

KO TĀKU REO
Deaf Education New Zealand

Job Description / Performance Agreement

NAME:

POSITION: Staff Interpreter

TENURE: Fulltime, Permanent

RESPONSIBLE TO: Interpreter Lead

DIMENSIONS OF Interpreting and Translating
Professional Consultation
Professional Relationships and Professional Values
Self-Review and Professional Learning

DESCRIPTION:

The Staff Interpreter is responsible for facilitating effective access to information and communication through interpreting and translating in NZSL and English. The role also includes contributing to the cultural and linguistic knowledge and skills of staff, ākonga and support teams so that responsive communication, resources, services and organisational culture are developed and maintained. The role requires fostering of professional relationships and commitment to professional values including building professional knowledge and skills. The Staff Interpreter leads themselves professionally, in alignment with the strategic direction and in a manner that ultimately improves learning for all ākonga.

SIGNED _____
Staff Interpreter

DATE _____

SIGNED _____
Director of Communications and Resources

DATE _____

DIMENSIONS OF RESPONSIBILITY

Dimension One – Interpreting and Translating

The Staff Interpreter is responsible for facilitating effective access to information and communication through interpreting and translating in NZSL and English.

Criteria	Key indicators
<p>To interpret for KO TĀKU REO staff.</p> <p>To obtain interpreting assignment information and prepare for assignments.</p>	<ul style="list-style-type: none"> • Provide interpreting services to staff in meetings and communications. • Provide interpreting services to staff in their delivery of services to regional families and staff. • Familiar with the context and content of assignments to maximise the effectiveness of communications.
<p>To translate communications for KO TĀKU REO.</p>	<ul style="list-style-type: none"> • Provide translations of organisation policies, procedures and communications from written English into New Zealand Sign Language and New Zealand Sign Language into written and spoken English. • Produce translations using video editing software. • Produce transcripts and captions for video formats.
<p>To apply the Sign Language Interpreters Association of New Zealand's (SLIANZ) code of ethics and code of conduct when interpreting for staff members or students where appropriate.</p>	<ul style="list-style-type: none"> • To protect the rights of all parties involved within the interpreting service being provided acknowledging the concept of best outcomes for communication of Deaf and hearing staff.

Dimension Two – Professional Consultation

The Staff Interpreter contributes cultural and linguistic knowledge and skills to staff, ākonga and support teams so that responsive communication, resources, services and organisational culture are developed and maintained.

Criteria	Key indicators
To contribute to special projects such as developing resources in NZSL that improve student access to the curriculum and staff proficiency in New Zealand Sign Language.	<ul style="list-style-type: none"> • Identify and contribute to the development of NZSL resources .
To contribute to supporting proficiency skills of staff in New Zealand Sign Language (NZSL) and educational interpreting training.	<ul style="list-style-type: none"> • Provide consultation support to KO TĀKU REO teaching and support staff, to develop their proficiency in NZSL by delivering a localised workplan. • Support the design and delivery of teacher aide and communicator training.
To promote and train staff on the effective use of interpreting and translation services.	<ul style="list-style-type: none"> • Provide learning opportunities and resources that develop and maintain all staff's knowledge about working with interpreters and creating translations.

Dimension Three – Professional Relationships And Professional Values

The Staff Interpreter engages in appropriate professional relationships and demonstrates commitment to professional values.

