

Position	Academic Staff Member - English	Pos # 2086 & 1544
Department/division	Department of Humanities, School of English	
Main location	City Campus, Christchurch	
Staffing responsibility	Nil	
Academic delegation	Nil	
Financial delegation	Nil	
Human resource delegations	ASM - Level 600. Delegated authority is in accordance with the HR delegation policy guidelines.	
Employment agreement	Academic Staff Employment Agreement	
Classification	Permanent, Proportional 0.8FTE Core Children's Worker See the important notes section for further information.	
Salary range	Appointment Range ASM \$56,298 - \$80,861 per annum <i>*these salary scales apply to the applicative contract at Ara</i>	

Our vision and values

At Ara, our vision is to:

- produce **successful students**
- deliver **value for employers**
- enable **effective staff**

Our values are:

- **Respect** (Aroha)
- **Connect** (Hono)
- **Inspire** (Hihiri)

Teaching and Learning

Our Policy Framework for Teaching and Learning identifies four principles:

- Participation: learners are actively engaged
- Empowerment: student engagement is fostered and students are developed as critically reflective, life-long learners
- Employability: students are prepared as learners for the 21st century with a range of literacies required for the future
- Community: learning is recognised and valued as a social process

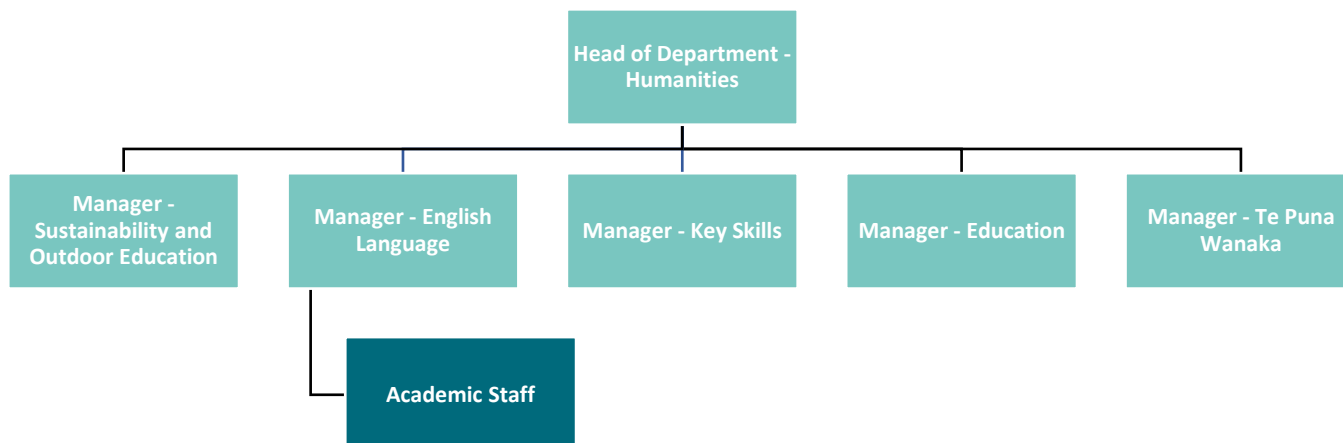
At Ara we're committed to developing flexible models of delivery and encouraging learning-centred approaches that exploit the potential of new technologies. Our Capability Framework supports the professional development of teaching staff and we are committed to scholarship to inform teaching and learning.

Department/division introduction

The Department of Humanities comprises programmes in the areas of English Language, Foundation Studies, International Languages, Te Reo Maori, Teacher Education, Outdoor Education and a range of service courses providing skills development for programmes in other departments. The Department has an excellent reputation for the delivery of high quality programmes, and has well established positive relationships with the agencies that support the students.

The School of English Language, located within the Department of Humanities, is internationally recognised as a provider of top quality English language programmes. The school is a member of English New Zealand, the peak body for the English language sector in Aotearoa New Zealand and maintains provision which meets/exceeds quality standards of this organisation. This position has been created to contribute to shaping and delivering English language courses for both domestic and international students for whom English is an additional language.

