

**KO TAKU REO**  
**Deaf Education New Zealand**

**Job Description / Performance Agreement**

**NAME:**

**POSITION:** Residential Youth Worker

**TENURE:** Permanent, Fulltime – Monday – Friday  
1.30pm – 10.00pm

**RESPONSIBLE TO:** Head of Residential & Immersion  
Residential Team Leaders

**DIMENSIONS OF RESPONSIBILITY:** Student Wellbeing  
Professional Conduct  
Professional Relationships and Values

**DESCRIPTION:**

The Residential Youth Workers work closely and in co-operation with senior leaders, residential staff, families and whānau to encourage and teach Deaf students to live independently. A key focus of their role is to support students in having their social, emotional and educational needs met so that they develop towards independence within their Deaf, hearing and cultural communities. Please note that there will be Residential Youth Workers in both Auckland and Christchurch.

**SIGNED** \_\_\_\_\_  
Residential Youth Worker

**DATE** \_\_\_\_\_

**SIGNED** \_\_\_\_\_  
Head of Residential & Immersion

**DATE** \_\_\_\_\_

# DIMENSIONS OF RESPONSIBILITY

## Dimension One – Student Wellbeing

Student health and safety is ensured within the residences, and their social, emotional and educational needs are being met so that they develop towards independence.

Criteria	Key Tasks/Indicators
Student wellbeing is a priority within the residences, both in day to day life and in developing independence skills for the future.	<ul style="list-style-type: none"> <li>• Holds a high positive regard for all students, works for their best interests and listens to their needs and opinions.</li> <li>• Plans with students to meet their leisure and social needs through activities, clubs and groups in the wider community.</li> <li>• Supports the Residential Pathway to learn independence skills.</li> <li>• Actively supervises students, and knows the location of students at all times when on shift.</li> </ul>
Student health and safety is a priority within the residences, and action is taken to ensure property, security and hygiene requirements are met.	<ul style="list-style-type: none"> <li>• Responds to student health and safety needs, makes decisions based on meeting these needs, and seeks support from others where appropriate.</li> <li>• Ensures the residences are safe and secure for students.</li> <li>• Ensures all safety and security procedures are complied with, and completed to the required standards to ensure student safety is prioritised.</li> <li>• Has read and understood the Fire Evacuation Procedures (as outlined in the Fire Evacuation Book), is confident to follow all emergency procedures, and ensures students are aware and follow emergency evacuations.</li> <li>• Attends to Health and Safety matters and records as required.</li> <li>• Identifies risks and follows procedures for notification.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensures personal first-aid certificate is valid and current, follows first-aid procedures and makes sure medications are given and written in reports.</li> <li>• Attends to hygiene matters and records these as required.</li> <li>• Ensures vehicles are used only for approved and legitimate purposes.</li> </ul>
<p>Communication with students is conducted in a way that respects their preferred way of communication, and with an understanding of Deaf culture.</p>	<ul style="list-style-type: none"> <li>• Uses NZSL to be understood by deaf students, families and staff, and is committed to improving the use of NZSL personally, and throughout the organisation.</li> <li>• Identifies each student's preferred way of communication, and respects this by communicating with them in this way whenever practical.</li> <li>• Is able to identify the potential challenges of being Deaf in both the hearing community and the Deaf community, the problems and reaction it creates.</li> <li>• Connects with the Deaf community and other communities to support student's exploration of their identity,</li> </ul>
<p>Education in the provisions is supported through collaboration, information sharing and feedback practices.</p>	<ul style="list-style-type: none"> <li>• Provides input and feedback into the IEP process run by the provisions.</li> <li>• Provides input, feedback and support to students on their Residential Pathway to Independence.</li> <li>• Supports homework.</li> <li>• Works with and develops good relationships at school provisions on educational goals.</li> <li>• Acts sensitively and professionally displaying cultural awareness to education subjects such as relating to Health &amp; Wellbeing, Behaviour Management and Principles of the Treaty of Waitangi.</li> </ul>

