

KO TAKU REO
Deaf Education New Zealand

Job Description / Performance Agreement

NAME:

POSITION: NZSL Services Manager

TENURE: Permanent

RESPONSIBILITY TO: Head of Regional Outreach Services

DIMENSIONS OF
RESPONSIBILITY: Professional Leadership
Professional Relationships and Values
Learning focused culture

DESCRIPTION:

NZSL Services is a key aspect of Ko Taku Reo Deaf Education New Zealand's vision of D/HH ākonga receiving programmes and resources that enable them to EXCEL, CHOOSE, GROW and BELONG.

The NZSL Services Manager is responsible for adhering to and reporting against the allocated budget and ensuring that the NZSL Service team support the increase in quality and quantity of NZSL environments for D/HH ākonga and that their teams, whānau and other related stakeholders.

The NZSL Services Manager will lead and support the NZSL Services team to work efficiently and collaboratively in partnership with local Ko Taku Reo related staff and partner schools to ensure the service is strengthened for future growth.

SIGNED _____
NZSL Services Manager

DATE _____

SIGNED _____
Head of Regional Outreach Services

DATE _____

DIMENSIONS OF RESPONSIBILITY

Dimension One – NZSL Services Manager

The NZSL Services Manager will manage the NZSL Budget, teams, services and resources in order to strengthen access to the curriculum through NZSL for D/HH ākonga and promote increased fluency and use of NZSL within mainstream school environments.

Criteria	Key Tasks/Indicators
Provide strategic leadership and operational management of NZSL services, staff, and environments across schools nationally, fostering collaborative Deaf/hearing partnerships and effectively addressing the unique challenges and opportunities of managing a linguistically diverse team.	• Further embed recommendations from the NZSL@School 2021 Review and ensures the service is strengthened for future growth. • Work with the Outreach Leadership team, collaborating to design systems, processes and learning opportunities to meet the specific needs of students who receive NZSL@School funding and the Outreach staff who support these students. • Provides day-to-day operational oversight of NZSL Immersion Hubs. • Regularly reports to Head of Regional Outreach Services (HoROS) and Executive Principal on data, progress, challenges and recommends next steps. • Leads the national NZSL Services Support leadership team, offering support, advice and mentoring to leaders. • Develops Learning and Development pathways for the staff within the NZSL Services Team. • Builds and sustains strong partnerships with Māori, Pasifika, Deaf, and other cultural communities, embedding their perspectives into service design and delivery.
Provide strategic leadership and management of NZSL services, systems, and resource allocation to ensure equitable access and support for D/HH ākonga, their teams, whānau, and stakeholders nationwide.	• Creates and manages systems and processes for access to the NZSL@School resource. • Collates and co-ordinates student/staff data to drive collaborative decision-making. • Manages and reports on NZSL@School budget outcomes and variances.

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Dimension Two – Professional Leadership

Leaders are lead professionally, in alignment with the strategic direction and in a manner that improves learning for all ākonga.

Criteria	Key Tasks/Indicators
Improve learning for all ākonga by demonstrating and practising an understanding of effective functional and interpersonal relationships.	• Builds trusting relationships through active listening, caring for others, and demonstrating personal integrity. • Actively leads and participates in professional learning with staff. • Manages the delicate balance between supporting and challenging others. • Encourages and participates in professional conversations that help to share expertise and strategies. • Encourages and gives feedback to direct reports, including through formal appraisal. • Ensures direct reports are supported, and feel supported, in their roles.
Support the strategic direction of Ko Taku Reo Deaf Education New Zealand to ensure teaching and learning aligns with the best interests of learners, staff, and the community.	• Supports and follows the mission, vision, and strategic direction of the organisation. • Works collaboratively with colleagues to embed the strategic direction into all areas of teaching and learning.

Demonstrate understanding of change management and that change on a large scale invariably needs a team approach to leadership.	• Displays up-to-date knowledge of data management systems. • Ensures all staff feel their concerns are genuinely listened to and understood. • Shows ability to convincingly communicate the rationale for any change. • Demonstrates ability to lead staff development that results in change. • Displays knowledge of the ongoing conditions needed to support shifts in teaching practice. • Monitors the impact of the change and adjusts when needed.
Identify, analyse, and solve problems.	• Explicitly checks own assumptions. • Relates the problem to the wider vision and values of the school. • 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. • Provides HR communication with the team. • Oversight and engagement where required in the day-to-day responsibility to oversee and coordinate personnel changes and recruitment of new team members.