Reporting structure – line manager: Manager – English Language



Functional relationships	
<p>Internal</p> <p>Department</p> <ul style="list-style-type: none"> • HOD and Managers • Academic staff • Technical and Administrative support staff <p>Divisions</p> <ul style="list-style-type: none"> • Academic Innovation and Research Division: <ul style="list-style-type: none"> ○ Learning Design ○ Portfolio and Assurance ○ Academic Quality ○ Academic Capability ○ Research ○ CAPL • Customer Experience and Engagement Division: <ul style="list-style-type: none"> ○ Academic Support Services including Learning, Library, Disability Services ○ Student Advisory Services including Youth, International, Maori and Pasifika ○ Wellbeing ○ Transition ○ Admissions, Records ○ Marketing 	<p>External</p> <ul style="list-style-type: none"> • Agencies • Professional groups and organisations/associations • Other polytechnics including TANZ and METRO partners

Professional profile	
Essential skills	Preferred
<p>Education/Qualification/knowledge</p> <ul style="list-style-type: none"> • Meeting the minimum professional requirements of English NZ member schools: • A level of English of at least CEFR C1 level • A completed qualification in teaching English Language to adults with a minimum of 6 hours observed, assessed and externally moderated practicum (e.g. Cambridge CELTA or Trinity CertTESOL)) <p>PLUS</p> <ul style="list-style-type: none"> ○ A Bachelor degree ○ or a post-graduate diploma in a language related area ○ or 720 hours' English language teaching experience ○ or a Diploma of Teaching 	<ul style="list-style-type: none"> • A completed qualification in adult teaching e.g. NZCATT. • A Bachelor degree or equivalent (e.g. recognised NZ teachers' qualification). • A post-graduate qualification or equivalent in English language teaching/Applied Linguistics.

<ul style="list-style-type: none"> An Ara-recognised teaching qualification (<i>where an appointment is made without such a qualification, the appointee will be required to obtain an appropriate qualification within three years of appointment</i>). 	
<p>Experience/skills</p> <ul style="list-style-type: none"> Teaching experience with adults/young adults A willingness and ability to contribute to the team culture of the School of English Vision, innovation and a commitment to facilitating own and others' learning. Capable of supporting students to achieve their learning outcomes. The ability to develop and implement flexible teaching and learning methods, including the use of learning technologies Time management skills, including the ability to effectively and efficiently administer, organise and co-ordinate activities and meet deadlines. Engagement with assessment and feedback processes. Digital literacy including competence using a computer, Microsoft Word, Excel, Powerpoint, learner management systems & other technology-based learning resources, email, internet, databases as required. Effective communication with a diverse range of others, at all levels within and outside the organisation. 	<ul style="list-style-type: none"> An interest in/experience using a range of teaching methods and technologies in a tertiary setting A minimum of five years' experience as a teacher of English Language for adults/young adults, including teaching to international exams and EAP.
<p>Personal Attributes</p> <ul style="list-style-type: none"> Embraces Ara values/kaupapa Works collaboratively and co-operatively, contributes to teams. Recognises diversity positively (cultural, socioeconomic, age, ability) Sound professional judgment and integrity Friendly and approachable manner Is willing to commit to Academic Staff Capability Framework and Policy Framework for Teaching and Learning. 	

Please note that you will be required to provide evidence of any qualification, professional membership, license or registration required for the role.

Key responsibilities	Expected results / outcomes
<p>Teaching and Learning Practice involves:</p> <ul style="list-style-type: none"> Engaging Learners Designing and Planning Learning Assessment and Feedback 	<p>Teaching and Learning</p> <ul style="list-style-type: none"> Teaching and learning situations in selected programmes, courses, educational interventions are managed. Effective planning, preparation and organisation for all learning situations so students know what is expected of them. This includes setting and effectively communicating learning objectives, and regularly updating teaching resources and media to ensure currency and meet changing educational needs and industry requirements. An environment where students are motivated to learn is created. A variety of appropriate teaching and learning strategies and technologies/media are applied effectively. Academic quality standards are maintained. Regular, effective formal and informal feedback to students regarding progress and achievement is provided, including: <ul style="list-style-type: none"> Assessment is used as a tool for learning Appropriate, varied, aligned and useful assessment methodologies are applied while complying with any professional or industry regulations. <p>Student Focus</p> <ul style="list-style-type: none"> Student feedback sought in keeping with Ara guidelines. Professional relationships maintained with students to help meet individual learning needs. Learning guidance provided to students within and outside the classroom context, as appropriate.

