

Job Description

Job Title: interRAI Educator

Date: March 2016

Responsible to: Team Leader interRAI

Location: Various regional locations

Job Status: Permanent

No. of reports: Nil

Delegated Financial Authority: N/A
(If applicable)

Background

Central Region's Technical Advisory Services (TAS) successfully partners with the health sector to provide a range of both regional and national services and expertise. This includes strategic advice, planning and support, as well as the coordination and management of collaborative programmes and projects that support DHBs to achieve their health care targets, and improve the services they provide.

Providing value to our customers and stakeholders – professionals in the New Zealand health sector – is at the centre of why we exist and why we do what we do. Our work is primarily driven by our passion to see patients' health outcomes, and their experience of the public health system optimised.

We currently comprise five core service lines of business (Planning and Collaboration, Strategic Workforce Services, Audit and Assurance, interRAI Services and Regional Health Informatics) as well as managing key programmes of work on behalf of DHBs, including the Health of Older People and Community Pharmacy Programmes. The services lines and programmes are underpinned by the Business Support team – who provide internal capability and support to our external facing service delivery teams.

TAS is committed to building a values based high achievement culture and practices across all our business relationships and activities.

Business Group

interRAI services has responsibility for a Comprehensive Clinical Assessment (CCA) tool, interRAI, which is used to understand the needs of an older person in order to plan their care. New Zealand uses the interRAI assessment system across all DHBs to assess the need for older people to either access long term publically funded home support or access entry into Aged Residential Care (ARC).

In addition, the interRAI Team has responsibility for the interRAI Long Term Care Facilities (LTCF) assessment which is used to inform the care plan of all residents in aged residential care facilities in the country. This particular assessment has the benefits of focusing on issues related to the older person that can be addressed and lead to improved health outcomes for the individual. Information related to the individual can also be aggregated to help understand population needs leading to improved planning and decision-making.

Job Purpose

The role of the interRAI Educator is to provide training and support for new assessors registered with the Service in order for them to reach competency, to provide education, quality review and support for currently competent assessors and to provide education and support to 'end users' and other associated stakeholders in the sector. The role requires participation in the education moderation process and contributing to quality improvements to the education and support service specifically and the interRAI service overall.

The role includes service partnering to support DHBs and aged care facilities to incorporate interRAI into their service development and models of care according to agreed plans.

In addition, it incorporates clinical system support to provide an interface between clinical service delivery and software delivery and to drive the clinical integrity of the system, including data integrity.

The Service will be provided throughout New Zealand, primarily on a regional basis, so the ability to travel is essential.

Key Accountabilities

The requirements set out below are the key requirements that make up the scope of the role, not all activities may be required to be undertaken by every interRAI educator, and nor do they in any way limit the ambit of activity the role is responsible for.

<i>Accountability Area</i>	<i>Description</i>
interRAI technical expertise	<ul style="list-style-type: none"> • Champion interRAI • Provide subject matter expertise • Demonstrate better practise, including culturally appropriate practice
Education and quality management	<ul style="list-style-type: none"> • Lead new interRAI assessor training • Undertake quality reviews and provide support for current competent assessors • Educate end users on how to access interRAI assessment information for clinical or management use • Lead in-service education, and support planned education programmes • Maintain accurate record of competent assessors • Use AIS reports to inform in-service education • Respond to ad hoc assessor queries
Service partnering	<ul style="list-style-type: none"> • Contribute to service development and strategy and planning initiatives related to interRAI with DHBs within the region • Provide support to allocated service providers as and

	when required <ul style="list-style-type: none"> • Key liaison with stakeholders e.g. Providers, IT department, HOP managers
Aggregated data use	<ul style="list-style-type: none"> • Educate service/facility managers to use the reports function in the Momentum application • Facilitate an understanding of local and national interRAI data • Demonstrate the value of aggregated interRAI data for supporting quality improvement initiatives • Educate stakeholders on how to use the analytics module to access and understand their own client/resident aggregated interRAI data • Contribute to the provision of aggregated interRAI data and reports for local DHB stakeholders / providers
Clinical system support	<ul style="list-style-type: none"> • Triage support calls (methodology /software) • Maintain assigned user accounts and security access • Contribute to audits of software use • Contribute to DHB or ARC provider understanding of interRAI software system • Contribute to User Acceptance Testing (UAT) for annual upgrades (if required)
General	<ul style="list-style-type: none"> • Undertake other reasonable duties as required relating to the functions and responsibilities of the Team/TAS. • Participate in the development and continuing improvement of TAS's business performance and reputation, and provide positive contribution to the functioning of your team and wider organisation. • Take responsibility for meeting TAS's obligations in workplace health and safety by making sure your own actions keep self and others safe.

Key Relationships

All employees have a responsibility for managing relationships in some or all of the key sectors we interface with. In this role, key relationships are expected to be developed, as follows:

Internal

<i>Who</i>	<i>For what purpose</i>
Manager interRAI National Services	<ul style="list-style-type: none"> • Reporting to demonstrate service performance against Key Performance Indicators (KPIs) for the TAS Senior Leadership Team and interRAI NZ • Overview of the end to end administration of the Education and Support service that meets audit requirements
interRAI Services Team	<ul style="list-style-type: none"> • Services are smoothly coordinated to meet key deliverables and deadlines with clear supporting documentation and plans to deliver services and annual outcomes. • All services are provided with high quality technical support, enabling smooth running and receiving positive feedback.