Dimension Three – Professional Relationships and Values

Engage in appropriate professional relationships and demonstrate commitment to professional values with key stakeholders and other leaders and ensures alignment with Ko Taku Reo's strategic direction in a manner that improves outcomes for all.

Criteria	Key Tasks/Indicators
Establish and maintain effective professional relationships.	• Engages in ethical, respectful, positive, and collaborative professional relationships with: • Ākonga • Colleagues, support staff and other professionals • Whānau and other carers of ākonga • Agencies, external stakeholders, groups, and individuals in the community • Has a team-focussed ethic and contributes to the corporate life of the organisation.

	• Fosters a climate of trust, modelling collegiality by working in partnership with other staff. • Relays relevant information to other staff in a clear and concise manner as needed and in a transparent way. • Represents the organisation and participates as a member of internal and external committees and organisations.
Demonstrate commitment to promoting the wellbeing of all.	• Takes all reasonable steps to provide and maintain an environment that is physically, socially, culturally, and emotionally safe. • Complies with relevant regulatory and statutory requirements
Demonstrate respect and commitment to all heritages, languages, and cultures within Ko Taku Reo Deaf Education New Zealand.	• Acknowledges and respects the languages, heritages, and cultures of all.
Demonstrate commitment to ongoing professional learning and development of personal professional practice.	• Engages in the appraisal process, 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. • Participates responsibly in professional learning opportunities within the learning community. • Initiates learning opportunities to advance personal professional knowledge and skills. • Commits to developing personal skills in the use of NZSL. • Is professional in appearance and manner, positively representing the organisation to ensure positive perceptions from the internal and external community.

Dimension Four – Professional Knowledge in Practice

Fully registered teachers ensure their professional knowledge and understanding builds a stimulating, challenging and supportive learning environment that promotes learning and success for all ākonga.

Criteria	Key Tasks/Indicators
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Learning support is appropriate, current, and well suited to ākongā.	Clearly articulates the aims of their support to enable the learning opportunity for ākongā.
The learning support environment is collaborative, supportive, and inclusive.	- Actively promotes an inclusive learning environment. - Demonstrates effective management of the learning support setting. - Incorporates successful strategies to engage and motivate ākongā. - Fosters trust, respect, and cooperation with and among ākongā.
The tricultural context of Aotearoa New Zealand is respected and promoted through teaching and learning with appropriate tutor support.	- Works effectively within the tricultural context of Aotearoa New Zealand. - Practices and develops the relevant use of te reo Māori me ngā tikanga-a-iwi in context. - Specifically, and effectively addresses the educational aspirations of ākongā Māori. - Displays and actively promotes high expectations in learning for Māori ākongā.
Assessment data is utilised to inform programmes and inform school-wide best practice in teaching and learning.	- Analyses and interprets relevant national data. - Analyses data at a pupil, cohort, and whole school level. - Researches and inspects evidence to inform policies, practices, expectations, and targets.
Critical inquiry and problem solving is utilised by tutor staff in their professional practice.	- Systematically and critically engages with evidence and professional literature to reflect on and refine services. - Responds professionally to feedback from members of their learning community. - Critically examines their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākongā.

Qualifications / Experience

- Bachelor's degree in education
- Full current registration as a teacher in New Zealand

Professional Competencies

- Current knowledge of the New Zealand Education sector.
- Sound understanding of the New Zealand Curriculum and other key documents
- Experience and a proven track record in successfully leading a team of 25+ staff on-site and remotely.
- Experience and a proven successful track-record of leading bilingual bicultural teams.
- Comprehensive experience in strategic and operational management of large-scale budgets.
- Knowledge and experience in Ko Taku Reo's Outreach Service, with a thorough knowledge of Direct and Indirect Services.
- Experience in Deaf and Hard of Hearing education or Special Education, with strong engagement in Deaf culture and community.
- Demonstrate use of data-informed decision-making.
- Knowledge and understanding of the core business of lifting student achievement and wellbeing.
- SLPI score Advanced or above in NZSL.
- Proven high-level skill and experience in implementing systems, strategic planning, and reporting.
- Demonstrated expertise in staff mentoring and coaching, coupled with strong diplomatic and conflict management skills.
- Proven ability in organisation, time management pro-actively as well as reactively.
- Demonstrated ability to think strategically while managing detail, build high-trust relationships, and lead teams through distributed leadership and capability development.

Personal Competencies

- 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 whanau.
- 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.