	<ul style="list-style-type: none"> • Student learning difficulties are recognized and for appropriate support arranged • Support and assistance provided to resolve conflict between students. • Practice in non-racist and non-sexist ways and sensitivity to students and colleagues with special needs demonstrated. • Genuine concern exhibited for students as individuals, as members of the course/programme, and, as members of the community.
<p>Contribution to Ara and your team involves</p> <ul style="list-style-type: none"> • Planning and development • Administration • Contribution to internal/external communities • Leadership 	<p>Planning and Development</p> <ul style="list-style-type: none"> • Active contribution made to: <ul style="list-style-type: none"> ○ vision and innovation to the work team; ○ planning and development activities in relation to courses, programmes, the Department, Division; ○ ongoing planning within the Division and Department; ○ course, workgroup and other relevant meetings of staff; ○ marketing activity in and on behalf of the Division/Department/Ara. <p>Administration</p> <ul style="list-style-type: none"> • Administration requirements of the courses and programmes taught, (including work experience, where required by the curricula) planned and coordinated. • Student and course/programme records completed accurately and in a timely manner in accordance with Ara process (e.g. attendance records, assessment results) • All personal administration records completed accurately and forwarded to the Head of Division (e.g. leave forms, leave planners, work time records). • All policies, practices and procedures of the Division, Department and Ara followed. <p>Contribution to Internal and External Communities</p> <ul style="list-style-type: none"> • Participation in external moderation processes as required • Representative for the course/programme/Division in meetings or industry gatherings as required. • Liaison with stakeholders such as industry, consumer groups and representatives to seek their feedback and input into the courses and programmes taught, as required. • Participation in the broader professional and academic life of Ara. • Professional relationships maintained with staff to further overall objectives of the Division, Department and Ara. • Communication and support networks developed and maintained within stakeholder groups including work experience organisations, as required. • Professional relationships and liaison maintained with staff in other tertiary institutions, as appropriate. • Professional relationships / currency with industry and/or relevant professional organisations maintained. • Assistance with the induction of new colleagues • Behaviour that supports Ara values is modelled. • Compliance with legislation and policy adopted by Ara in order to meet legislative requirements. (NB health and safety requirements). • Participation in activities seeking staff opinion and feedback, as requested. • Participation in the continuous improvement culture by recommending change and improvement, which will assist with efficient delivery of operational and strategic goals. • Participation in committees/working groups, as required. • Contribution to and participation in projects from time to time.

	<ul style="list-style-type: none"> • Other duties related to an academic staff member's role undertaken, as may be reasonably required from time to time.
<p>Professional Development involves improving your individual practice through:</p> <ul style="list-style-type: none"> • Reflection and evaluation of practice • Professional commitment • Subject knowledge and expertise • Institutional knowledge • Research and knowledge transfer • Leadership 	<ul style="list-style-type: none"> • Participation in organisational processes such as the staff capability framework, peer review, appraisal, performance evaluation and review (PER). • Evaluation and reflection on own practice in order to identify directions and strategies for improvement. • Feedback on performance from students, peers and Head of Division is used constructively to identify own educational needs and opportunities found to meet these. • Development time is planned, negotiated with Manager and used to address needs in teaching development; Ara learning profile and professional currency. • Opportunities to maintain professional credibility and competence sought and taken. • Participation in Division research activities. • A collegial climate and sharing of practice is fostered. • Currency in pedagogy and in subject area developed and maintained through scholarly approaches to teaching and learning and curriculum design. • Fluency in technologies developed. • Consistent engagement with Ara values, principles, policies, plans and strategic direction. • Initiative used and opportunities found to lead in own context • Active contribution to Division research activities and outputs. • If research time is approved the outputs negotiated are delivered.

Notes:

The successful applicant is required to commit to the Ara Capability Frameworks which encompass foci on students, learning and teaching, innovation, flexibility and continual learning, research, biculturalism, internationalisation, disability awareness, environmental awareness and sustainability, health and safety and IT literacy.

All of the information provided above is intended to describe the general nature and level of work being performed. This document is not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of the position and incumbent. From time to time, the incumbent will be required to accept and carry out other relevant duties as assigned by their Manager.

The standard online application provides the Institute with a common set of information about each candidate but applicants should not limit themselves to that form. Personal applications set out in the applicant's own style including curriculum vitae and particular references to the job description and personal profile are welcomed. Ara reserves the right not to appoint or to appoint by invitation in the event the recruitment process is deemed to be unsuccessful.

Important notes that form part of the position

1 Student Evaluation

Each lecturer is required to implement a system of obtaining from students, evaluation on the course in general and on their performance to assist professional development. Assistance is available in the Division or through Academic Capability.

2 Staff Appraisal

Ara has in place a staff appraisal / capability development process in relation to job performance. All staff are required to actively engage in this process.

3 Staff Training and Professional Development

Academic staff who do not have a teaching qualification are required to enrol in the NZ Certificate in Adult and Tertiary Teaching (NZCATT). Ara is a learning organisation where professional development is supported. Staff are asked to develop a professional development plan with their Manager that aligns with the Ara Academic Capability Framework.