<p>Administration practices and processes are understood, adhered to and followed accurately and in a timely manner.</p>	<ul style="list-style-type: none"> <li>• Accesses, reads and records accurately all relevant information about student safety and wellbeing on each shift.</li> <li>• Is available to transport students when required.</li> </ul>
	<ul style="list-style-type: none"> <li>• Is familiar with Operational Procedures and Policies and is aware of where to find these.</li> <li>• Completes timesheets for each shift worked, and leave sheets in a timely manner.</li> <li>• Gains approval for spending of DEC money from the RTL or SL, providing receipts and explanation for money spent.</li> <li>• Completes incident reports, accidents and injury reports and property damage reports within 12-24 hours.</li> <li>• Ensures the Food Control Plan is followed in line with current legislation.</li> </ul>
<p>Families/Whanāu are involved in the life of the residences, including through transparent communication, feedback on students, and inclusion in activities and events.</p>	<ul style="list-style-type: none"> <li>• Builds/develops positive relationships with families and encourages feedback on students' needs.</li> <li>• Always contacts families before making a decision about a safety, education or wellbeing need of the student.</li> <li>• Provides feedback to families about daily life, goals, progress and activities and includes families/whanāu in the Residential setting and activities.</li> <li>• Asks/seekes what is important to families when students are in residence.</li> <li>• Encourages students to connect with families and provides good communication support and ideas to make communication easier/smooother.</li> <li>• Has open and honest discussions with family/whanāu when students are not settled and helps them to problem solve.</li> </ul>

## **Dimension Two – Professional Conduct**

The Residential Youth Worker ākonga.

› strategic direction and in a manner that improves outcomes for all

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Criteria	Key Tasks/Indicators
<p>Professional conduct is present throughout the organisation, creating a culture that is based on integrity and respect.</p>	<ul style="list-style-type: none"> <li>• Builds trusting relationships through active listening, caring for others, and demonstrating personal integrity.</li> <li>• Conducts themselves with exemplary practice, and is a role model to others.</li> <li>• Manages the delicate balance between supporting and challenging others.</li> <li>• Encourages and participates in opportunities for professional conversations that help to share expertise and strategies.</li> <li>• Is open and responsive to professional conversations and feedback.</li> </ul>
<p>All departments, teams and individuals within the organisation support the strategic direction to align practice with the best interests of learners, staff and the community.</p>	<ul style="list-style-type: none"> <li>• Supports and models behaviours in a way that articulates, supports and furthers the organisation's mission, vision and strategic direction.</li> <li>• Works with Residential Team Leaders to ensure tasks and deliverables align with the strategic direction of the organisation.</li> <li>• Works collaboratively with colleagues to embed the strategic direction into all areas of the organisation.</li> <li>• Assists in reviewing how personal and departmental practice aligns with the mission, vision and strategic direction, suggesting improvements and implementing change.</li> </ul>

<p>Competence in relation to change management is evident throughout the organisation.</p>	<ul style="list-style-type: none"> <li>• Adopts a philosophy that recognises the importance of ongoing innovation and change.</li> <li>• Assists in change implementation that is focussed on a smooth transition to lead to the adoption of new practices.</li> <li>• Contributes within areas of speciality to ensure that change is informed by best practice and communicated effectively.</li> <li>• Understands and harnesses that change on a large scale invariably needs a team approach to leadership.</li> <li>• Shows ability to communicate the rationale for any change.</li> <li>• Monitors the impact of the change and adjusts when needed.</li> </ul>
<p>A proactive approach to problem solving is adopted by all, as they take steps to work through problems to create solutions.</p>	<ul style="list-style-type: none"> <li>• Explicitly checks own assumptions.</li> <li>• Relates the problem to the wider vision and values of the organisation.</li> <li>• Actively seeks the interpretations of others.</li> <li>• Anticipates obstacles and how they could be overcome.</li> <li>• Identifies and reports any risk to appropriate people in a timely manner.</li> </ul>

### Dimension Three – Professional Relationships and Values

The Residential Youth Worker engages in appropriate professional relationships and demonstrates commitment to professional values..

