

Position Description | Te whakaturanga ō mahi

Health New Zealand | Te Whatu Ora

This position description is intended as an insight to the main tasks and responsibilities required in the role and is not intended to be exhaustive. It may be subject to change, in consultation with the job holder.

Title	Allied Health Critical Care Educator - Kaiwhakaako Haumanu-Speech Language Therapy		
Reports to	Directors of Allied Health		
Location	South Island / Te Waipounamu		
Department	Allied Health		
FTE	0.5FTE	Type	Permanent
Date	July 2026		
Salary band (indicative)ⁱ	PSA Allied Public Health Technical MECA salary scale Designated Band C		

Better Health, Better Care, Every Day.

Health New Zealand | Te Whatu Ora is committed to providing high-quality healthcare for all New Zealanders. We are focused on improving access to care, delivering better health outcomes, achieving national health targets, and ensuring the long-term sustainability of our health system.

We know that great healthcare starts with great people. That's why we are committed to building a high-performing, inclusive workplace where our people are supported to grow, contribute, and make a real difference for patients, whānau, and communities across Aotearoa.

About the role

The primary purpose of the role is to:

This permanent clinical role is dedicated to support the training and education of Allied Health Professionals (AHPs) as part of implementation for increasing the number of critical care beds across South Island/ Te Waipounamu. This role is supported by the Specifications for Funding of AHST Educators in Critical Care (2023).

An educator is a designated role described in Te Waipounamu Allied & Public Health Career Framework requiring each of the four pillars of practice.

Visual representation of the weighting of the pillars of practice for an Educator.



Allied Health Scientific and Technical (AHST) are an integral part of the critical care team. This is evidenced by their contribution to a decreased length of stay, morbidity and mortality in critical care. The improvement in quality of care contributed by an Allied Health Professional (AHP) also decreases the cost of a patients care in the Intensive Care Unit (ICU) as well as enhancing flow through the hospital system Clinical practice which is unique to AHPs working in critical care is their ability to facilitate patient focused, continuity of care and thus provide care as the patient transitions through their inpatient journey until discharge. The Critical Care Educator has a key role to play in increasing the capability of AHP to work within the top of their scope within critical care, recognise deterioration in clinical areas and enhance transition through the healthcare system.

Purpose of the role:

The primary responsibilities of the Critical Care Educator, is to plan, develop, deliver, and facilitate staff training and education both locally and regionally against set standards of care/guidelines for the provision of critical care services. They will work in partnership with other critical care educators to provide support for the AHST workforce across the region, Te Waipounamu.

The focus is point of care specialist learning by working alongside staff who are new-to-practice role or are experienced staff who are becoming proficient.

The Critical Care Educator will promote a learning environment that supports the development of knowledge & skills of allied health professionals working in critical care services and across the continuum. They will support AHPs to integrate theoretical knowledge into clinical practice and improve quality of patient care.

Key Result Area	Expected Outcomes / Performance Indicators
- Partners with senior AHPs, and educators to implement education plans for individuals and/or teams that are aligned with individual and service needs - Collaborate with other clinical educators to identify interprofessional learning	- Coaching in clinical environment - Role models practice that is evidence based - Education plans are documented - Staff training completed as required in all areas - Support plans are developed