4 Health and Safety

The Health and Safety at Work Act 2015 provides that a duty is imposed on a person under the Bill to ensure health and safety. This requires the person to eliminate risks to health and safety so far as is reasonably practicable and; if it is not practicable to eliminate risks to health and safety, to minimise those risks so far as is reasonably practicable. It is the employee's responsibility to abide by this legislation, the Ara Health and Safety policy and to complete the online Health and Safety induction immediately after commencing work.

Applicants for positions are asked to declare and relevant health related needs or issues on the application form provided to People and Development with your application for appointment. This information is not used for short listing but we do expect you to discuss your

needs as part of the interview process or when accepting an employment offer where this is relevant. Confidentiality is assured and applicants will not be differentiated on the basis of disabilities or health requirements unless these render applicants unable to undertake the task requirements. Employees may be required to undertake a health check where baseline data is needed for specific positions e.g. a hearing test for those involved in engineering workshops.

5 Probationary Period

Every lecturer appointed for the first time to a tenured (permanent) position must serve a probationary period of two years, which may be reduced in certain circumstances or extended for up to a further year. People appointed to limited tenure (fixed term) positions may be required to serve a probationary period. Confirmation of appointment at the end of the probationary period is by the decision of the Chief Executive Officer or delegate and communicated in writing.

6 Intellectual Property

Intellectual property developed by Employees in the course of their employment belongs to Ara. This includes but is not limited to programme/course/lesson plans, course descriptors, notes, assignments, tests, evaluations.

7 Employment Terms and Conditions

Appointments are made within the terms of the Employment Relations Act 2000 (as amended) and the terms and conditions provided either in an Individual employment Agreement (IEA) or in terms of the applicable Collective Employment Agreement (CEA) which also has coverage over this position. At Ara, the applicable CEAs which cover the terms and conditions of employment for academic staff members are the Association of Academic Staff at Canterbury (AASC) and the Tertiary Education Union (TEU). If the staff member joins either the AASC or TEU union, the current appropriate CEA will automatically apply, otherwise the staff member will be on an IEA.

8 Equal Opportunities Employer

Ara is committed to equality and diversity and makes a determined effort to develop an inclusive environment to achieve a balanced gender representation and increase the number of Maori and other under-represented groups on staff. We are an active provider of opportunities for differently abled people and recognise that all staff, are not only our employees, but have multi-faceted lives that from time to time may require flexibility from Ara to assist in meeting their other commitments.

9 Ara Sustainability Aspirations

- Ara will continuously evaluate and improve its environmental impact across all areas of the organisation.
- Ara is widely acknowledged as a values led organisation, where sustainability and multiculturalism is core to its beliefs and operating practices.
- We support and encourage sustainability initiatives and objectives, both on and off campus, and act as a key partner in community and iwi lead collaborations.
- While key stakeholders, including central and local government recognise Ara as the sector leader in adding value through sustainability, we believe compliance is the entry point and we can go further.
- Ara is an economically sustainable organisation that is efficient, productive and anticipates market needs, adapting to the changing economic environment in Aotearoa, New Zealand and globally.

10 Smokefree Policy

As an employer and learning provider of choice Ara promotes a positive, healthy working and learning environment and supports the government vision of a Smokefree Aotearoa by 2025. The Smokefree policy prohibits smoking in all buildings or parts of buildings under Ara Institute of Canterbury's management, Ara vehicles and on Ara land holdings and perimeters including all car parks, green spaces and external eating areas.

11 Criminal conviction history checks

While Ara is a tertiary institute delivering education and catering predominantly for adult learners there remains a duty of care to the increasing numbers of younger students and those individuals or groups who may be defined as "vulnerable" by virtue of age, health, welfare or special need. With an increasing focus on youth in particular and the additional pastoral care this involves Ara Management have determined that best practice involves all staff undergoing a criminal conviction history check. As part of the appointment, process shortlisted candidates will be asked to give consent to Ara to submit a request. Offers of employment will be subject to the results of the check. A regime of checking employees has been developed.

Core worker

For NZ Police vetting purposes this role is classified as a core (children's) worker because there is regular contact with students who may be youth, children, elderly or vulnerable adults. This position meets the criteria for a check under the Vulnerable Children's Act 2014 and as such, Ara will request a NZ Police Vet check disclosing your criminal conviction history.

12 Records Management

All staff are expected to comply with the Records Management Policy and related Ara procedures and to create records that accurately capture business activities, appropriately manage these records over time using line of business systems, approved institutional repositories and designated physical and electronic storage, and follow authorised disposal processes.