

## Senior 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 Senior Trainer remuneration scale. The remuneration scale provides for annual progression, based on development up to a fully competent level across all aspects of the Senior 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 Senior 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 Senior Trainer should be developing in this area, and dark green illustrates that the Senior Trainer should be fully competent across all aspects of this area.

The Senior 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 the 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
<b>Developing and Managing trainers</b>	♦	♦	♦♦	♦♦	♦♦	♦♦♦
<ul style="list-style-type: none"> <li>• Overseeing the delivery of training programmes</li> <li>• Participating in the recruitment of trainers</li> <li>• Managing the induction and professional development of trainers</li> <li>• Coaching and mentoring of trainers</li> <li>• Providing supervision, management and leadership of trainers to ensure effective delivery of training and ensuring all</li> </ul>						

<p>relevant NZFS people management obligations are met</p> <ul style="list-style-type: none"> <li>• Ensuring early identification and successful resolution of disputes, grievances and performance issues</li> <li>• Overseeing the delivery of training in specific skill areas where appropriate eg. mva, working at heights etc</li> <li>• Ensuring trainers welfare including monitoring workload</li> </ul>						
<b>Evaluation and Quality Management</b>	◆◆	◆◆	◆◆	◆◆	◆◆◆	◆◆◆
<ul style="list-style-type: none"> <li>• Ensuring consistent training delivery across programmes to the appropriate standard</li> <li>• Quality assurance and moderation of trainer assessment judgement and skills</li> <li>• Identifying and addressing poor performance of students</li> </ul>						
<b>Training development</b>	◆◆	◆◆	◆◆◆	◆◆◆	◆◆◆	◆◆◆
<ul style="list-style-type: none"> <li>• Identifying and undertaking training needs analyses for individuals and brigades where required</li> <li>• Participating in the design and development of programmes and content where required</li> <li>• Contributing to the development of individual/station/brigade training plans where required</li> </ul>						
<b>Training delivery</b>	◆◆	◆◆	◆◆◆	◆◆◆	◆◆◆	◆◆◆
<ul style="list-style-type: none"> <li>• Self preparation for training delivery</li> <li>• Delivering consistent, high quality training through the effective use of contemporary training methods</li> <li>• Developing and maintaining a positive learning environment</li> <li>• Developing and maintaining effective relationships with students and other</li> </ul>						

<p>stakeholders</p> <ul style="list-style-type: none"> <li>• Applying effective strategies to accommodate different learning styles and diverse needs of students</li> <li>• Role modelling attitudes and behaviours in line with the organisation's vision and values</li> <li>• Ensuring organisational, operational standards and expectations are championed and adhered to</li> <li>• Completing all course reporting and evaluation in accordance with NZFS Training requirements</li> <li>• Ensuring the appropriate standards of student conduct and performance are maintained</li> <li>• Ensuring student welfare.</li> </ul>						
<b>Course/Program Administration</b>	◆◆	◆◆	◆◆	◆◆	◆◆◆	◆◆◆
<ul style="list-style-type: none"> <li>• Ensuring course or program resources, venues, trainers and students have been arranged in accordance with course requirements</li> <li>• Assisting relevant program manager with the scheduling of courses</li> <li>• Ensuring all program/course pre-course requirements are met when delivering or overseeing a course.</li> </ul>						
<b>Training assessment</b>	◆◆	◆◆	◆◆	◆◆	◆◆◆	◆◆◆
<ul style="list-style-type: none"> <li>• Undertaking training assessment and/or recertification in accordance with NZFS Training requirements</li> <li>• Providing relevant assessment feedback to students and/or trainers</li> <li>• Participating in quality assurance processes e.g. peer assessment and mentoring.</li> </ul>						

<b>Professional development</b>	◆◆◆	◆◆◆	◆◆◆	◆◆◆	◆◆◆	◆◆◆
<ul style="list-style-type: none"> <li>• Ongoing development and maintenance of own knowledge and skills</li> <li>• Actively participating in required professional development activities</li> </ul>						
<b>Relationship management</b>	◆	◆◆	◆◆	◆◆	◆◆◆	◆◆◆
<ul style="list-style-type: none"> <li>• Developing and maintaining effective relationships with key stakeholders including advising and influencing where no reporting relationship exists.</li> <li>• Leading trainers in maintaining a positive customer focus by responding effectively to identified or reported needs.</li> </ul>						
<b>Health and Safety - Employee responsibilities</b>	◆	◆◆	◆◆	◆◆	◆◆◆	◆◆◆
<ul style="list-style-type: none"> <li>▪ Ensuring knowledge of the Health &amp; Safety National Policy and abiding by and actively promote its principles.</li> <li>▪ 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.</li> <li>• Monitoring the completion of all Occupational Health &amp; Safety records and documentation for staff training, accidents, near misses, accident investigation, hazard management and health &amp; safety goals and objectives</li> <li>• Managing the rehabilitation of employees as appropriate, and participating in own rehabilitation should an injury be sustained.</li> </ul>						