

Position Description

Position	Allied Health Educator- Rehabilitation
Team / Service	Kenepuru Inpatient Allied Health Team
Directorate	Community, Allied Health and Older Adults (CAHOA) Group
District	Capital, Coast & Hutt Valley
Responsible to	Kaiaataki Tira / Team Leader, Kenepuru Inpatient Allied Health
Professional accountability to	Relevant Professional Leader
Children's Act 2014	This position is classified as a children's worker, requiring a safety check including police vetting before commencing and every three years.
Location	This position is expected to work from multiple locations across the district.

Te Whatu Ora

The Health System in Aotearoa is entering a period of transformation as we implement the Pae Ora/Healthy Futures vision of a reformed system where people live longer in good health, have improved quality of life, and there is equity between all groups.

We want to build a healthcare system that works collectively and cohesively around a shared set of values and a culture that enables everyone to bring their best to work and feel proud when they go home to their whānau, friends and community. The reforms are expected to achieve five system shifts. These are:

1. The health system will reinforce Te Tiriti principles and obligations
2. All people will be able to access a comprehensive range of support in their local communities to help them stay well
3. Everyone will have equal access to high quality emergency and specialist care when they need it
4. Digital services will provide more people the care they need in their homes and communities
5. Health and care workers will be valued and well-trained for the future health system

Context

Capital, Coast & Hutt Valley district provides hospital and health services in primary, secondary and tertiary healthcare to a total population base of approximately 445,000 citizens.

We are accountable for meeting the needs of and improving health outcomes for all the constituent populations of our district, and the region more broadly. Together we:

- provide secondary and tertiary, medical and surgical hospital services alongside community based health care
- fund local health providers and work collaboratively with the community to create and support multiple health education initiatives and projects within the region
- deliver health services directly as well as contracting external providers
- provide local, sub-regional, regional and national health services as well as community-based health, rehabilitation and support services.

The majority of the district's population live in Wellington and Lower Hutt. The Māori and Pacific populations of Lower Hutt and Wellington are proportionally similar, with the largest Pacific population in the region in Porirua. Kapiti and Upper Hutt have similar numbers of Māori and Pacific people. Most people are enrolled with a GP near their place of residence, so the increasing focus on community-based healthcare is expected to lead to better health outcomes for these population groups. Hutt Hospital provides secondary and some tertiary, medical and surgical hospital services alongside community based health care from its main facility in Lower Hutt City. In addition to funding local health providers and working collaboratively with the community to create and support multiple health education initiatives and projects, Hutt Hospital is the centre for five tertiary regional and sub-regional services - Plastics, Maxillofacial and Burns Services; Rheumatology; Dental Services; Regional Public Health; and Regional (Breast and Cervical) Screening Services.

Wellington Regional Hospital in Newtown is the region's main tertiary hospital with services such as complex specialist and acute procedures, intensive care, cardiac surgery, cancer care, neurosurgery and renal care. The hospital is the key tertiary referral centre for the lower half of the North Island and the upper half of the South Island.

Kenepuru Community Hospital and Kapiti Health Centre provide secondary and community services based in Porirua and the Kapiti Coast

MHAIDS is the mental health, addictions and intellectual disability service for the Wairarapa District and Capital, Coast & Hutt Valley District, with multiple specialist facilities. Ratonga Rua-o- Porirua is our forensic, rehabilitation and intellectual disability inpatient unit.

Te Tiriti o Waitangi and Māori Health Outcomes

Māori are the indigenous peoples of Aotearoa. We have particular responsibilities and accountabilities through this founding document of Aotearoa. We value Te Tiriti and have adopted the following four goals, developed by the Ministry of Health, each expressed in terms of mana and the principles of:

- Mana whakahaere** Effective and appropriate stewardship or kaitiakitanga over the health and disability system. This goes beyond the management of assets or resources.
- Mana motuhake** Enabling the right for Māori to be Māori (Māori self-determination); to exercise their authority over their lives, and to live on Māori terms and according to Māori philosophies, values and practices including tikanga Māori.
- Mana tāngata** Achieving equity in health and disability outcomes for Māori across the life course and contributing to Māori wellness.

