

**KO TAKU REO**  
**Deaf Education New Zealand**

**Job Description / Performance Agreement**

**POSITION:** Team Administrator – NZSL Services

**TENURE:** Permanent Full Time

**RESPONSIBLE TO:** Administration Manager

**DOTTED LINE TO:** NZSL Services Manager

**DIMENSIONS OF RESPONSIBILITY:** NZSL Services  
Professional Conduct  
Professional Relationships and Values

**DESCRIPTION:**

The Team Administrator supports the NZSL Senior Administrator in the development, delivery and integration of NZSL Services across Ko Taku Reo Deaf Education NZ and all other relevant external stakeholders.

They will be proficient in NZSL and have strong literacy skills. They will show accuracy and competency in word processing, using spreadsheets, office and filing systems, and managing data bases. They will communicate effectively with students, their whānau, our staff, and other external agencies. They will be highly relational and represent us positively and professionally. They will be solution oriented, flexible, and able to manage and prioritise.

**SIGNED** \_\_\_\_\_  
NZSL Services Administrator

**DATE** \_\_\_\_\_

**SIGNED** \_\_\_\_\_

**DATE** \_\_\_\_\_

Administration Manager

## DIMENSIONS OF RESPONSIBILITY

### Dimension One – Team Administrator - NZSL

The Team Administrator ensures the administration, communication, correspondence, reporting, and systems are expertly managed.

Criteria	Key Tasks/Indicators
<p>The NZSL Tutor Team and other key staff are supported in their roles.</p> <p>Key areas:</p> <ol style="list-style-type: none"> <li>1) Administration</li> <li>2) Communication</li> </ol>	<p><b>Administrative support</b></p> <ul style="list-style-type: none"> <li>- Provides literacy assistance and support where needed and appropriate with the NZSL Tutor team.</li> <li>- Input of quality data into the Student Management System</li> <li>- Supporting the NZSL Tutor team with relationships and key stakeholder communications</li> <li>- Handling confidential and sensitive information appropriately maintaining privacy.</li> <li>- Ensuring office supplies are at an optimal level and coordinating orders for the team.</li> <li>- Assists the NZSL Tutor team with expense claims processing and other administrative functions; notetaking, emailing, travel assistance.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>- Under the guidance of Senior Administrator - NZSL, communicates with Mainstream Schools on behalf of the NZSL Services Tutor team.</li> <li>- Under guidance of the Administration Manager, carries out other administration work when has capacity to do so or as directed.</li> </ul>
<p>Ensures other duties are performed expertly to positively reflect the NZSL Services Team and the organisation.</p>	<ul style="list-style-type: none"> <li>• Ensures any necessary catering is organised as/when required.</li> <li>• Supporting the NZSL Tutor Team in the planning and documenting of travel plans.</li> </ul>

## Dimension Two – Professional Conduct

The Team Administrator - NZSL 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"><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>
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"><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 Senior Administrator and the NZSL Tutor team to ensure standards and delivery timeframes are met.</li><li>• Provides assistance to the Senior Administrator in reviewing how personal and departmental practice aligns with the mission, vision and strategic direction, suggesting improvements and implementing change.</li></ul>

<p>Competence in relation to change management is evident throughout the organisation.</p>	<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 when requested.</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>
<p>A proactive approach to problem solving is adopted by leaders, as they take steps to work through problems to create solutions.</p>	<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 Team Administrator - NZSL engages in appropriate professional relationships and demonstrates commitment to professional values.

<p>Professional and effective relationships are established at all levels throughout the organisation.</p>	<p>Engages in ethical, respectful, positive and collaborative professional relationships with:</p> <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> <li>- Has a team-focused ethic and contributes to the corporate life of the organisation.</li> <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 engaged, and that there is progress towards and/or achievement of performance indicators.</li> <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 NZSL Services Manager.</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 / Experience

### Required:

- Proficient in NZSL
- Proven strengths in literacy

### Desirable:

- 3 years' experience as an Administrator

## Professional Competencies

- Experience in/or ability to learn 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 demands at once.
- Attention to detail.
- Ability to think strategically, creatively, innovatively, and be solutions focused.
- Ability to anticipate challenges 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.
- 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

- 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.