

KO TAKU REO
Deaf Education New Zealand

Job Description / Performance Agreement

NAME:

POSITION: NZSL Services Senior Administrator

TENURE: Permanent, Fulltime

RESPONSIBLE TO: Head of Pedagogy and Professional Development

DIMENSIONS OF

RESPONSIBILITY: NZSL Services
Professional Conduct
Professional Relationships and Values

DESCRIPTION:

The NZSL Services Senior Administrator supports the development and integration of NZSL Services across Ko Taku Reo Deaf Education NZ. This role is pivotal in ensuring that related services and teams across the organisation are connected and meet the aims of our School's strategic goal of lifting the quality and quantity of NZSL by supporting the NZSL @School Leads and other Pedagogical Leaders. They will have a working knowledge of Student Management Systems used by the school to know, communicate with, and educate our students. This will include the extraction and presentation of relevant student data. They will be proficient in word processing, minute taking, using spreadsheets, office and filing systems, and managing data bases. They will support the organisation and management of a variety of Teaching and Learning teams, and will communicate effectively with students, their whānau, our staff, and other external agencies. They will represent us positively and professionally. They will be solution oriented, flexible and able to manage and prioritise.

SIGNED _____
NZSL Services Senior Administrator

DATE _____

SIGNED _____
Head of Pedagogy and Professional Development

DATE _____

DIMENSIONS OF RESPONSIBILITY

Dimension One – NZSL Services Senior Administrator Priorities

The NZSL Services Senior Administrator supports the NZSL@School Leads, NZSL Tutor Leads and Co Leads in their role, ensuring correspondence, reporting and systems and are expertly managed. 0.4 percent of this role will in support the NZSL Tutor team and the remaining 0.6 will support the NZSL@School Services team.

Criteria	Key Tasks/Indicators
<p>The NZSL@School Leads and other key staff are supported in their roles, and administrative services throughout the organisation are effective.</p> <p>Key areas of Competency:</p> <ol style="list-style-type: none"> 1) Administration 2) Financial Assistance 3) Reporting 4) Communication 5) Project Coordination 	<p>Administrative support</p> <ul style="list-style-type: none"> • Diary, phone, and email management for Senior Leader as agreed. • Planning and scheduling meetings, conferences, e-conferences, and events. • Preparing meeting agendas, manage meeting logistics and taking minutes. • Arranging and booking travel and accommodation. • Project coordination and assistance where appropriate. • Works with the Head of NZSL Immersion Day Schools to assist with any administrative and student data requirements. • Preparation of documentation and reports. • Supporting Senior Leaders with relationships and key stakeholder management. • Handling confidential and sensitive information appropriately maintaining boundaries as required. • Assisting with Human Resources processes including recruitment, onboarding, variation, and cessation.

	<ul style="list-style-type: none"> • Ensuring office supplies are at an optimal level and coordinating orders for the team. <p>Financial</p> <ul style="list-style-type: none"> • Collate, review, update the running annual budget of the NZSL@School C/ESW and Educational Interpreter funds. • Checks invoices from Mainstream Schools and maintains budget data. • Provides reporting on approved funding and actual costs throughout the year. • Oversees the administration of the NZSL@School application process. • Updates online resources and information regarding processes to access NZSL@School support. • Communicates with Mainstream Schools on behalf of the NZSL@School team. • Supports the introduction and induction of new staff to the NZSL Tutor and NZSL@School teams. • Processing purchase orders and invoicing requests including queries and disputes. • Ensuring follow up on payments queries are managed. • Contributing the data capture and reporting for finance requirements when appropriate. • Supporting centralised ordering processes (stationery, IT etc). • Supporting asset and property management when required. <p>Reporting</p> <ul style="list-style-type: none"> • Prepares reports by collecting and analysing information.
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	<ul style="list-style-type: none"> Understands reporting requirements for the Ministry of Education (and other statutory bodies as necessary) and ensures information collation and reporting meets the required timelines. <p>Communication</p> <ul style="list-style-type: none"> Communicates with Mainstream Schools on behalf of the NZSL@School team. Facilitates the creation and distribution of a Quarterly Newsletter for NZSL@School. <p>Project Coordination</p> <ul style="list-style-type: none"> Provides project coordination for the running of the Communication/Education Support Worker Microsoft Office 365 Team CESWPDL including: <ul style="list-style-type: none"> Identifying and inviting membership from C/ESW's around NZ Performs the Administration role for the Teams Group Coordinates programme content from the NZSL@School and NZSL Tutor team to enrich the PLD Monitors engagement and connectivity of C/ESW's with Ko Taku Reo
Other duties of the NZSL@School are performed expertly to positively reflect the NZSL@School Leads and the organisation.	<ul style="list-style-type: none"> Ensures visitors are welcome by greeting them in person or on the telephone and answering or directing inquiries. Ensures any necessary catering is organised when required. Plans events when necessary. Maintains confidence and protects operations by keeping information confidential. Ensures all office operational matters fit within privacy requirements.

Dimension Two – Professional Conduct

The NZSL Services Senior Administrator leads professionally, and in alignment with the strategic direction.

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 NZSL@School Leads and the other Director's Assistant: Teaching & Learning 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.

Competence in relation to change management is evident throughout the organisation.	<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.
A proactive approach to problem solving is adopted by leaders, as they take steps to work through problems to create solutions.	<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.

Dimension Three – Professional Relationships and Values

The NZSL Services Senior Administrator engages in appropriate professional relationships and demonstrates commitment to professional values.

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

	<ul style="list-style-type: none"> o Whānau and other carers of ākongā o Agencies, external stakeholders, groups and individuals in the community <ul style="list-style-type: none"> • 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. • Represents the organisation and participates as a member of internal and external committees and organisations.
There is commitment to promoting the emotional, mental and physical wellbeing of all persons within Ko Taku Reo Deaf Education New Zealand.	<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.
There is respect and commitment to all heritages, languages and cultures within Ko Taku Reo Deaf Education New Zealand.	<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.

	<ul style="list-style-type: none"> • Has a good understanding (or is committed to developing an understanding) of Deaf Culture. • Is committed to improving the use of NZSL across the organisation. • Appreciates, respects and affirms others and works effectively with all to create a positive and collaborative culture.
Staff are committed to ongoing learning, engaging in both formal and informal professional learning and development in their professional practice.	<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. • Identifies and initiates learning opportunities to advance personal professional knowledge and skills. • Participates responsibly in professional learning opportunities within the learning community.
Any additional tasks and/or responsibilities are completed, as requested by the NZSL @School Leads.	<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.

Qualifications

Desirable:

- Relevant Bachelor's degree.

Professional Competencies

Essential:

- Experience (five years +) in senior administration.
- Experience in Student Management Systems and Learning Management Systems.
- Proficiency in Microsoft Office and other office productivity tools, with aptitude to learn new software and systems.
- Strong skills in time management and the ability to organise and coordinate multiple projects at once.
- Skill in systems, planning, implementation, reporting and presenting.
- Ability to think strategically, creatively, innovatively, and be solutions focused.
- Ability to anticipate problems and to be proactive in problem solving.
- Excellent interpersonal skills, and diplomacy.
- Ability to support and lead change.
- Ability to see the big picture and work with details.
- Proficient in NZSL (or a willingness to learn).

Desirable:

- 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, as this prioritises resources.

Personal Attributes

Essential:

- Leads 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.
- Is a flexible team player willing to do what it takes to get the job done; adaptable and enjoys a challenge.
- Maintains morale and professionalism when working under pressure.
- 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 friendly, positive and approachable, with a good sense of humour.
- Demonstrates initiative, energy and vitality.