opportunities and generic foundation training • Ensures that education provided is in alignment with Te Tiriti, equity, and whanau centred care • Works alongside AHPs in direct care delivery to support practice development and clinical decision making • Creates positive, safe, respectful, and supportive learning environments for individuals and teams • Educate AHPs to undertake comprehensive and accurate assessments, using systematic and evidence-based assessment methodology • Role models skilled administration of interventions, treatments using established policy and standards/guidelines • Educates so that timely intervention is achieved for patients whose condition is assessed as of concern, encouraging escalation as required • Role models and promotes appropriate and accurate communication and documentation • Identifies Māori and Pacific AHPs who may require additional cultural support and connects them with this support and with peers • Provides feedback in a manner that is respectful, constructive, and strengths-based • Has challenging conversations leading to positive outcomes when required to support practice development • Advocates for AHP learning needs • Reports regularly on progress with the Director of Allied Health • Provides and records outcomes as agreed by the DAH • Escalates practice development, conduct, and competence concerns	• New staff are orientated • Existing staff meet competency requirements • Facilitate post graduate training opportunities • Identify vocational training requirements • Assesses and provides outcomes • Contributes to report on performance measures detailed in the Specifications for Funding of AHST Educators in Critical Care (2023) on an annual basis
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Clinical Practice/ Te Mahi Haumanu	
Legislative requirements • Practise in accordance with relevant legislation, codes, policies etc. and upholds consumer rights • Uphold professional code of ethics Assessments and interventions • Undertake accurate and comprehensive assessments and evaluations • Facilitate appropriate interventions • Provide relevant education - including any relevant alternative options - in a format that can be clearly understood Evidence-based practice and research • Consistently refer to and relate practice to literature and research • Critique, discuss and disseminate evidence based best practice • Reflect on and evaluate the effectiveness of own practice Documentation • Maintain confidentiality of patient information and documentation • Adhere to Te Whatu Ora documentation standards	• You adhere to professional and legislative standards of practice • You work according to the scope of your Annual Practising Certificate • Your interventions are realistic and based on best practice • You use standard measurement tools and equipment as set down by departmental or professional protocols • Your documentation is timely, clear, concise and accurate • You assist others to gain appropriate support and representation which reflects their cultural needs and preferences. • You implement evidence-based best practice procedures and guidelines • You update your knowledge related to best practice guidelines and area of practice • You maintain a professional portfolio or participate in an approved CPD programme (as per professional requirements)
Teaching & Learning / Ako Atu, Ako Mai	
Of Self • Develop both personally and professionally to meet the changing needs of your career and profession • Reflect on and evaluate the effectiveness of own practice • Develop and maintain professional competency •	• You have formal and informal systems in place for supporting colleagues • You implement evidence-based best practice procedures and guidelines • You update your knowledge related to best practice guidelines and area of practice • You maintain a professional portfolio or participate in an approved CPD programme (as per professional requirements) • You hold current registration where applicable or as required • You maintain an up-to-date professional development plan

Leadership and Management/ Te Ārahi me te Whakahaere	
- Participate in and contribute to the functioning of the interprofessional team - Establish and maintain an effective working relationship with other staff Time management - Manage own time adopting a disciplined approach to establishing and following identified role-related priorities Skill Sharing - Share skills (as appropriate) with other health professionals and unregulated (assistant) workforces to enhance person centred outcomes	- You have formal and informal systems in place for supporting colleagues - You participate as a team member to ensure the best outcomes for patients/ people - Your tasks are scheduled and completed in a timely manner - You use recognised skill sharing processes such as the Calderdale framework to delegate parts of your practice to other team members
Service Improvement and Research / / Te Whakapai Ratonga me te Rangahau	
- Broadens research and development skills through participation in local audit and research projects as identified by team leaders, professional leaders or other AH professionals. - Participates in quality improvement activities to develop and improve service delivery, clinical practice or professional standards. This may include care pathways / treatment protocols, standards of practice etc. - Develops and /or participates in regional / sub regional professional networks as appropriate to area of work. - Practises in a way that utilises resources in the most cost-effective manner, including inter-disciplinary and transdisciplinary practice	- Active participation in department quality and service developments. - Establishes working partnerships with external organisations to promote integrated working - Participate in workforce redesign programmes e.g. Calderdale Framework
Other Duties	
Undertaking duties from time to time that may be in addition to those outlined above but which fall within your capabilities and experience. For discussion	- You respond positively to requests for assistance, demonstrating adaptability and willingness. - You produce work that complies with Te Whatu Ora's processes and reflects best practice. - Audit undertaken is robust and well considered.
Professional Development – self	
Identifying areas for personal and professional development.	- Training and development goals are identified/agreed with your manager. - Performance objectives reviewed annually with your manager. - You actively seek feedback and accept constructive criticism.

