

KO TAKU REO  
Deaf Education New Zealand

Job Description / Performance Agreement

NAME:

POSITION: Administrator – Corporate Services

TENURE: Permanent, Full time

RESPONSIBLE TO: Administration Manager

DIMENSIONS OF RESPONSIBILITY: Administrator Priorities  
Professional Conduct  
Professional Relationships and Values

DESCRIPTION

These roles support the leadership team at Ko Taku Reo including Corporate Services, Communications and Resources, Curriculum Planning and reporting, Pedagogy, Integrated Services and Professional development, Early Years and Services Development, Residential and Immersion, Outreach and Enrolled Schools.

Depending on the requirements the Administrators will be used to fill various functions throughout the organisation but predominately they will be based in either Auckland or Christchurch

They will support the organisation and execution of a variety of administrative activities, and will communicate effectively with students, their whanau, 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 \_\_\_\_\_  
Administrator

DATE \_\_\_\_\_

SIGNED \_\_\_\_\_  
Administration Manager

DATE \_\_\_\_\_

## DIMENSIONS OF RESPONSIBILITY

### Dimension One – Administrator Priorities

Criteria	Key Tasks/Indicators
<p>Administrative support and coordination Staff are supported in their roles, and administrative services throughout the organisation are effective and provided in a timely manner.</p>	<p>Administration delivery may include:</p> <ul style="list-style-type: none"> <li>• Assisting with coordination of meetings, conferences, e-conferences, and events</li> <li>• Project coordination and assistance where appropriate</li> <li>• Purchase order management and collation as appropriate</li> <li>• Ensuring office supplies are at an optimal level and coordinating orders for the team</li> <li>• Receipting and distribution of courier and other deliveries and mail and responding to queries</li> <li>• Contributing the data capture and reporting for finance requirements when appropriate</li> <li>• Supporting centralised ordering processes (stationery, IT etc)</li> <li>• Supporting asset and property management when required with operational requirements such as keys, equipment, contractor assistance etc</li> <li>• Supporting the smooth operations of the office and sites by attending to operational requirements or assisting where appropriate</li> <li>• Acting as a first point of contact for site visitors where appropriate</li> <li>• Phone and email system management (triage of generic points of contact)</li> <li>• Assisting with ad hoc duties that are within the scope of the of the role</li> </ul>
<p>Team Building Contribute to the efficient and effective administrative service delivery by active engagement to build a positive, helpful environment.</p>	<ul style="list-style-type: none"> <li>• Actively engaging in problem solving and service improvements initiatives</li> <li>• Maintain collegial relationships with other administrative employees</li> <li>• Contributing to the organisation wide events and conferences as</li> </ul>

	<p>appropriate</p> <ul style="list-style-type: none"> <li>• Ensuring adequate training and information is available for those substituting in times of leave of absence</li> </ul>
<p>Culture</p> <p>Demonstrates, and encourages others to demonstrate support for Ko Taku Reo commitment to the implementation of Deaf and Maori Culture.</p>	<ul style="list-style-type: none"> <li>• Promote and participate in Deaf and Maori Culture initiatives in an inclusive manner</li> <li>• Champion Deaf Culture protocols in meetings, communications, events, and actions</li> <li>• Always enable the adoption of Maori protocols in a culturally sensitive and appropriate manner</li> <li>• Support Ko Taku Reo to meet its obligations under the Treaty of Waitangi</li> </ul>

## Dimension Two – Professional Conduct

The Administrator leads professionally and in alignment with the strategic direction.

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 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 the Leader 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> </ul>

	<ul style="list-style-type: none"> <li>Assists in reviewing how personal and departmental practice aligns with the mission, vision and strategic direction, suggesting improvements and implementing change</li> </ul>
Competence in relation to change management is evident throughout the organisation.	<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 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>
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"> <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 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"> <li>Engages in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> <li>Ākonga</li> <li>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> </ul> </li> <li>Has a team-focused ethic and contributes to the corporate life of the organisation</li> </ul>

	<ul style="list-style-type: none"> <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> <li>• Represents the organisation and participates as a member of internal and external committees and organisations</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> <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 and commitment to all heritages, languages and cultures within Ko Taku Reo Deaf Education New Zealand.</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 across 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</li> </ul>

	<p>engaged, and that there is progress towards and/or achievement of performance indicators</p> <ul style="list-style-type: none"> <li>• Identifies professional learning goals in consultation with colleagues</li> <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>
<p>Any additional tasks and/or responsibilities are completed, as requested by the Leader</p>	<ul style="list-style-type: none"> <li>• Ensures all tasks are completed efficiently and to a high standard</li> <li>• Is professional in their appearance and manner, positively representing themselves and the organisation to ensure positive perceptions from the internal and external community</li> <li>• Performs additional duties in an efficient manner, to the required standard and within a negotiated timeframe</li> </ul>

## Qualifications

### Desirable:

- Relevant Bachelor's degree or other tertiary qualification

## Professional Competencies

### Essential:

- Experience (three to five years) in administration.
- Experience managing multiple calendars.
- Experience booking travel through use of logistical skills and knowledge.
- Experience in Financial, Human Resources, Information Management and Communication Systems
- Superb skill in written and verbal communication.
- 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:

- 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.