-type: none"> • Assist the HoS by working closely with the Executive Administrator to the Chief Executive Officer and other PA/TLS to 	<ul style="list-style-type: none"> • Feedback demonstrates collaborative and co-operative behaviours within the Executive and Personal Administration team.

<p>compile the CEO's monthly report to Council and other organisational reports, eg, Annual Report.</p> <ul style="list-style-type: none"> • Attends Executive and Personal Administrator team meetings as organised by the EA to the CEO or School Personal Administrator/Team Leaders and provides positive input to cross-functional matters. • On behalf of the HoS compile, monitor and report on a daily, weekly or monthly basis as required by the HoS: <ul style="list-style-type: none"> ○ Enquiries ○ Enrolments ○ Withdrawals ○ EFTS ○ Budget variances • Reports written and/ or collated effectively in accordance with the HoS's requirements. • Assists with preparation and documentation for EER and advisory boards. 	<ul style="list-style-type: none"> • Reports are produced on time and in accordance with the scope of the HoS's request. • Minimal need for editing and HoS feedback is positive. • The HoS is aware constantly made aware of what is happening within the School in terms of income, budget and spend. • Student numbers are monitored and actions assigned early to remedy known issues. • Preparation and documentation for EER and advisory boards undertaken in an efficient and effective manner.
<p>KRA 3: Team leadership and management</p> <ul style="list-style-type: none"> • Works with other School Personal Administrator/Team Leaders to accomplish cross-functional teams capable of covering all programmes and schools. • Leads school administration team to be a cross-functional team covering programmes within school and supporting other schools. • Ensure direct reports know what is expected of them, gives open, objective feedback on their achievement. • Undertake performance appraisals with direct reports annually. • Ensure direct reports have the necessary resources and support to develop the skill, knowledge and behaviour necessary to meet agreed outcomes. • Develop and implement annual professional development plans congruent with the strategic direction of the Wānanga and the team. 	<ul style="list-style-type: none"> • Evidence cross functional teams exist within school. • Evidence cross functional teams exist across schools. • Evidence points to a competent, motivated and professional support team that performs efficiently and effectively. • Performance appraisals completed annually. • The team is appropriately staffed and performance reviews are completed on time. • Issues relating to individual and/or team performance or behaviour are quickly identified and actions taken. • Training needs are assessed, identified • recommended. • Positive feedback received .
<p>KRA 4: Team and personal effectiveness</p> <ul style="list-style-type: none"> • Provide relief to other colleagues including support during leave or peak workload. • Document the critical functions within areas of responsibility. • Continual updating of knowledge and skills relating to technology, administrative systems and other aspects of the position. 	<ul style="list-style-type: none"> • Team are supported as required. • Feedback evidences good communication is fostered with the team and other staff members. • Work processes are updated on an annual basis. • Professional development and training is undertaken as required.

<p>KRA 5: Effective communication and client focus.</p> <ul style="list-style-type: none"> • To demonstrate the ability to communicate and forge and maintain strong links with individuals, community, Iwi, hapū and organisations concerned with the promotion and practice of the aims and objectives of Awanuiārangi and the programme(s). 	<ul style="list-style-type: none"> • Consistent, constructive and effective communication and liaison with the staff, students, professional organisations, business organisations, Iwi and hapū groups in all activities undertaken. Evidenced by diary notes, meeting minutes and/or positive feedback from students and other stakeholders/customers.
<p>KRA 6: Special Projects</p> <ul style="list-style-type: none"> • Undertake special projects and other tasks when required by the HoS. • Assist and Manaaki other events as directed. 	<ul style="list-style-type: none"> • Special projects are undertaken professionally and planned objectives are achieved.
<p>KRA 7: General Requirements of all Wānanga employees</p> <ul style="list-style-type: none"> • Possess a student-centric work ethic. Actively seek to provide the best possible service to our students; • Promote the Wānanga as a positive and dynamic learning environment; • Commit to providing quality education; • Strive for high student retention and success; • Meet your obligations under the Health and Safety at Work Act 2015 by; <ul style="list-style-type: none"> ○ Being responsible for maintaining a safe and healthy workplace ○ Following health and safety rules, policies and procedures, ○ Reporting accidents, injuries and unsafe equipment, practices or conditions ○ Taking reasonable care to look after your own health and safety at work, your fitness for work, and the health and safety of others; • Under the Public Records Act 2005, everyone working within Te Whare Wānanga o Awanuiārangi is responsible for creating and maintaining full and accurate records of the activities of the organisation, carried out within established records management guidelines. • Be culturally aware and EEO in all aspects of work and development; • Participate in the Wānanga appraisal process; • Improve and develop yourself through training and professional development opportunities; • Undertake any other key duties as agreed with your line manager. 	

