

Trainer

The following table illustrates the level of competence required in relation to each core accountability area, for progression through the five steps of the Trainer remuneration scale. The remuneration scale provides for annual progression, based on development up to a fully competent level across all aspects of the Trainer position. The table depicts the level of competence required against each core accountability area for each of the progression steps, where one ♦ requires an individual to be able to perform some aspects of that accountability area independently, without supervision, support or guidance, two ♦ requires an individual to be able to perform most aspects of that accountability area independently, without supervision, support or guidance, and three ♦ requires an individual to be able to perform all aspects of that accountability area independently, without supervision, support or guidance.

This table should be read in conjunction with the Key Accountabilities section of this position description (repeated below), which further defines which aspects of each accountability area are required to be performed independently, without supervision, support or guidance at each progression step. In the Key Accountabilities section, the coloured shading indicates at which point in a new Trainer's development they should be able to perform that accountability to a fully competent level, without supervision, support or guidance, where light green illustrates that the Trainer should be developing in this area, and dark green illustrates that the Trainer should be fully competent across all aspects of this area.

The Trainer scale includes a minimum appointment level however, regardless of entry level (which may vary according to demonstrated skills and experience), an appointee cannot progress further unless and until they met the expectations for the step they are on, and previous steps.

The progression criteria must be read in conjunction with the AFAC competencies attached to the job description.

Key Accountability Area	Minimum Appointment Level	Step One	Step Two	Step Three	Step Four	Step Five
Training development	♦	♦	♦♦	♦♦	♦♦♦	♦♦♦♦
<ul style="list-style-type: none"> Contributing to the development of station/brigade training plans where required Contributing to the design and development of programmes and content where required Identifying and undertaking individual training needs analysis. 						

Training delivery	◆	◆	◆◆	◆◆	◆◆◆	◆◆◆
<ul style="list-style-type: none"> • Self preparation for training delivery • Delivering consistent, high quality training through the effective use of contemporary training methods • Developing and maintaining a positive learning environment • Developing and maintaining effective relationships with students and other stakeholders • Applying effective strategies to accommodate different learning styles and diverse needs of students • Role modelling attitudes and behaviours in line with the organisation's vision and values • Ensuring organisational and operational standards and expectations are championed and adhered to • Completing all course reporting and evaluation in accordance with NZFS Training requirements • Ensuring the appropriate standards of student conduct and performance are maintained • Ensuring student welfare. 						
Course/Program Administration	◆	◆◆	◆◆◆	◆◆◆	◆◆◆	◆◆◆
<ul style="list-style-type: none"> • Ensuring resources, venues, trainers and students have been arranged in accordance with course requirements • Contributing to the scheduling of courses • Ensuring student pre-course requirements are met. 						

Training assessment	◆	◆◆	◆◆	◆◆◆	◆◆◆◆	◆◆◆◆
<ul style="list-style-type: none"> • Undertaking training assessment and/or recertification in accordance with NZFS Training requirements • Providing relevant assessment feedback to students • Participating in quality assurance processes e.g. peer assessment and mentoring. 						
Professional development	◆	◆◆	◆◆	◆◆	◆◆◆◆	◆◆◆◆
<ul style="list-style-type: none"> • Ongoing development and maintenance of own knowledge and skills • Actively participating in required professional development activities • Assisting in the development of new and existing trainers. 						
Relationship management	◆	◆	◆◆	◆◆	◆◆◆◆	◆◆◆◆
<ul style="list-style-type: none"> • Developing and maintaining effective relationships with key stakeholders including advising and influencing where no reporting relationship exists • Promotes a positive customer focus by responding effectively to identified or reported needs. 						
Health and Safety - Employee responsibilities	◆◆◆	◆◆◆	◆◆◆	◆◆◆	◆◆◆	◆◆◆
<ul style="list-style-type: none"> ▪ Ensuring knowledge of the Health & Safety National Policy and abiding by and actively promote its principles. ▪ Ensuring that a safe and healthy working environment is maintained for colleagues and visitors on site, with particular emphasis on ensuring that all identified hazards are controlled, accidents and near miss incidents are managed, and employees are trained or supervised. 						

General	◆◆◆	◆◆◆	◆◆◆	◆◆◆	◆◆◆	◆◆◆
Undertaking other duties consistent with the position as may be directed from time to time by management.						