

KO TAKU REO

Deaf Education New Zealand

Job Description / Performance Agreement

NAME:

POSITION: Residential Team Leader

TENURE: Permanent, Full Time

RESPONSIBLE TO: Head of Residential & Immersion

DIRECT REPORTS: Residential Youth Workers
External – Families/Whanau, external agencies
Internal – Residential Youth Workers, students, DEC staff

DIMENSIONS OF RESPONSIBILITY: Professional Leadership
Management and Service Delivery
Student Wellbeing
Professional Relationships and Values

DESCRIPTION:

The Residential Team Leaders are collectively responsible, in cooperation with senior leaders, for the overall day to day operation of the residential programmes for students. Their role includes supporting students in meeting their social, emotional and educational needs so that they develop towards independence within their Deaf, hearing and cultural communities.

SIGNED _____
Residential Team Lead

DATE _____

SIGNED _____
Head of Residential & Immersion

DATE _____

DIMENSIONS OF RESPONSIBILITY

Dimension One – Student Wellbeing

Student health, safety, and wellbeing is ensured within the residences, and student social, emotional and educational needs met so that they develop towards independence.

Description	Key Performance Indicators
Student wellbeing is a priority within the residences, both in day-to-day life and in developing independence skills for the future.	<ul style="list-style-type: none"> • Sets up student development plans/programmes and communicates these with Youth Workers. • Ensures student's emotional, spiritual, intellectual and cultural needs are met within a happy, safe, creative and productive environment. • Reads and accesses all relevant information related to Ko Taku Reo and the students as it becomes available. • Is always aware of every student's location, based on information given by students. • Ensures the safety and wellbeing of students. • Appropriately plans for and introduces new students. • Promotes a collaborates, inclusive and supportive home environment where: <ul style="list-style-type: none"> • Students' personal interests and hobbies are met and fulfilled. • Students learn to live together co-operatively. • Students build positive self-esteem and confidence. • Students are encouraged to take responsibility for their own learning and behaviour.
Student health and safety is a priority within the residences, and action is taken to ensure property, security and hygiene requirements are met.	<ul style="list-style-type: none"> • Complies with all safety and security procedures, ensuring they are completed to the required standard. • Thoroughly knows the Fire Evacuation Procedures and is able to confidently lead the team if an emergency occurs.

	<ul style="list-style-type: none"> • Takes charge in an emergency, contacting the Police, Ambulance or Fire Service, as first priority, and then the Deputy Head of Residential and Head of Residential. • Ensures that agreed procedures are followed in the event of any student(s) absconding from the residence. • Sensitively and effectively handles any disclosure of abuse, in accordance with DEC procedures.
Communication with students is conducted in a way that respects their preferred way of communication, and with an understanding of Deaf Culture.	<ul style="list-style-type: none"> • Uses NZSL to be understood by deaf students, families and staff, and is committed to improving the use of NZSL personally, and throughout the organisation. • Identifies each student's preferred way of communication, and respects this by communicating with them in this way whenever practical. • Is able to identify the potential challenges of being Deaf in both the hearing community and the Deaf community, the problems and reaction it creates. • Connects with the Deaf community and other communities to support student's exploration of their identity.
Education in the provisions is supported through collaboration, information sharing and feedback practices.	<ul style="list-style-type: none"> • Attends IEP meetings at schools and represents the organisation in a positive manner. • Actions IEP and sets goals to be achieved through residential programmes. • Encourages and supports schoolwork and academic goals. • Liaises with schoolteachers regarding academic progress, as well as school and residential plans. • Organises and incorporates a variety of activities and courses into residential programme objectives. • Acts sensitively and professionally displaying cultural awareness to education subjects such as relating to Health & Wellbeing, Behaviour management and Principles of the Treaty of Waitangi.

<p>Administration and Leadership practices and processes are understood, adhered to and followed accurately and in timely manner.</p>	<ul style="list-style-type: none"> • Shares full responsibility, including an on-call component, for the residential service and maintain good practice in the pastoral care of residential students. • Ensures the service complies with the standards of the Education (Hostels) regulations 2005. • Demonstrates an understanding and awareness of policies and procedures related to: <ul style="list-style-type: none"> • Protected Disclosure • Staff Conduct • Treaty of Waitangi • Child and Young person protection • Manages relieving on a daily basis. • Keeps daily records, ensuring good communication and accountability. • Records all relevant incidents as they happen, and responds accordingly. • Follows organisation procedure to complete all student travel, finance, and Purchase Orders. • Monitors and controls the expenditure for activities and produces reports to Residential Lead (POR), as required.
<p>Families/Whanau are involved in the life of the residences, including through transparent communication, feedback on students, and inclusion in activities and events.</p>	<ul style="list-style-type: none"> • Involves parents in the admissions, enrolment and placement processes. • Shares decision making with the family/student. • Ensures there is regular contact between students and families and keeps communication channels open. • Supports families to be positive communication role models, including through the use of interpreters. • Supports families through regular updates on students' progress with residential programme objectives.