Key Result Area	Expected Outcomes / Performance Indicators
Access and Outcomes	• Supports efforts to improve access to services and achieve better outcomes for the communities we serve. • Uses evidence and insights to identify barriers and opportunities for improvement. • Contributes to inclusive, responsive, and effective service delivery.
Te Tiriti o Waitangi	• Demonstrates a commitment to understanding and applying Te Tiriti o Waitangi in a practical and appropriate way. • Supports initiatives that improve outcomes for Māori and strengthen relationships with Māori partners and stakeholders. • Contributes to an inclusive workplace that values diversity and supports the attraction, development and retention of Māori employees.
Health & safety	• Exercises leadership and due diligence in Health and Safety matters and ensures the successful implementation of Health and Safety strategy and initiatives. • Takes all reasonably practicable steps to eliminate and mitigate risks and hazards in the workplace that could cause harm, placing employee, contractor and others' health, safety, and wellbeing centrally, alongside high-quality patient outcomes. • Leads, champions, and promotes continual improvement in health and wellbeing to create a healthy and safe culture.
Compliance and Risk	• Takes responsibility to ensure appropriate risk reporting, management and mitigation activities are in place. • Ensures compliance with all relevant statutory, safety and regulatory requirements applicable to the Business Unit. • Understands, and operates within, the financial & operational delegations of their role, ensuring peers and team members are also similarly aware.

Culture and People Leadership

- Provides visible, effective leadership that aligns people, resources, and effort to organisational priorities and outcomes.
- Builds high-performing teams through coaching, development, succession planning, and a commitment to continuous learning.
- Creates an inclusive and engaging workplace where people are supported to contribute, grow, and succeed.
- Builds trusted relationships with stakeholders and works collaboratively to deliver sustainable outcomes.
- Fosters a culture of accountability, innovation, and continuous improvement, ensuring people and organisational performance support strategic objectives.
- Champions values-based leadership and promotes a positive organisational culture that supports wellbeing, performance, and service excellence.

Matters which must be referred to your manager

- Employees are expected to escalate matters early to ensure patient safety, service, continuity and compliance with organisational and legislative requirements.

Relationships

External	Internal
• Educators • Professional Leaders • National Directors of Allied Health • Line Managers • South Is ICU Alliance Network • Critical Care Specialist Advisory Group (CCSAG) • Regulatory authorities	• Educators • Professional Leaders • Director of Allied Health • Line Managers

About you – to succeed in this role

You will have

Essential:

- NZ registered with a current APC (as appropriate)
- Participation in Profession Specific Continuing Competency program
- Experience in implementing Te Tiriti o Waitangi in action
- Proven clinical leadership abilities
- Outstanding interpersonal and communication skills
- Experience in point of care educational interventions in critical care
- Minimum Qualification and Experience:
 - A post graduate certificate or Diploma or Degree and
 - 5 years or more of relevant clinical experience in critical care medicine or surgery

Recommended

Qualification and Experience:

- Post graduate Diploma or Masters; or
- Health care related Masters or working toward
- Profession specific critical care foundation course(s)

Desired:

- NZ Certificate in Adult Learning (level 5)
- Experience in learning needs analysis, course design and evaluation
- Membership of ANZICs
- Calderdale Foundation Training

You will be able to

Essential:

- Deliver results through effective planning, sound judgement, and personal accountability.
- Build trusted relationships and works collaboratively to achieve shared goals.
- Communicate clearly and adapts their approach to different audiences and situations.

- Demonstrate curiosity, adaptability, and a commitment to continuous improvement.
- Maintain high standards of professionalism, integrity, and ethical behaviour.
- Contribute to a positive, inclusive, and safe working environment.
- Take responsibility for their own development and supports the development of others where appropriate.
- Demonstrate an understanding of the significance of and obligations under Te Tiriti o Waitangi, including how to apply Te Tiriti principles in a meaningful way in your role
- Take care of own physical and mental wellbeing, and have the stamina needed to go the distance
- Able to maximise the quality and contributions of individuals and teams to achieve the organisation's vision, purpose and goals
- Establish and maintain positive working relationships with people at all levels within the public and private sectors, related industry and community interest groups and the wider national and international communities
- Demonstrate a strong drive to deliver and take personal responsibility
- Demonstrate self-awareness of your impact on people and invests in your own leadership practice to continuously grow and improve
- Demonstrate the highest standards of personal, professional, and institutional behaviour through commitment, loyalty and integrity

Desired:

- Role model good practice using evidence-based care
- Demonstrate strong group facilitation skills
- Use coaching skills to support and develop clinical decision making and improved patient safety

ⁱ Salary band reference is for internal benchmarking and role sizing purposes only. The salary band designation is not a term or condition of employment and may be changed by the HNZ. Changes to the salary band will not affect an employee's current salary or remuneration.