

KO TAKU REO

Deaf Education New Zealand

Job Description / Performance Agreement

NAME:

POSITION: Interpreter Co-ordinator

TENURE: Full-time, Fixed term

RESPONSIBLE TO: Interpreter Lead

DIMENSIONS OF RESPONSIBILITY: Interpreter Scheduling and Service Support
Professional Conduct
Professional Relationships and Values

DESCRIPTION:

The Interpreter Co-ordinator ensures the effective scheduling of all interpreting and translation requests to meet stakeholder needs and provides administrative support to the interpreter service. The role requires fostering of professional relationships and commitment to professional values including building professional knowledge and skills. The Interpreter Co-ordinator leads themselves professionally, in alignment with the strategic direction and in a manner that ultimately improves learning for all ākonga.

SIGNED _____
Interpreter Co-ordinator

DATE _____

SIGNED _____
Director of Communications and Resources

DATE _____

DIMENSIONS OF RESPONSIBILITY

Dimension One – Interpreter Scheduling and Service Support

The Interpreter Co-ordinator ensures the effective scheduling of all interpreting and translation requests and provides administrative support to the interpreter service.

Criteria	Key Tasks/Indicators
Interpreter bookings are scheduled to maximise availability, ensuring professional and informative communication with interpreters and clients.	<ul style="list-style-type: none"> • Assigns bookings according to the priority schedule. • Confirms bookings in a timely and professional manner. • Co-ordinates interpreters and clients meeting at the agreed time and place. • Maximises interpreter availability in response to demand. • Thoroughly documents cancellations. • Ensures staff interpreters have adequate break times.
Accurate background information is gathered to ensure correct booking details.	<ul style="list-style-type: none"> • Ensures clients and interpreters are satisfied with the level of knowledge and skills required for the booking. • Provides interpreters with preparation materials prior to bookings. • Accurately transfers booking details to the booking system. • Organises and books team interpreters for complex assignments and bookings over 2 hours.
Interpreter invoicing is confirmed for processing, and accurate activity reports are provided.	<ul style="list-style-type: none"> • Ensures received invoices contain accurate and relevant details. • Ensures the administration team receive all the required information to pay interpreters in a timely manner.
Trusting relationships are fostered with Interpreters, clients and colleagues.	<ul style="list-style-type: none"> • Has a sound knowledge of, and consistently follows, the principles of the Interpreter's Code of Ethics. • Supports interpreters to make ethical choices.

	<ul style="list-style-type: none"> • Supports clients and interpreters so they are comfortable raising issues about interpreter services. • Provides consistently professional and friendly communications and status updates.
General Administration	<ul style="list-style-type: none"> • Supports the Interpreter team in the general administration work associated with ensuring records and information are accurately maintained and improvement to processes and procedures are implemented as needed.

Dimension Two – Professional Conduct

The Interpreter Co-ordinator is professional, works in alignment with the strategic direction and in a manner that improves outcomes 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 opportunities for 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 Communication Lead to ensure tasks and deliverables align with the strategic direction of the organisation.

	<ul style="list-style-type: none"> • 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.
Critical inquiry is engaged and a proactive approach to problem solving is adopted by all, as they take steps to work through problems to create solutions.	<ul style="list-style-type: none"> • Systematically and critically engages with evidence and professional literature to reflect on and refine practice. • 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 Interpreter Co-ordinator engages in appropriate professional relationships and demonstrates commitment to professional values.

Criteria	Key Tasks/Indicators
Professional and effective relationships are established 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">• Ākonga• Colleagues, support staff and other professionals• 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.• Represents the organisation and participates as a member of internal and external committees and organisations, as appropriate.
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.

	<ul style="list-style-type: none"> • 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. • 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. • 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 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.
Any additional tasks and/or responsibilities are completed, as requested by the Communication Lead.	<ul style="list-style-type: none"> • Ensures all tasks are completed efficiently and to a high standard.

	<ul style="list-style-type: none">• 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.
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Professional Competencies

Essential

- Highly developed interpersonal and relationship skills
- Demonstrated ability to work with colleagues to resolve issues and meet agreed outcomes
- Able to build rapport with and communicate with people from different cultures, backgrounds and ages
- Effectively negotiates mutual expectations and builds rapport in key relationships
- Demonstrated ability to work with in Information and Communications technologies (ICT) including the Microsoft Office 365 Suite, Google Suite and video conferencing platforms
- Accuracy and attention to detail
- Confident and outgoing and is enthusiastic and motivated
- Excellent English/NZSL communication skills
- Excellent analytical skills
- Ability to work well both independently, and collaboratively in a team environment
- Ability to be innovative, to question the status quo and to adapt to changing circumstances.
- Excellent organisational and time management skills
- Uses initiative, good judgement and creative thinking to problem solve
- Competence in compiling statistical reports and communicating findings

Desirable

- Knowledge of the New Zealand Education sector
- Experience with, and awareness of, Deaf Culture and the Deaf community
- Proficient in NZSL (or a willingness to learn)

Personal Attributes

Essential

- Embodies 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
- Is innovative and creative
- Is friendly, positive and approachable
- Optimises quality and efficiency in work
- Respects diversity
- Is self-motivated and self-directed, taking personal accountability for work
- Understands personal strengths and limitations
- Demonstrates initiative, energy and vitality