Dimension Two – Professional Leadership

The Residential Team Leaders manage professionally, in alignment with the strategic direction and in a manner that improves outcomes for all ākonga.

Description	Key Performance Indicators
Professional leadership throughout the organisation is effective, functional and based on integrity and respect.	<ul style="list-style-type: none"> • Builds and role models trusting relationships through active listening, caring for others, and demonstrating personal integrity. • Assists in the development and delivery of professional learning for staff. • Has an in-depth understanding of how to lead and develop a team. • Leads with exemplary practice, acting as a mentor for staff. • Effectively manages the delicate balance between supporting and challenging others. • Provides opportunities for professional conversations that help teachers to share expertise and strategies that improve student learning and achievement. • Actively coaches and supports direct reports by providing feedback to teachers through professional conversations and regular documented classroom/practise observations. • Empowers and encourages staff in their personal and professional growth, ensuring they feel supported in their roles.
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"> • Drives and models behaviours in a way that articulates, supports and furthers the organisation's mission, vision and strategic direction. • Collaborates with The Head of Residential & Immersion 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. • Leads and supports direct reports to relate roles and tasks to the wider organisation's mission, vision and strategic direction.

	<ul style="list-style-type: none"> • Reviews how personal and departmental practice aligns with the mission, vision and strategic direction, suggesting improvements and implementing change.
Leadership in change management is evident throughout the organisation.	<ul style="list-style-type: none"> • Leads and drives a philosophy that recognises the importance of ongoing innovation and change. • Ensures changes are implemented smoothly in a way that is most likely to lead to the adoption of new practices. • Is a subject-matter-expert in their area of responsibility, enabling any change to be informed by best practice and communicated effectively. • Understands and harnesses that change on a large scale invariably needs a team approach to leadership. • Competently communicates the rationale for any change and encourages conversations, ensuring all staff feel heard in relation to their concerns and questions. • Leads and supports staff development that results in positive and meaningful change. • Monitors and assesses 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 check 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 Residential Team Lead engages in appropriate professional relationships and demonstrates commitment to professional values.

Description	Key Performance Indicators
Professional and effective relationships are established that focus on the learning and wellbeing of all ākonga.	<ul style="list-style-type: none"> Leads and engages 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 Supports Residential Lead (POR) in their lead role to meet student needs as a first priority Leads a team-focused ethic and contributes to the cultural life of the school. 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 and leads 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.

	<ul style="list-style-type: none"> • 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 others' confidence in culturally responsible practice, as well as their own. • Acknowledges and respects the languages, heritages and cultures of all. • Leads and demonstrates commitment to the bicultural partnership in Aotearoa and a commitment to understanding of Te Tiriti o Waitangi. • Leads and strengthens best practice of Bilingual Bi Cultural pedagogy. • Develops understanding and use of tikanga and te reo Māori, building this within their team. • 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 school 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 and direct reports, setting up a regular cycle for review, ensuring documentation is complete, self-reflection/feedback 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.

	<ul style="list-style-type: none"> • Participates responsibly in professional learning opportunities within the learning community.
Any additional tasks and/or responsibilities are completed, as requested by the Head of Residential & Immersion.	<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.

Professional Competencies

- Experience and a proven track record in successfully leading staff
- Recent experience managing students within a hostel setting
- 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
- Proficient in NZSL (or a willingness to learn)
- Skill in:
 - systems, strategic planning, implementation and reporting
 - in organisation and time management
- Excellent
 - interpersonal skills and diplomacy
 - communication skills
- Skill and competence in IT
- Ability to:
 - support and lead change
 - see the big picture and work with details
 - think strategically, communicating and influencing at all levels
 - build and sustain high trust relationships through distributive leadership
 - lead and motivate a team and build leadership capability
 - anticipate problems and to be proactive in problem solving
 - work well under pressure

Personal Attributes

- Leads 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
- 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