The responsibilities and expectations outlined in this job description may after consultation vary from time to time according to the needs of the Team, and the clients of Wānanga. Instructions for any variances will be communicated by the Manager.

Person Specification

Technical/Professional Qualification	
Essential	Desirable
<ul style="list-style-type: none"> • A Diploma in Business Administration or similar • A current, unrestricted private motor vehicle licence. 	<ul style="list-style-type: none"> • A Degree in Business Administration or similar
Experience	
Essential	Desirable
<ul style="list-style-type: none"> • At least 2 years' experience in a similar position at a senior management level. • Previous experience within the tertiary education sector, particularly Wānanga. • Experience in formal meeting protocols, ie, agendas, minutes and record management. 	
Skills and Attributes	
Essential	Desirable
<ul style="list-style-type: none"> • Proven time management abilities • Exceptional organisational skills • Excellent interpersonal and relationship building skills. • Strong verbal and written communication skills • Professional customer service abilities • Excellent Microsoft Office skills including Outlook, Word, Power Point and Excel • Understanding of te reo Māori to at least an intermediate level • An understanding of tikanga Māori 	
Competencies	
Values Alignment	Looks Like
Aligning personal values with organisational values. Modelling commitment to organisational values. Identifying and committing to personal goals, aspirations, and values, and integrates these into practice.	<ul style="list-style-type: none"> • Examines and clarifies personal values and behaviours • Communicates and models organisational values • Uses organisational values in decision-making • Manages own personal development and learning
Tauira/Customer Service	

<p>Proactively develops student/customer relationships by making efforts to listen to and understand the taura/customer (both internal and external); anticipating and providing solutions to taura/customer needs; giving high priority to taura/customer satisfaction.</p>	<ul style="list-style-type: none"> • Focuses on taura/customer needs and meets or exceeds their requirements • Clarifies taura/customer needs • Confirms satisfaction • Listens and empathises • Develops approaches that provide total solutions for taura/customers
<p>Work Standards Setting high goals or standards of performance for self and organisation; being dissatisfied with average performance; self-imposing standards of excellence rather than having standards imposed by others.</p>	<ul style="list-style-type: none"> • Sets high performance standards • Emphasises high standards to others • Shows pride when standards are met • Shows dissatisfaction with substandard performance
<p>Attention to Detail Accomplishing tasks through concern for all areas involved, no matter how small; showing concern for all aspects of the job; accurately checking processes and tasks; maintaining watchfulness over a period of time.</p>	<ul style="list-style-type: none"> • Clarifies details of tasks • Completes all details • Checks outputs for accuracy and completeness • Follows established procedures • Maintain checklist to cover details.
<p>Results Orientation Establishing a course of action individually or with a team to accomplish specific goals which are challenging and beyond current expectations. Working with team members to plan their assignments and appropriate allocation of resources. Establishing procedures to analyse and monitor the results of delegations, assignments or projects.</p>	<ul style="list-style-type: none"> • Sets clear, challenging accountabilities and performance objectives and measure the results • Commits to action individually, or in the team
<p>Technical/Professional Knowledge Having achieved a satisfactory level of technical and professional skill or knowledge in position-related areas; keeping abreast of current developments and trends in area of expertise.</p>	<ul style="list-style-type: none"> • Understands technical terminology and developments • Knows how to apply a technical skill or procedure • Knows when to apply a technical skill or procedure • Performs complex tasks in area of expertise.
<p>Teamwork/Collaboration Building and participating in effective teams to accomplish organisational goals. Understanding the importance of collaboration and shared values in creating a high-performance environment. Understanding teams are to drive</p>	<ul style="list-style-type: none"> • Contributes to team development, shares ideas and achievement of results • Clarifies roles and responsibilities, and priorities • Looks to help others • Supports team decisions and shares accountability within the team

<p>for better results and enhanced performance; teamwork is as important as teams.</p>	<ul style="list-style-type: none"> • Works co-operatively and exchanges information freely
<p>Interpersonal Skills Demonstrates an ability to use a variety of interpersonal techniques to effectively deal with a variety of people and situations, including dealing with the media.</p>	<ul style="list-style-type: none"> • Uses good listening and questioning techniques. • Develops good rapport with people at all levels. • Accurately interprets others' behaviour and adapts own approach accordingly. • Develops strategies for communicating with media. • Deals confidently and effectively with the media and uses discretion and good judgement in public statements.
<p>People Management Demonstrates an ability to inspire and encourage people to perform better by leading by example, setting challenges and providing training.</p>	<ul style="list-style-type: none"> • Inspires and encourages people to perform better. • Brings out the best in people through setting challenging objectives. • Develops the skills and competencies of staff by providing opportunities, training and exposure to special projects.
<p>Problem Solving Demonstrates an ability to successfully manage problems with high complexity and a long-term focus.</p>	<ul style="list-style-type: none"> • Adopts a long term rather than short term view when seeking solutions. • Generates solutions which meet the needs and agendas of the parties involved. • Manages problems with high complexity.

