

KO TAKU REO

Deaf Education New Zealand

Job Description / Performance Agreement

NAME:

POSITION: In-Reach Co-ordinator

TENURE: Permanent, part-time 0.5 FTE Auckland and 0.5 FTE Christchurch (flexible hours to be negotiated)

RESPONSIBLE TO: Head of Residential & Immersion, Head of Early Years and Service Development (PRC and Assessment)

DIMENSIONS OF RESPONSIBILITY: In-Reach Course Co-ordination
Professional Conduct
Professional Relationships and Values

DESCRIPTION:

The In-Reach Co-ordinator is responsible for the accurate and timely coordination of all in reach courses in either Christchurch or Auckland. These include immersion courses, assessment visits, pre-school courses, or any other in-reach that is planned by the Teaching and Learning area of the school. This position requires highly developed communication skills, as communication with parents, stakeholders and staff is an integral part of the role. The ability to carefully plan, organise and co-ordinate across many areas of the school will be vital. A strong understanding of health and safety will be essential to ensure the safety of the students and their families while receiving in-reach. A high level of administration skills is required, and the ability to work using initiative, accuracy and within timeframes is essential.

SIGNED _____
In-Reach Coordinator

DATE _____

SIGNED _____
Head of Residential & Immersion

DATE _____

DIMENSIONS OF RESPONSIBILITY

Dimension One – In-Reach Course Coordination

The In-Reach Co-ordinator provides purposeful planning, preparation, communication and coordination of in-reach courses.

Criteria	Key Tasks/Indicators
In-reach courses are strategically planned and placed across a calendar year.	<ul style="list-style-type: none"> • Receives and understands the targeted students for in-reach courses planned for the year. • Follows and reviews the set procedures for planning in-reach courses. • Ensures courses are well planned and prepared for, creating timelines for each course. • Creates, distributes and regularly promotes course flyers/information to communicate content to outside stakeholders and families/whanau and internal staff. • Coordinates preparation and bookings around accommodation, food for all in-reach courses and events ensuring all current health and safety measures are taken into account • Prepares and stocks the houses with food, linen and other needed household items for in reach courses and ensures coordination around post course follow up (cleaning, linen etc). • Responsible for all bookings of accommodation for the site and coordinating with others. • Coordinates the lists of students/families/whanau attending in-reach courses. • Communicates attendees with the Head of Residential & Immersion, teachers and Residential staff.
Best practice is evident in EOTC guidelines, and Health and Safety aspects of in-reach are accounted for and of an excellent standard.	<ul style="list-style-type: none"> • Follows course planning timeline and matrix to ensure best practice safety guidelines are followed.

	<ul style="list-style-type: none"> • Creates a course booklet for each in-reach course with relevant safety and contact information. • Shares the course booklet with the appropriate senior or middle leaders throughout the planning process as indicated by the timeline. • Ensures all Safety Action Plans (SAPs) are completed by teachers/Residential staff for planned in-reach activities involving going off-site or outside providers. • Actions any health and safety concerns, near misses or injuries following organisation procedure. • Makes adjustments to course planning materials as new health and safety or EOTC best practice guidelines are ratified by the Ko Taku Reo Deaf Education New Zealand Board of Trustees. • Provides reports on EOTC and Health and Safety compliance when required.
<p>Students/families/whanau attending in-reach courses are actively engaged, checking in with them.</p>	<ul style="list-style-type: none"> • Is open, friendly and clear communication with students/families/whanau that encompasses the organisations values at all times. • Builds strong relationships with students/families/whanau prior to the course, where possible. • Makes daily contact with students/families/whanau during the in-reach course to ensure all emerging needs are met. • Coordinates further or additional services needed from other staff within the organisation.
<p>All stages of the planning and in-reach course delivery are thought out in a proactive and considered manner.</p>	<ul style="list-style-type: none"> • Prioritises the safety and wellbeing of the students during in-reach courses at all times. • Is able to work with a variety of colleagues across the organisation to achieve the best results for the student and their family/whānau. • Problem solves when issues arise and actively works on finding solutions with others and families/whanau.

	<ul style="list-style-type: none"> • Clear communication with the property, residential and teaching middle and senior leaders about issues or problems so that solutions can be found that align with the wider Ko Taku Reo way of working.
--	---

Dimension Two – Professional Conduct

The In-Reach Co-ordinator leads professionally, in alignment with the strategic direction and in a manner that improves learning for all ākonga.

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

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

Dimension Three – Professional Relationships and Values

The In-Reach Co-ordinator engages in appropriate professional relationships and demonstrates commitment to professional values.

Criteria	Key Tasks/Indicators
<p>Professional and effective relationships are established at all levels throughout the organisation.</p>	<ul style="list-style-type: none"> • Engages in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> • Ākonga • Colleagues, support staff and other professionals

	<ul style="list-style-type: none"> • Agencies, external stakeholders, groups and individuals in the community • Has a team-focused ethic and contributes to the corporate life of the organisation. • Fosters a climate of trust, modelling collegiality by working in partnership with other staff. • Transparently relays relevant information to other staff in a clear and concise manner as needed.
<p>There is commitment to promoting the emotional, mental and physical wellbeing of all persons within Ko Tāku Reo Deaf Education New Zealand.</p>	<ul style="list-style-type: none"> • Promotes inclusivity throughout the organisation, ensuring all learners feel they belong. • Takes all reasonable steps to provide and maintain an environment that is physically, socially, culturally and emotionally safe. • Takes all reasonable and practical steps to ensure the health and safety of self and others. • Complies with any reasonable health and safety instruction, policy or procedure and ensure that all hazards, risks and incidents are reported according to protocol. • Participates in any required emergency response or exercises to ensure that essential services are able to be maintained.
<p>There is respect and commitment to all heritages, languages and cultures within Ko Tāku Reo Deaf Education New Zealand.</p>	<ul style="list-style-type: none"> • Takes responsibility for growing their own confidence in culturally responsible practice. • Acknowledges and respects the languages, heritages and cultures of all. • Demonstrates commitment to the bicultural partnership in Aotearoa and a commitment to understanding of Te Tiriti o Waitangi. • Develops understanding and use of tikanga and te reo Māori. • Has a good understanding (or is committed to developing an understanding) of Deaf Culture. • Is committed to improving the use of NZSL throughout the organisation.

	<ul style="list-style-type: none"> • Appreciates, respects and affirms others and works effectively with all to create a positive and collaborative culture.
<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"> • Commits to developing personal skills in the use of NZSL. • 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. • Identifies professional learning goals in consultation with colleagues and communicates these to the appraiser when establishing performance expectations. • Identifies and initiates learning opportunities to advance personal professional knowledge and skills. • Participates responsibly in professional learning opportunities within the learning community.
<p>Any additional tasks and/or responsibilities are completed, as requested by the Head of Residential & Immersion.</p>	<ul style="list-style-type: none"> • 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 and understanding of the core business of lifting student achievement and wellbeing, as this prioritises resources
- Knowledge of Workplace Health and Safety reporting obligations for schools in NZ
- Proficient in NZSL (or a willingness to learn)
- Skill in organisation and time management
- Excellent interpersonal skills, and diplomacy
- Excellent communication skills
- Skill and competence in IT
- Ability to support change
- Ability to see the big picture and work with details
- Ability to build and sustain high trust relationships
- Ability to anticipate problems and to be proactive in problem solving

Desirable

- Ability to work well under pressure

Personal Attributes

Essential

- Committed to the organisation's guiding principles of 'Grow, Excel, Choose and Belong'
- Is motivated to be part of the development of 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