Mana Māori Enabling Ritenga Māori (Māori customary rituals) which are framed by Te Aō Māori (the Māori world), enacted through tikanga Māori (Māori philosophy & customary practices) and encapsulated within mātauranga Māori (Māori knowledge).

We will target, plan and drive our health services to create equity of health care for Māori to attain good health and well-being, while developing partnerships with the wider social sector to support whole of system change.

Te Mauri o Rongo – The New Zealand Health Charter

Te Mauri o Rongo recognises our connection to this work, to each other, to the people we serve and to our whakapapa. It speaks to specific behaviours that we will expect from each other guided by the pou of Te Mauri o Rongo:

Wairuatanga Working with heart, the strong sense of purpose and commitment to service that health workers bring to their mahi.

Rangatiratanga As organisations we support our people to lead. We will know our people; we will grow those around us and be accountable with them in contributing to Pae Ora for all.

Whanaungatanga We are a team, and together a team of teams. Regardless of our role, we work together for a common purpose. We look out for each other and keep each other safe. “Whiria te tangāta” – we will weave our people together.

Te Korowai Āhuru A cloak which seeks to provide safety and comfort to the workforce.

District Responsibility

The district leadership have collective accountability for leading with integrity and transparency a progressive, high performing organisation, aimed at improving the health and independence of the community we serve and achieving equitable outcomes for all. The leadership team are responsible for achieving this aim, aligned with our Region, within the available resources, through a skilled, empowered, motivated and supported workforce in line with government and HNZ policy.

Service Perspective

The Allied Health Rehabilitation workforce is a dynamic team comprised of the following roles:

- Dietetics
- Social Work
- Physiotherapy
- Occupational Therapy
- Speech Language Therapy
- Psychology
- Allied Health Assistants
- Allied Health Educator for Rehabilitation
- Advanced Allied Health for Rehabilitation
- Allied Health Coordinator
- Activities Coordinator
- Team Leader

While our teams are structured around clinical practice settings (acute care, inpatient rehabilitation, community, and outpatients), we recognise that the patient journey crosses all settings of care, and teams

work to ensure continuity of care and seamless transitions between clinicians. Wherever possible the disciplines work closely with each other and with nursing and medical colleagues to provide integrated care for the people we see. The team has strong relationships with other areas of the district and NGO providers, including Community ORA, outpatient services and NASC agencies.

This role will focus initially on supporting the inpatient rehabilitation teams at Kenepuru Hospital. Allied Health teams provide rehabilitation for adults following a range of medical and surgical conditions. There is the potential for the scope of this role to extend across settings and across the district as appropriate.

Purpose of the role

An **educator** identifies, analyses, coordinates, develops and evaluates education, in order to support the learning and development needs of the team/service.

The Allied Health educator- Rehabilitation will work across the Allied Health professions, to support clinicians at all levels of experience to enhance their knowledge and skills in working in rehabilitation settings.

The educator supports the continuous professional development of allied health staff in rehabilitation services, prioritising patient safety, quality care, and competent practice.

Key responsibilities include:

- Leading clinical education, training, and on-boarding programmes for allied health staff to address identified needs across the rehabilitation services.
- Supporting allied health professionals, including new graduates, to develop the clinical knowledge, skills, and capabilities required for effective practice in rehabilitation.
- Facilitating the delivery of educational programs and competencies for allied health professionals across rehabilitation services.
- Weaving an equity lens through all education offerings and on-boarding processes
- Building and maintaining collegial relationships across disciplines and services to foster staff development and interdisciplinary collaboration.
- Reviewing and updating educational programs in partnership with allied health team leaders and professional leads.
- Coordinating and supervising clinical education and orientation for allied health staff.
- Developing and maintaining educational resources and guidelines to enhance allied health service delivery in inpatient rehabilitation.
- Collaborating with allied health leaders to elevate the workforce's skill level, ensuring safe, high-quality, and competent patient care.
- Coordinating and supporting education for Allied Health students on placement in rehabilitation settings

Works in other areas as identified or following a reasonable request in order to support the organisation in managing safe patient care and maintaining service delivery.

