

Statement of Accountability:

Reframe Wānanga Educator (Expert by Experience or Profession)

Role Context

This role is a part of the Reframe Wānanga team who provide education (courses and workshops) to Rangatahi in mental distress and recovery. The Reframe Wānanga team is part of the Community Youth Service at Stepping Stone Trust.

Role, Purpose and Scope of Role

The purpose of the role is to engage with Rangatahi enrolling in the Reframe Wānanga courses and to build connections with them. To have an active role in the design and delivery of courses. Be involved in evaluations, Provide training to facilitators.

Key Relationships

Accountable / Reports to

Youth Service Manager, Team Leader

Relationships With

- SST Youth Service & Adult Community Team
- SHMS
- Schools
- NGO's

Core Functions of Role

- Supports Rangatahi enrolling on to courses and workshops
- Supports Rangatahi to achieve learning goals
- Using personal lived experience, 'peer-ness' and personal education recovery
- Journeys to model possibility to Rangatahi taking part in courses and workshops
- Being available to debrief or reflect post-course/workshop, if young people taking part feel triggered, want support, have questions, etc. with a focus on being a 'bridge' to other supports and services if needed
- A core member of the co-production team and will be expected to commit to the duration of the development/delivery of the course
- Will have equal input/responsibility for all aspect of course development and delivery alongside the Reframe Wānanga co-ordinator and/or lived experience facilitators
- To attend meetings as required related to development of the individual course they are co-producing and/or co-facilitating

Working Environment and Physical Demands

Stepping Stone Trust aims to provide a safe workplace, where nobody is placed in an environment or asked to do anything which will result in physical or mental harm. Here are some of environments and potential hazards that might be encountered in this role.

*Those in **bold** represent the likely environments of this position*

Office	Residential facilities	Outdoors
Vehicle	Private home	Community

*Those in **bold** represent the likely hazards of this position*

PHYSICAL	BIOLOGICAL	TEMPERATURE
Hand and portable tools Mechanical handling Stacking and storage	Insects Bacteria Animals (e.g. Rats)	Extremes of heat or cold Hot substances / products Fire hazard
Transportation (car etc) Confined space / working at heights Ventilation Working at heights in walkways and aisles Equipment guards Energy isolation Noise	CHEMICAL Chemicals and other substances Mist and/or Dust Dangerous Goods	PHYSIOLOGICAL (Possible catalysts for stress and / or fatigue) Times of increased intensity or duration of workload Organisational demands of work (e.g. 24-hour availability) Tight deadlines Provision of support to others during peak periods Shift work
LIGHTING	RADIATION Infra –red, ultraviolet Microwave	
Lighting levels	VIBRATIONS Vibrating platforms	
ERGONOMIC	POWER SYSTEMS	EMERGENCY RESPONSE

Manual handling Work station set-up	Electrical Hydraulic	Responsible for items to be secured e.g. earthquake Evacuation routes
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Those in bold represent the essential physical requirements of this position

TYPE	FREQ.	TYPE	FREQ.	TYPE	FREQ.
Stooping	O	Sedentary – sitting	F	Lifting / manual handling	O
Pulling	O	Kneeling	O	Grasping	O
Crouching	O	Typing	F	Crawling	R
Talking	C	Reaching	O	Hearing	C
Standing	O	Repetitive hand motions	O	Fine finger motions	O
Walking	F	Pushing	O	Driving	F
Climbing	R	Other – please record:			

Note: **C** = Constantly: 67-100%; **F** = Frequently: 34 – 66%; **O** = Occasionally: 1 – 33%; **R** = Rarely: 0 – 1%

Those in bold represent the visual requirements of this position

Close vision	Distance vision	Colour vision
Ability to focus	No special vision requirements	

Education and Qualifications

This role requires the person to have either lived experience of their own mental health and recovery journey, and to be able to reflect on and share positive parts of their recovery, or to have had experience working with Rangatahi who have experienced mental distress. Having completed training in Intentional Peer Support would complement this. A level 4 Health and Wellbeing qualification or level 4 Peer Support or working towards these is required. Experience of working in the educational field is preferable.

Technical or Professional Knowledge, Skills and Experience

Attributes

- *Interest in Recovery focused education.*
- *Interest and ability in working collaboratively with others.*
- *Willingness to recognise that differing viewpoints can be held equally.*
- *Awareness of power in relationships and ability to work in equal partnership and power with lived experience facilitators and identify/address power imbalances if they arise.*
- *Strong skills in assertiveness and communication, e.g. Being able to respect others' views and opinions whilst also being able to present own views even when these may be different to others.*
- *Interest in engaging in training as available to develop skill in Recovery focused education, e.g. Recovery training, Recovery in Education in Practice, Intentional Peer Support.*
- *An openness to receiving feedback to monitor and develop performance within the role*

Knowledge

- *Sound understanding of Recovery College principals and demonstrates ability to enact values.*
- *Experience in designing and delivering educational or group programmes (desirable)*
- *Computer literacy*
- *Good time management*

General Competencies

Alignment to Core Values

Alignment to the vision, mission and core values of SST

- **Faith** – supporting Tangata Whai ora (clients) and staff to explore belief in God as a pathway to wellness
- **Grace** – accepting and respecting people regardless
- **Hope** – every person has value, potential and new possibilities
- **Love** – being professional and showing respect in all of our relationships
- **Integrity** – practising accountability with each other and stakeholders.

Teamwork

Maintains healthy team relationships especially with respect to handling conflict; aware of differences in personalities and the importance of positive relationships to achieve outcomes

Teachable

Desires to learn best practice; follows instruction. Able to adapt learned skills to the SST environment.

Communication

Develops rapport easily; addresses issues positively; competent in verbal and written communication

Team Fit

Aligns with team's values; aware of own strengths and how they affect other people in the team

Verification

We agreed that this Statement of Accountability accurately reflects the key responsibilities of the position at today's date.

Manager's Signature:

Manager's Name:

Date:

Employee's Signature:

Employee's Full Name:

Date:

This Statement of Accountability will be reviewed at least once a year during the course of the Performance Review Meetings. Any changes which need to be made will be signed off by the responsible Senior Management Team member, and People & Capability.