Criteria	Key Tasks/Indicators
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<p>Professional and effective relationships are established that focus on the learning and wellbeing of all ākonga.</p>	<ul style="list-style-type: none"> <li>• Engages in ethical, respectful, positive and collaborative professional relationships with:</li> <li>• Ākonga</li> <li>• Teaching colleagues, support staff and other professionals</li> <li>• Whānau and other carers of ākonga</li> <li>• Agencies, external stakeholders, groups and individuals in the community</li> <li>• Has a team-focused ethic and contributes to the corporate life of the organisation.</li> <li>• Fosters a climate of trust, modelling collegiality by working in partnership with other staff.</li> <li>• Transparently relays relevant information to other staff in a clear and concise manner as needed.</li> </ul>
<p>There is commitment to promoting the emotional, mental and physical wellbeing of all persons within Ko Taku Reo Deaf Education New Zealand.</p>	<ul style="list-style-type: none"> <li>• Promotes inclusivity throughout the organisation, ensuring all learners feel they belong.</li> </ul>
	<ul style="list-style-type: none"> <li>• Takes all reasonable steps to provide and maintain an environment that is physically, socially, culturally and emotionally safe.</li> <li>• Takes all reasonable and practical steps to ensure the health and safety of self and others.</li> <li>• Complies with any reasonable health and safety instruction, policy or procedure and ensure that all hazards, risks and incidents are reported according to protocol.</li> <li>• Participates in any required emergency response or exercises to ensure that essential services are able to be maintained.</li> </ul>



<p>There is respect for, and commitment to best practice around all heritages, languages and cultures, including Bi Lingual Bi Cultural pedagogy.</p>	<ul style="list-style-type: none"> <li>• Takes responsibility for growing their own confidence in culturally responsible practice.</li> <li>• Acknowledges and respects the languages, heritages and cultures of all.</li> <li>• Demonstrates commitment to the bicultural partnership in Aotearoa and a commitment to understanding of Te Tiriti o Waitangi.</li> <li>• Develops understanding and use of tikanga and te reo Māori.</li> <li>• Has a good understanding (or is committed to developing an understanding) of Deaf Culture.</li> <li>• Is committed to improving the use of NZSL throughout the organisation.</li> <li>• Appreciates, respects and affirms others and works effectively with all to create a positive and collaborative culture.</li> </ul>
<p>Staff are committed to ongoing learning, engaging in both formal and informal professional learning and development in their professional practice.</p>	<ul style="list-style-type: none"> <li>• Commits to developing personal skills in the use of NZSL.</li> <li>• Engages in the appraisal process for self, ensuring a regular cycle for review, ensuring documentation is complete, self-reflection is engaged, and that there is progress towards and/or achievement of performance indicators.</li> <li>• Identifies professional learning goals in consultation with colleagues and communicates these to the appraiser when establishing performance expectations.</li> </ul>
	<ul style="list-style-type: none"> <li>• Identifies and initiates learning opportunities to advance personal professional knowledge and skills.</li> <li>• Participates responsibly in professional learning opportunities within the learning community.</li> </ul>

Any additional tasks and/or responsibilities are completed, as requested by the Residential Team Leaders.

- Ensures all tasks are completed efficiently and to a high standard.
- Is professional in their appearance and manner, positively representing themselves and the organisation to ensure positive perceptions from the internal and external community.
- Performs additional duties in an efficient manner, to the required standard and within a negotiated timeframe.

## Professional Competencies

### Essential

- Experience within Deaf and Hard of Hearing or Special Education settings
- Experience with, and awareness of, Deaf Culture and the Deaf community
- Knowledge of the New Zealand Education sector
- Knowledge and understanding of the core business of lifting student achievement and wellbeing
- Proficient in NZSL
- Skill in organisation and time management
- Excellent interpersonal skills, and diplomacy
- Excellent communication skills
- Skill and competence in IT
- Ability to see the big picture and work with details
- Ability to think strategically, communicating and influencing at all levels
- Ability to build and sustain high trust relationships through distributive leadership
- Ability to lead and motivate a team and build leadership capability
- Ability to anticipate problems and to be proactive in problem solving
- Ability to work well under pressure

## Personal Attributes

### Essential

- Leads the organisation's guiding principles of 'Grow, Excel, Choose and Belong'
- Is motivated to develop a world leading service for Deaf and Hard of Hearing learners and whānau
- Demonstrates principles of equity and access in action
- Optimises quality and efficiency in work
- Respects diversity
- Is self-motivated and self-directed, taking personal accountability for work
- Understands personal strengths and limitations
- Is innovative and creative
- Is friendly, positive and approachable
- Demonstrates initiative, energy and vitality