Key Accountabilities

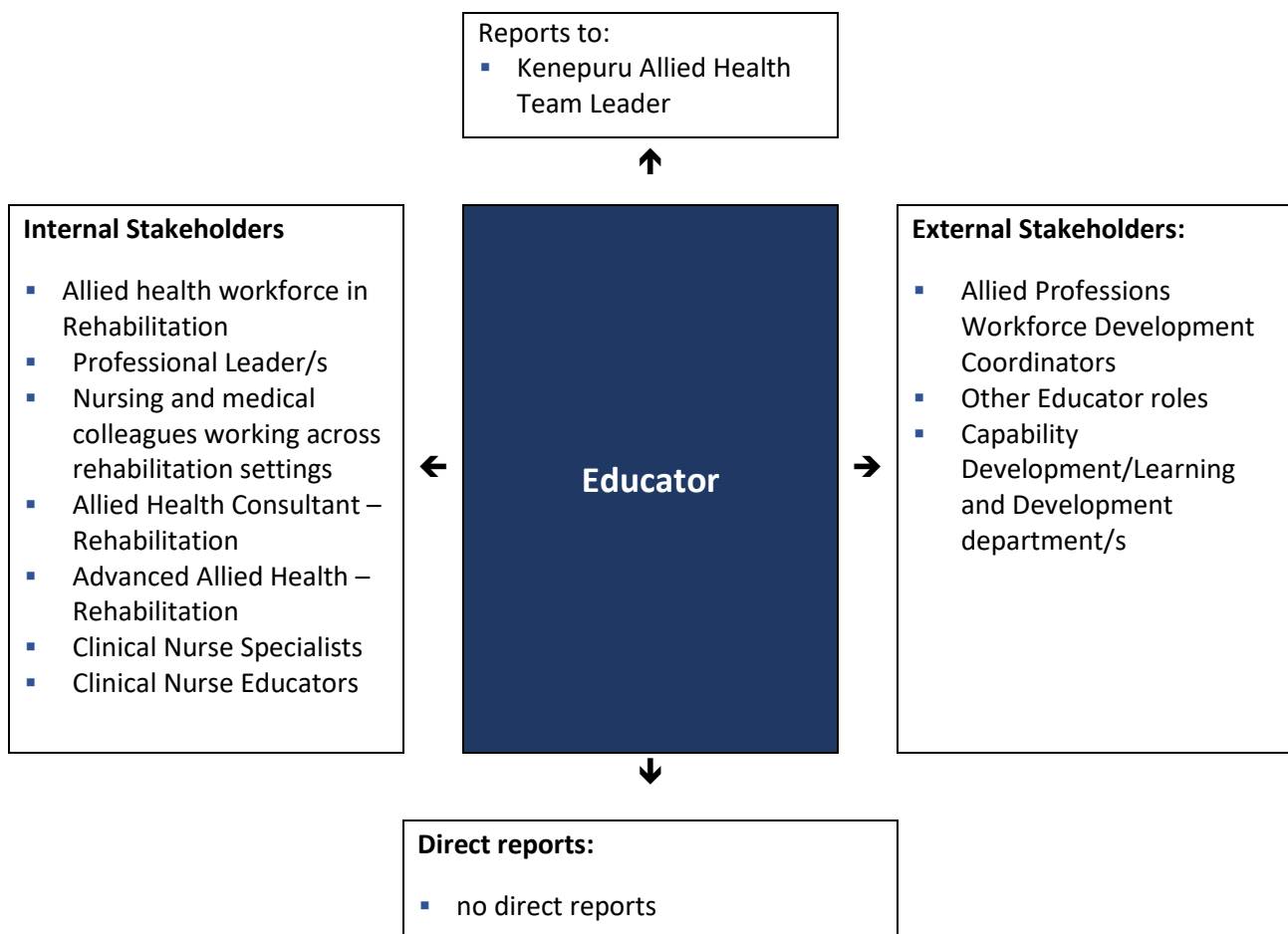
The following role accountabilities may evolve with organisational change and there may be additional duties, relevant to this position that will be required to be performed from time to time.