TE WHARE WĀNANGA O AWANUIĀRANGI - VISION, MISSION AND VALUES;

VISION

Rukuhia te Mātauranga ki tōna hōhonutanga me tona whānuitanga. Whakakīia ngā kete a ngā uri o Awanuiārangī me te iwi Māori whānui ki ngā taonga tuku iho, ki te hōhonutanga me te whānuitanga o te mātauranga kia tū tangata ai rātou i ngā rā e tū mai nei.

Pursue knowledge to the greatest depths and its broadest horizons. To empower the descendants of Awanuiārangī and all Māori to claim and develop their cultural heritage and to broaden and enhance their knowledge base so as to be able to face with confidence and dignity the challenges of the future.

MISSION

Ū tonu mātou ki te whai ki te rapu i te hōhonutanga o te mātauranga kākanorua o Aotearoa, kia taea ai te kī, ko wai anō tātou, me te mōhio ko wai tātou, kia mōhio ai nō hea tātou, me pēhea hoki tātou e anga whakamua.

Parau ana tēnei ara whaingā, hei whakapūmau anō i te tino rangatiratanga, hei taketake ai te ihomatua Māori me ōna tikanga kia ōrite ai te matū ki ngā mātauranga kē.

Koia rā ka tū pākari ai, tū kotahi ai hoki me ngā iwi o te ao tūroa. Koia nei te ia o te moemoeā me ngā tūmanako o Te Whare Wānanga o Awanuiārangī.

Haere mai... Me haere tahi tāua.

We commit ourselves to explore and define the depths of knowledge in Aotearoa, to enable us to re-enrich ourselves, to know who we are, to know where we came from and to claim our place in the future.

We take this journey of discovery, of reclamation of sovereignty, establishing the equality of Māori intellectual tradition alongside the knowledge base of others.

Thus, we can stand proudly together with all people of the world. This is in part the dream and vision of Te Whare Wānanga o Awanuiārangī.

VALUES

Manaakitanga: To respect and care for students, our manuhiri, our communities and each other.

Whanaungatanga: To value all relationships and the kinship connections with our students, our communities and each other.

Kaitiakitanga: To ensure the ongoing sustainability of our organization and to protect and support the unique obligations we have to Ngāti Awa, Mataatua and wider whanau, hapu and marae.

Pūmautanga: To commit to excellence and continuous improvement in everything we do.

Tumu whakaara: To inspire and ethically lead through example and outstanding practice.

BACKGROUND

Te Whare Wānanga o Awanuiārangi is a vibrant and exciting tertiary education institution providing a dynamic learning environment where students can discover their own potential for educational success.

Our programmes are designed to ensure academic excellence – we are benchmarking our programmes against those of other institutions and lifting the bar on standards. As we lift our research capacity, ongoing programme re-development will be informed by best practice.

As a Wānanga, Te Whare Wānanga o Awanuiārangi is charged with delivering tertiary programmes grounded in Kaupapa Māori and Āhuatanga Māori. This means that Māori knowledge and practices are central components to the academic programmes, teaching delivery and student experiences.

Tikanga Māori and Te Reo Māori are central to the way in which we operate and is reflected across Te Whare Wānanga o Awanuiārangi in our programmes and practices. While some of our programmes have a high level of Māori language emphasis, others are designed to support new and emerging language learners.

Te Whare Wānanga o Awanuiārangi further provides programmes that are portable and transferable both nationally and internationally. Therefore, it is important that we explore and integrate the World view of both Māori and other indigenous peoples, and engage in and critique the world views of others.

Transformative approaches to educational achievement are a cornerstone of our broad and unique programme offerings, as we focus on providing an education that will encourage and support community development and growth, enable educational portability for our students both within Te Whare Wānanga o Awanuiārangi and the wider tertiary sector.

Operations are based at four locations – Whakatāne Campus, Rotorua Site, Tāmaki Makaurau Site (*Auckland*) and Whangarei Site. We also deliver on marae across the Te Ika a Maui (*North Island*).