	<ul style="list-style-type: none"> • Work collaboratively to provide integrated support and accurate reporting to customers and stakeholders
TAS managers and employees	<ul style="list-style-type: none"> • Work collaboratively to provide integrated, joined-up advice and support to customers and stakeholders. • Approachable and reliable team player who contributes positively to the overall high performance of the organisation.

External

<i>Who</i>	<i>For what purpose</i>
Stakeholder community – DHBs; MOH, PHOs and other health agencies, aged residential care sector	<ul style="list-style-type: none"> • Work collaboratively to establish productive and positive relationships. • Manage relationships in a manner the represents TAS values and commitment to excellence

Person Specification

Specific skills, knowledge and experience are needed to do this job and are listed below. Other skills, knowledge and experience may be an advantage, but may not be listed.

Education/qualifications

- Health Professional with assessment as part of their scope of practice and a current practicing certificate, or discipline equivalent.

Desirable qualifications

- Competent interRAI assessor with experience in conducting interRAI assessments is desirable, training will be provided to employees with no experience
- Certificate in adult teaching.

Experience

- Health sector experience
- Demonstrated experience of providing training to adult learners
- Demonstrated group facilitation skills
- Very good working knowledge of Microsoft Office suite of programmes including Microsoft Excel and PowerPoint.

Skills/knowledge requirements

- Demonstrates a mature confidence and exhibits self management
- Valid drivers licence
- Demonstrates a positive attitude and ability to influence the benefits and value of comprehensive clinical assessment
- Strong commitment to continuous quality improvement with a customer focus

- Ability to interact effectively with clients/residents and their families, health professionals, community agencies
- Commitment to ongoing professional development
- Sound written communication skills
- Strong relationship management skills
- Sound knowledge of health sector
- Able to travel regionally and nationally

Competencies

TAS has established core competencies for all roles across the organisation and all employees are expected to model these behaviours and values which enable us to work at our best.

Competency Area	Description
Customer Focus: Provides excellent service to meet internal and external customer/client needs. Understands the needs of the customer/client and looks for ways to provide added value.	<ul style="list-style-type: none"> • Recognises the importance of valuing customers and provides excellent service to meet internal and external customer/stakeholder needs. • Listens and proactively seeks to understand the expectations and needs of the customers/stakeholder. • Looks for ways to provide added value. • Proactively seeks customer/client feedback.
Communication: Demonstrates an understanding of the views of others and communicates in a genuine and practical manner using appropriate language. Actively listens to views and concerns of others. Adapts communication approach to fit situation. Conveys and receives information effectively and builds positive working relationships.	<ul style="list-style-type: none"> • Actively listens and observes non verbal queues to inform communication approach. • Self aware and approachable.
Collaboration: Willingness and ability to work in a cooperative and helpful manner with others (as opposed to independently). Focuses on team goals as well as your own and actively assists team members to achieve common goals. Shares collective responsibility for all aspects of the team's objectives.	<ul style="list-style-type: none"> • Works effectively as part of a diverse team. • Treats others with respect and dignity. • Supports others in the team and has consideration for their needs and skills. • Identifies and promotes opportunities for collaboration and works with others regardless of functional boundaries.
Continuous Improvement: Sets and meets challenging goals, creating own measures and consistently seeks ways of improving performance. Aware of own shortcomings and opportunities for improvement and takes charge of personal development.	<ul style="list-style-type: none"> • Makes suggestions for improvements to current ways of working. Shows a willingness to learn. • Looks to improve efficiency and quality of service of own role/area. • Keeps own skills up-to-date and develops a depth or breadth of knowledge in a particular area through learning.
Innovation: Identifies novel approaches for completing work more effectively or efficiently, and works within the "established" system to push for "a smarter, better way."	<ul style="list-style-type: none"> • Works to develop new approaches when problem-solving; seeks ideas or suggestions from others as appropriate. • Suggests new ways to improve the quality of products or services. • Identifies new ideas, solutions, or directions in dealing with daily situations.
Action Orientation: Performs work with energy and	<ul style="list-style-type: none"> • Targets and achieves results, overcomes obstacles, accepts responsibility.

drive; values planning, but is able to take quick, decisive action when an opportunity presents itself.	<ul style="list-style-type: none"> • Establishes standards and responsibilities, supports a results-oriented environment, and follows through on actions.
Planning and Organising: Organises own time effectively, creates own work plan/s and timelines. Prioritises and prepares in advance to ensure realistic timeframes. Visualises the sequence of actions needed to achieve a specific goal; knows how to estimate the resources required and identify potential risks and mitigations.	<ul style="list-style-type: none"> • Provides work on time and to required standard. • Plans a wide range of simple tasks or a small number of complex ones. • Workload delivered within deadlines and to agreed standards.
Agility and Flexibility: Adapts and works effectively in different situations and able to carry out a range of tasks, remaining calm and level headed under pressure. Remains positive and puts challenges in perspective.	<ul style="list-style-type: none"> • Reliable and flexible in response to work priorities, issues and pressures. • Receptive and contributes to new ideas and approaches and adapts accordingly. • Handles conflicting priorities and deals with the unexpected.

Changes to Job Description

From time to time it may be necessary to consider changes in the job description in response to the changing needs of the organisation and nature of our work environment– including changes to our annual plan. Such change may be initiated as necessary by the manager of this Job and any changes will be discussed with the Job holder before being made. This Job Description may be reviewed as part of the preparation for performance planning for the annual performance review cycle.

Agreed:

Manager

Date

Employee

Date