Key accountabilities	Deliverables / Outcomes
1. Teaching & Learning	<ul style="list-style-type: none"> Leads the training needs analysis for the Allied Rehabilitation Workforce. Develops and oversees the annual education plan for relevant area/service (in line with team/service/organisational needs). Identifies, analyses, co-ordinates and delivers learning opportunities for profession /team/service and/or across the DHB. Ensures learning opportunities are evaluated to ensure they meet the identified team/service/organisational need Supports & mentors colleagues who are delivering & coordinating education within their clinical specialities. Provides considered solutions to service/ team learning needs Implements learner-focused solutions based on principles of adult learning Supports interprofessional education where appropriate May have input into the development and/ or assistance with the composition of graduate and/ or postgraduate programmes. Presents at regional and national conferences / forums/ study days or similar. Oversees and supports other health professionals in the provision of clinical placement programmes for students within the Inpatient Rehabilitation Service. Provides critical analysis, appraisal and integration of current research outcomes and relevant literature in order to maintain advanced levels of knowledge and practice. Demonstrates application of this knowledge in practice. Maintains an awareness of current developments in relevant clinical areas. Is involved in the on boarding and orientation of newly appointed staff as required. Maintains competency to practice through identification of learning needs and continuing professional development activities. This should comply with professional body requirements. Completes core training as applicable for the role. Participates in an annual performance review and associated clinical assurance activities. Participates in professional supervision in line with the organisations requirements and/or professional body. Provides mentoring and clinical support and / or professional supervision.

Key accountabilities	Deliverables / Outcomes
2. Leadership & Management	<ul style="list-style-type: none"> ▪ Leads and fosters a learning environment for staff. ▪ Attends and actively contributes to all relevant department, clinical and team meetings, leading and facilitating such meetings as required. ▪ Assists team leaders and professional leaders in clinical assurance activities of rehabilitation staff as requested. ▪ Demonstrates negotiation and management of conflict skills within the workplace. ▪ Provides reports to team leaders/professional leaders in relation to area of clinical practice, as requested. ▪ Is involved in recruitment and selection processes as requested by line manager or professional leader. ▪ Provides advice and recommendations to line manager where this will support delivery of services. ▪ Develops relationships and seeks opportunities with other educators, training institutions and other DHBs/organisations for shared learning opportunities ▪ Develops and maintains relationships with other Educator roles within the DHB to foster shared learning, opportunities and collaboration. ▪ Develops and maintains relationship with respective Human Resources/Organisational Development/Capability Development/Learning and Development department/s.
3. Clinical Practice	<ul style="list-style-type: none"> ▪ Where the role has a clinical component, be able to demonstrate practice that meets the clinical pillar expectations of advanced allied health professional level roles or greater. ▪ Demonstrates provision of and supports others with culturally safe / bicultural practice with patients / clients and their whānau. ▪ Demonstrates an awareness of health inequalities, with evidence of implementing actions within own clinical practice and also identifying solutions for wider service delivery that will contribute towards reducing inequalities for patients/clients and/or whānau. ▪ Completes documentation consistent with legal and organisational requirements.
4. Service Improvement and Research	<ul style="list-style-type: none"> ▪ Implements relevant learning modalities and methods (based on best practice) to deliver high quality education. ▪ Enables and supports others to source and use evidence to improve practice. ▪ Advises other team members and line manager or professional leader on learning needs identified in service improvement projects. ▪ Promotes professional practice that is based on best practice and research that supports organisational strategic aims. ▪ Develops / updates competency based frameworks for clinical staff in relevant clinical areas as agreed to by line manager or professional leader. ▪ Proactively challenges and questions established interventions and approaches. ▪ Contributes to annual planning process, including identifying gaps in service and participating in work / projects that may result from the planning process.

Key accountabilities	Deliverables / Outcomes
	<ul style="list-style-type: none"> Practises in a way that utilises resources (including staffing) in the most sustainable and cost effective manner. Awareness of and complies with all legislative, contractual and employment requirements as applicable to the role (e.g. Privacy Act 1993, Vulnerable Children’s Act 2014, Health & Safety at Work Act 2015, ACC service specifications etc.)

