

Senior Investigator

Position Description

The Teaching Council of Aotearoa New Zealand is the professional body for all teachers. We are independent, and act in the interests of teachers to enable and support leadership to teachers and direction for the education profession, including teacher education and continued professional and leadership development.

We establish and maintain criteria for teacher registration, standards for ongoing practice, and criteria for the issue of practising certificates of different kinds. Alongside this, we monitor and maintain the requirements relating to conduct, competence and impairment, and establish and maintain a code of professional responsibility for teachers.

Our Vision

The Teaching Council will enable and support leadership by the profession to maximise the success of every learner in Aotearoa through highly effective leadership and teaching.

Our Behaviours

- Whaihua i a tātou anō
Value our colleagues by listening and being open to what they say.
- Mahi ngātahi
Work together with integrity by respecting each other and the profession
- Whai whakaaro ki ngā mahinga katoa
Adopt a solution focussed attitude when working with others
- Whakarangatira i ngā iwi katoa
Honour our bicultural partnership by being culturally competent
- Whakaaturia te mana Māori me te Ahurea ki ngā reanga katoa o te Kaunihera
Demonstrate and foster leadership at all levels of the council

Our Values

- Whakamana
Empowering all learners to reach their highest potential by providing high-quality teaching and leadership
- Manaakitanga
Creating a welcoming, caring and creative environment that treats everyone with respect and dignity
- Pono
Showing integrity by acting in ways that are fair, honest, ethical and just
- Whanaungatanga
Engaging in positive and collaborative relationships with our learners, their families and whānau, our colleagues and the wider community

Summary

Position Title	Senior Investigator
Reports To	Lead Investigator
Financial Delegation	Nil
Direct Reports	Nil
Purpose	Contribute to the performance of the Council by undertaking investigations on teacher conduct for the Complaints Assessment Committee (CAC). These are typically of a more complex, sensitive or political nature, or require a degree of specialist knowledge in a particular area and contributes to the coordination of the Impairment Committee. Offer guidance, expertise and advice to the investigations team in the areas of investigation, legal and the teacher conduct process.
Date	December 2019

Key Relationships

External	Nature of relationship
Teachers	<ul style="list-style-type: none"> • Provision of information
Professional Leaders	<ul style="list-style-type: none"> • Provision of information
External Stakeholders E.g. MOE, NZSTA, Unions	<ul style="list-style-type: none"> • Consultation
Internal	Nature of relationship
Lead Investigators	<ul style="list-style-type: none"> • Day to day reporting
Lawyers	<ul style="list-style-type: none"> • Collaboration, provision of information
Senior Manager of Professional Responsibility	<ul style="list-style-type: none"> • Reporting
Managers up to and including CEO	<ul style="list-style-type: none"> • Support, inform and advise
Employees, Particularly in Registration and Professional Responsibility	<ul style="list-style-type: none"> • Coach and advise

Key Result Areas

Jobholder is responsible for	Jobholder is successful when
<p>Carrying out thorough investigations and managing case files in accordance with the specified timeframes and quality measures.</p> <p>Travels when required to conduct interviews, gather evidence and attend hearings.</p>	<ul style="list-style-type: none"> • Provide expert advice to committees to assist with decision making. • Expertise is provided to decision making at all steps of the process. • Assigned cases, which include valid and complex mandatory reports and complaints, are thoroughly investigated on behalf of the CAC. • Complaints are qualified and determined how they should be investigated. • Information is collected from teachers, initiators and witnesses as required.



	<ul style="list-style-type: none">• Interviews with teachers, initiators and other appropriate people are conducted if necessary.• Timely interventions are negotiated and implemented with employers, teachers and others, as needed.• Teachers and initiators receive accurate and accessible information relating to the process in a timely manner, and in accordance with established timeframes.• Evidence file is prepared and managed, and the case management system is updated with the relevant files.• Allocated cases are prioritised in the case management system in a highly organised and methodical way.• Statistical data is collected and reported as required using the organisational tools.• Mentors investigate and is the escalation point for complex issues.• Other investigators preparing cases for the impairment process receive support and advice.• The investigation process and present findings are managed in an objective, calm and analytical way.• Further enquiries for the Disciplinary Tribunal (DT) are carried out as required.
<p>Preparing reports and attending disciplinary hearings.</p>	<ul style="list-style-type: none">• Comprehensive reports for Committees and Tribunals are clear, concise and accurate, outlining the evidence and an analysis of the evidence obtained in the course of the investigation.• Oral presentations are provided to Committees and Tribunals in support of the reports, if necessary.• Other investigators receive guidance in best practice report writing, developing the skills of the team.• All reports and recommendations comply with current legislation and relevant case law.• As required, peer reviews are provided to ensure adherence to process and written reports.• Investigation report and evidence file are prepared.• Teacher and representative receive letters and investigation report and evidence in a professional, courteous and timely manner.• Caseload is monitored for response and report updated accordingly.• The case is referred to the CAC in an appropriate and professional manner.• Briefs of Evidence are prepared for the DT when required.

	<ul style="list-style-type: none"> • Pre-hearing preparation is carried out for the DT where required, including summonses and witnesses' preparation. • Attend DT hearings to arrange witnesses and to give evidence if required.
Contributing to the wider Teaching Council	<ul style="list-style-type: none"> • Te Tiriti o Waitangi is reflected in all practice. • The Senior Investigator can stand in for the Lead Investigator role from time to time. • Crisis situations are managed in the absence of the Lead Investigator and urgent and/or sensitive matters are effectively controlled, tasks delegated and communicated in a methodical, calm and focused manner, privacy ensured and organisational reputation well managed. • Projects, committees and activities across the Teaching Council that require a level of senior, specialist knowledge and expertise, receive proper contribution. • Alternative views based on evidence are provided, indicating a senior level of maturity and confidence.
Ad Hock duties	<ul style="list-style-type: none"> • Other projects and tasks are performed as required by the Lead Investigators.
Health, Safety and Wellbeing Complying with the responsibilities under the Health and Safety at Work Act 2015.	<ul style="list-style-type: none"> • A healthy, safe and wellness-oriented workplace is maintained by setting a good example to team members in relation to HSW practices and policies. • Health and safety issues that may impact on the team or wider organisation are identified and reported.

Person Specifications

Qualifications	
Essential	Desirable
Tertiary qualification in Education, Law, Police or other relevant disciplines, or equivalent work experience	Teaching qualification
Current full driver's license	
Knowledge and Experience	
Essential	Desirable
6+ years' experience in a New Zealand educational context	Experience carrying out investigations and preparing reports
and/ or 3+ years' experience conducting investigations into complaints in a regulatory body	Te reo Māori and tikanga
	Experience working in the education sector

Key Skills

Expert Level

- Excellent interpersonal skills which enable the establishment of highly effective relationships with a wide range of people.

Advanced Level

- Knowledge of the New Zealand Education sector.
- Highly developed analytical and investigative skills and a demonstrated commitment to developing and maintaining specialist skills and knowledge.
- Ability to understand and clearly articulate in plain English complex information to a variety of audiences.
- Proven ability to provide written reports to a high evidential standard.
- Solutions focused within the parameters of current legislation and case law.
- Resilience

Working Knowledge

- Te Tiriti o Waitangi and tikanga relevance and application in our workplace and the Education sector.
- Working knowledge of current Teaching Council Codes and Standards.
- Working in a membership based professional body.
- An understanding of the needs of Pasifika peoples.