Criteria	Key Indicators
Establish and maintain effective professional relationships focused on the learning and wellbeing of all ākonga.	<ul style="list-style-type: none"> • Engage in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> • Ākonga • Teaching colleagues, support staff and other professionals • Whānau and other carers of ākonga • Agencies, external stakeholders, groups and individuals in the community

	<ul style="list-style-type: none"> • Foster a climate of trust and respect, modelling collegiality by working in partnership with other staff. • Ensure whānau and other carers are included in the life of the organisation. • Manage the delicate balance between supporting and challenging others.
Demonstrate commitment to bicultural partnership in Aotearoa and a commitment and understanding of Te Tiriti o Waitangi.	<ul style="list-style-type: none"> • Demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi. • Develop understanding and use of tikanga and te reo Maori.
Demonstrates awareness of Deaf culture and a commitment to improving personal use of NZSL.	<ul style="list-style-type: none"> • Learns/builds NZSL proficiency and has a commitment to improving its use across the organisation. • Has a good understanding (or committed to development) of Deaf Culture and communicates well with Deaf and Hard of Hearing community.
Demonstrate commitment to ongoing professional learning and development of personal professional practice.	<ul style="list-style-type: none"> • Identify professional learning goals in consultation with colleagues. • Participate responsibly in professional learning opportunities within the learning community. • Initiate learning opportunities to advance personal professional knowledge and skills. • Commit to developing personal skills in the use of NZSL. • Is professional in their appearance and manner, positively representing themselves and the organisation to ensure positive perceptions from the internal and external community.
Support the strategic direction of Deaf Education Aotearoa New Zealand to ensure Communications and Resources services align with the best interests of learners, staff and the community.	<ul style="list-style-type: none"> • Support and follow the mission, vision and strategic direction of the organisation. • Work collaboratively with colleagues to embed the strategic direction.

Dimension Four – Self Review and Professional Learning

The Staff Interpreter makes sure of their professional knowledge and understanding to build a stimulating, challenging and supportive working environment that promotes learning and success for all ākonga.

Criteria	Key Indicators
<p>Identifies opportunities for personal and professional development and growth.</p> <p>Displays openness to consultation and seeking regular feedback</p> <p>Sets up a regular cycle for self-review.</p>	<ul style="list-style-type: none"> • Professional development opportunities identified. • Engage in the performance management systems, including in ongoing feedback. • Identifies own professional development needs and objectives to improve performance and communicates these to the appraiser when establishing performance expectations.
<p>Use critical inquiry and problem-solving effectively in their professional practice.</p>	<ul style="list-style-type: none"> • Systematically and critically engage with evidence and professional literature to reflect on and refine practice. • Respond professionally to feedback from members of their learning community. • Critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākonga.
<p>Actively participates in organisational professional learning and development activities.</p>	<ul style="list-style-type: none"> • Willingness to learn translation-related programs. • Attendance at SLIANZ professional development sessions.
<p>Identify, analyse and solve problems that occur in the workplace.</p>	<ul style="list-style-type: none"> • Explicitly check own assumptions. • Relate the problem to the wider vision and values of the school. • Actively seek the interpretations of others. • Anticipate obstacles and how they could be overcome. • Identify and report any risk to appropriate people in a timely manner.

Knowledge and Experience

Essential

- Has a Sign Language-English interpreting qualification by having completed a recognised interpreter training course
- Excellent written and spoken English, and NZSL communication skills
- Experience with and excellent knowledge of Deaf Culture and the Deaf community
- Excellent analytical skills for communication and language
- Interpreting accuracy and attention to detail
- A current member of the Sign Language Interpreting Association of New Zealand (SLIANZ)
- Robust knowledge of Office 365 productivity apps
- Ability to work well both independently, and collaboratively in a team environment
- Able to see the big picture in order to exercise judgement in problem solving.
- Highly developed interpersonal and relationship skills
- Ability to be innovative, to question the status quo and to adapt to changing circumstances.
- 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
- Excellent organisational and time management skills
- Uses initiative, good judgement and creative thinking to problem solve
- Confident, enthusiastic and motivated
- Competence in compiling reports and communicating findings

Desirable

- Knowledge of the New Zealand Education sector

Personal Attributes

- 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
- Optimises quality and efficiency in work
- Open to learning and applying digital editing skills
- 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
- Be prepared to work flexible hours (with advance notice) as some meetings may be held outside ordinary working hours. If extra hours are worked, time in lieu would be arranged in line with organisation policy and practice