Key Relationships & Authorities



Capability Profile

Solid performance in the role requires demonstration of the following competencies. These competencies provide a framework for selection and development.

Competency	Behaviours
Learner Focus	<ul style="list-style-type: none">▪ Dedicated to meeting the expectations and requirements of learners▪ Gets first hand learner information and uses it for improvements in products and services▪ Acts with the learner in mind▪ Establishes and maintains effective relationships with the learners and gains their trust and respect
Planning	<ul style="list-style-type: none">▪ Accurately scopes out length and difficulty of tasks and projects▪ Sets objectives and goals▪ Breaks down work into the process steps▪ Develops schedules and task/people assignments▪ Anticipates and adjusts for problems and roadblocks▪ Measures performance against goals▪ Evaluates results
Problem Solving	<ul style="list-style-type: none">▪ Uses rigorous logic and methods to solve difficult problems with effective solutions▪ Probes all fruitful sources for answers▪ Can see hidden problems'▪ Is excellent at honest analysis▪ Looks beyond the obvious and doesn't stop at the first answer
Action Orientated	<ul style="list-style-type: none">▪ Enjoys working hard▪ Is action oriented 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
Self-Development	<ul style="list-style-type: none">▪ Is personally committed to and actively works to continuously improve him/herself▪ Understands that different situations and levels may call for different skills and approaches▪ Works to deploy strengths▪ Works on compensating for weakness and limits
Presentation Skills	<ul style="list-style-type: none">▪ Is effective in a variety of formal presentation settings: one-on-one, small and large groups, with peers, direct reports, and leaders▪ Develops education suitable for a range of audiences and settings.▪ Logically explains complex process information to audience and checks for understanding.▪ Utilises content which is appropriate to the purpose and audience▪ Develops concepts logically and concisely▪ Innovatively creates presentations using a variety of delivery methods

Competency	Behaviours
Partnership with Māori	<ul style="list-style-type: none"> ▪ Understands the principles of Te Tiriti o Waitangi and how these apply within the context of health service provision ▪ Applies the notion of partnership and participation with Māori within the workplace and the wider community ▪ Promotes and participates in targeting Māori health initiatives by which Maori health gains can be achieved ▪ Implements strategies that are responsive to the health needs of Māori

Experience and Capability

Essential qualifications, skills and experience

A. Knowledge, Skills & Experience:

- Expectation of at least 5 years clinical practice
- Clinical experience and knowledge relevant to area of service
- Demonstrated experience & skills in;
 - Adult teaching/education
 - Coaching others
 - Communication
 - Analysis & Evaluation

B. Essential Professional Qualifications / Accreditations / Registrations:

- Relevant qualification in the profession (essential).
- Registered Allied Health practitioner with current annual practicing certificate, or certification/membership of professional association if registration not applicable (essential).
- Member of Professional Association for professions with annual practicing certificates (desirable).

C. Someone well-suited to the role will place a high value on the following:

- Whanaungatanga – building and maintaining good relationships with colleagues and patients
- Contributing to the development of others
- Continual improvement focus
- Continuous learning & development throughout the career span
- Delivering high quality care for the patient/client/whānau
- Advanced speciality knowledge
- Leading and facilitating education

D. Other:

- A commitment and understanding of the Treaty of Waitangi (and application to health) and a willingness to work positively in improving health outcomes for Māori.
- Physical ability to perform and cope with all aspects of the job as required
- Flexibility and teamwork
- Good communication skills including good written and spoken English;
- Ability to demonstrate initiative;
- Friendly and approachable.

Ma tini, ma mano, ka rapa te whai
By joining together we will succeed

Te Whatu Ora is committed to Te Tiriti o Waitangi principles of partnership, participation, equity and protection by ensuring that guidelines for employment policies and procedures are implemented in a way that recognises Māori cultural practices.

We are committed to supporting the principles of Equal Employment Opportunities (EEO) through the provision and practice of equal access, consideration, and encouragement in the areas of employment, training, career development and promotion for all its employees.