

# Programme Manager

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## Kaupapa | Purpose

Manage the planning, delivery, and continuous improvement of a designated programme portfolio to deliver high-quality, innovative, and sustainable teaching, learning, and research outcomes aligned with Toi Ohomai strategy and regional needs. Partner with internal and external stakeholders to ensure the delivery of programmes is responsive, future-focused, and supports equitable learner success, particularly for Māori and underserved communities. Manage kaimahi and resources to foster innovation, research activity, and learner-centred teaching practices that meet the needs of ākonga, industry, and community stakeholders; and to ensure academic quality, regulatory compliance, and alignment with institutional strategy.

As part of the Academic Delivery and Development directorate, this role works closely with the Head of School and other Programme Managers to drive performance, build partnerships, and contribute to the strategic direction of Toi Ohomai. The Programme Manager champions a culture of excellence, collaboration, and continuous improvement across teaching, research, and operational functions.

**Reports to:** Head of School

**Team:** Academic Delivery

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## Ārahi | Lead

Lead and manage the Programme Delivery team, including oversight of programme implementation, academic quality, regulatory compliance, and delivery across regional, national, and offshore contexts.

Provide values-based leadership and management to the Programme Delivery team.

Ensure the wellbeing, productivity, performance, and development of the Programme Delivery team. Growing kaimahi to contribute to the continuous quality improvement of Toi Ohomai.

Support strategic initiatives through delivery of initiatives, encouraging team-level innovation, and contribution to the implementation of continuous quality improvement. Working with Programme Managers to develop and implement ongoing 3-year research plans to ensure NZQA programme delivery compliance.

Hold oversight of the programme delivery budget ensuring sound management and forecasting in partnership with finance for the delivery of required outcomes including (but not limited to) full utilisation of resources. Taking a proactive approach to achieving EFTS budgets and EFTS recovery plans, as required.

Demonstrate visibility and engagement across Toi Ohomai activities.

Collaborate with other Toi Ohomai managers and leads to ensure delivery is connected and aligned.

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## Ngā mahi | Do

Lead the strategic and operational management of a defined programme portfolio to ensure effective delivery, academic quality, financial sustainability, and alignment with institutional goals, regulatory requirements, and stakeholder needs.

Develop and lead high-performing teams by fostering a culture of excellence, innovation, and continuous improvement in teaching, research, and learner success.

Build and maintain effective internal and external partnerships with iwi/hapū, industry, schools, and other tertiary providers to support programme relevance, growth, and collaborative opportunities.

Champion a learner-centered approach by embedding Mātauranga Māori, work-integrated learning, and technology-enabled delivery models that enhance student engagement and outcomes.

Ensure robust academic and operational systems are in place to support programme delivery, including quality assurance, compliance, performance management, and health and safety.

### **Demonstrate commitment to:**

**Ākonga at the center** through ensuring positive outcomes for ākonga in all aspects of their learning journey.

**Te Tiriti o Waitangi and Māori Success** by positively championing and contributing to the success of partnerships with Iwi, Hapū and Mana Whenua, honoring Te Tiriti o Waitangi to uplift Māori success.

**Equity** by identifying and removing barriers to participation and achievement, and fostering inclusive, culturally responsive environments where all ākonga and kaimahi can thrive.

**Vocational Education Excellence** through building responsive provision and services to meet the needs of ākonga, and stakeholders and to enable future sustainability.

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## Pūkenga | Have

Minimum Master's level qualification in a relevant discipline or a related field, or the equivalent body of knowledge gained through experience.

Relevant teaching qualification.

Professional body registration, where required for the programme/s lead by the position.

Evidence of ongoing professional development that enhances knowledge and practice relevant to the position

Significant experience in a management role within a tertiary institution, demonstrating the ability to lead teams, manage programme delivery, and contribute to organisational goals through effective planning and decision-making.



Proven knowledge and experience working successfully with academic regulatory requirements, including quality assurance, compliance, and accreditation processes, ideally gained in a tertiary education context.

Experience with the relevant industries for the programme area/s.

Experience in advocating and leading the inclusion and application of Te Tiriti o Waitangi practices in a workplace setting

Experience in leading and advocating the use of te reo Māori, tikanga and mātauranga Māori in the workplace

Demonstrated practice in advocating, supporting and leading approaches that promote equity and prioritise the needs of priority groups

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## Waiaro | Be

**At Toi Ohomai, Toiohomaitanga describes our way of doing and being. It reflects how we care for each other, work together, and uphold our shared purpose. These behaviours apply to all kaimahi, with expectations scaled to the nature and level of each role. They guide how we show up in our mahi, contribute to our collective success, and reflect our commitment to Ā mātou uara | Our values in everyday practice.**

**Ako:** Demonstrates curiosity and a commitment to continuous learning. Applies new knowledge to improve practice and outcomes and actively contributes to a culture of shared growth. This supports toitūtanga by sustaining excellence and adaptability over time.

**Authentic and Inclusive:** Fosters inclusive environments where people feel safe, respected, and able to be themselves. Actively includes diverse perspectives, addresses inequities, and supports others to thrive. These behaviours reflect manaakitanga through care, generosity, and upholding the dignity of all.

**Connected:** Builds and maintains strong, trusting relationships across teams and communities. Fosters cross-functional collaboration by sharing knowledge, aligning efforts, and supporting others to achieve shared goals. Communicates with empathy and respect, contributing to a shared sense of purpose. This strengthens whanaungatanga by nurturing meaningful connections and collective wellbeing.

**Innovative and impactful:** Identifies opportunities to improve and applies evidence, creativity, and courage to drive meaningful change. Uses data and insights to inform decisions, challenge the status quo, and focus on outcomes that matter for ākonga, kaimahi, and communities. These behaviours reflect kotahitanga, recognising that lasting improvement is strengthened through collaboration and shared purpose.

**Engaged:** Actively participates in Toi Ohomai initiatives that advance our vision. Shares knowledge, supports others, and contributes to a positive, forward-focused culture. This is how we can live kotahitanga, working together with unity and purpose.



**Self-aware:** Demonstrates humility, reflection, and openness to feedback. Understands the impact of their actions and takes responsibility for creating conditions where others can thrive. This reflects toitūtanga through thoughtful and courageous practice that supports respectful relationships and sustainable ways of working.

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## Ngā Hononga Mahi | Working relationships

**Internal:** Leadership team, Programme Managers, Team Lead School Administration, all kaimahi, kaiako and administration staff, ākonga, ākonga support kaimahi, Marketing and Student Administration Teams, Academic and Product Development and Kaiako Capability kaimahi.

**External:** Industry Representatives, Industry Skills Boards, other education providers, strategic partners, and community organisations

### Resource delegations and responsibilities:

**Financial:** As per the delegated authority's policy

**People:** 10- 25 Direct and indirect reports



WHANAUNGATANGA



TOITUTANGA



MANAAKITANGA



KOTAHITANGA