

KO TAKU REO

Deaf Education New Zealand

Job Description / Performance Agreement

NAME:

POSITION: Support Worker

TENURE: Permanent

RESPONSIBLE TO: Integrated Services Lead

DIMENSIONS OF
RESPONSIBILITY: Support work services
Professional Conduct
Professional Relationships and Values

DESCRIPTION:

The Support Worker is responsible for providing support work support to learners and their families/whānau, in a range of settings including homes, residences and schools. They liaise, support and work collaboratively with others providing support and pastoral care to create conditions in which students can excel, access support and reach their potential.

SIGNED _____
Support Worker

DATE _____

SIGNED _____
Integrated Services Lead

DATE _____

DIMENSIONS OF RESPONSIBILITY

Dimension One – Support Work

A Support Work service is provided for learners and their families, to support learners, identify risk and meet their holistic needs.

Criteria	Key Tasks/Indicators
Support work is provided for ākonga and parents/carers/whānau regarding cognitive, emotional, social, spiritual, physical and cultural matters.	• Provides support to ensure access to opportunities and ensure wellbeing to ākonga and their families/whānau as required. • Provides Support Work according to need, working with awareness of, and respect for social, economic, cultural, sexual orientation and gender differences. • Raises awareness in the school community of appropriate services offered. • Assists in managing a referral system that allows for both self-referral and referral from others that is appropriate for both students, whānau and their teachers. • Maintains client safety by providing a confidential and safe environment, unless the safety of clients/others is compromised. • Networks within and outside the school to ensure that access to assistance is known across New Zealand. • Has a useful knowledge of child and youth development. • Has a professionally developed intuition around clients, their needs and life context. • Ensure the voice and needs of the ākonga are heard and responded to in line with Ko Taku Reo policies and procedures and contractual obligations.

	• Identify and utilize appropriate effective interventions, resources and support networks available to assist ākongā and whānau. • Advocate for the needs and rights of ākongā and their whānau.
Student support services are developed throughout the organisation, with the assistance of the Support Worker.	• Helps in the early identification of ākongā with needs or at risk. • Initiates and facilitates (or refers to) support on relevant topics as required. • Liaises between school and home, and networks with families and other support both internally and externally, as required. • Is available to participate in crisis intervention, as required. • Shares appropriate information with relevant personnel, as required. • Ensures ākongā and whānau situations are understood and responded to effectively. • Information is captured, data assessed, and planning is managed accurately.
The Support worker is an active member of the Hauora Team.	• Contributes information (where appropriate) and assists on pastoral matters (as required), in both formal and informal meetings and contacts. • Attends regular national Hauora meetings and specialist meetings, as appropriate. • Communicates with Integrated Services Lead and the families of students in crisis or serious at-risk situations. • Works with the Hauora Team and the Integrated Services Lead to ensure that the needs of the student are met, Liaises, supports and works collaboratively with the

	Pastoral Care teams to create conditions in which students can reach their potential. • Demonstrates short, medium and long term service planning capability.
The administrative functions of the Support Worker are fulfilled.	• Keeps and updates individual records of issues arising in relation to a student's needs and actions after a student visit, while maintaining confidentiality. • Is familiar with, and is guided by, the school's policies and procedures. • Tracks major presenting issues to enable comparisons internally and with other schools in different demographic areas. • Meets with other contracted Specialists once a term to work through Specialist Service Standards. • Attends professional supervision from an appropriately qualified supervisor, to keep up to date professionally. • Participates in professional development appropriate to the role.

Dimension Two – Professional Conduct

The Support Worker is professional, works in alignment with the strategic direction and in a manner that improves outcomes for all ākonga.

Criteria	Key Tasks/Indicators
Professional conduct is present throughout the organisation, creating a culture that is based on integrity and respect.	• Builds trusting relationships through active listening, caring for others, and demonstrating personal integrity. • Conducts themselves with exemplary practice and is a role model to others.

	• Manages the delicate balance between supporting and challenging others. • Encourages and participates in opportunities for professional conversations that help to share expertise and strategies. • Supports and facilitates a team culture which supports best practice. • Is open and responsive to professional conversations and feedback.
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.	• Supports and models behaviours in a way that articulates, supports and furthers the organisation's mission, vision and strategic direction. • Works with the Integrated Services Lead 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. • Assists in reviewing how personal and departmental practice aligns with the mission, vision and strategic direction, suggesting improvements and implementing change.
Competence in relation to change management is evident throughout the organisation.	• Adopts a philosophy that recognises the importance of ongoing innovation and change. • Assists in change implementation that is focussed on a smooth transition to lead to the adoption of new practices. • Contributes within areas of speciality to ensure that change is informed by best practice and communicated effectively. • Understands that change on a large scale invariably needs a team approach to leadership. • Shows ability to communicate the rationale for any change.

	• Monitors 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.	• Systematically and critically engages with evidence and professional literature to reflect on and refine practice. • Explicitly checks 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 Support Worker engages in appropriate professional relationships and demonstrates commitment to professional values.

Criteria	Key Tasks/Indicators
Professional and effective relationships are established throughout the organisation.	• Engages in ethical, respectful, positive and collaborative professional relationships with: • Ākonga • Colleagues, support staff and other professionals • Agencies, external stakeholders, groups and individuals in the community • Has a team-focused ethic and contributes to the corporate life of the organisation. • 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, as appropriate.
There is commitment to promoting the emotional, mental and physical wellbeing of all persons within Ko Taku Reo Deaf Education New Zealand.	• Promotes 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. • 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.	• Takes responsibility for growing their own confidence in culturally responsible practice. • Acknowledges and respects the languages, heritages and cultures of all. • Demonstrates commitment to the bicultural partnership in Aotearoa and a commitment to understanding of Te Tiriti o Waitangi. • Develops understanding and use of tikanga and te reo Māori. • 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 culture.

Staff are committed to ongoing learning, engaging in both formal and informal professional learning and development in their professional practice.	• Commits to developing personal skills in the use of NZSL. • 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. • 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. • Participates responsibly in professional learning opportunities within the learning community.
Any additional tasks and/or responsibilities are completed, as requested by the Integrated Services Lead.	• 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.

Qualifications

Essential

- 3-5 years' experience in a Support Worker role or equivalent
- Clean, current driver's licence is essential

Desired

- Level 4 Community Support/Health and Wellbeing Certificate

Professional Competencies

Essential

- Knowledge of the New Zealand Education sector
- Knowledge and understanding of the core business of lifting student achievement and wellbeing
- Willingness to learn NZSL
- Skill in organisation and time management
- Excellent interpersonal skills, and diplomacy
- Excellent communication skills
- Skill and competence in IT
- Ability to support and lead change
- Ability to see the big picture and work with details
- Ability to think strategically, communicating and influencing at all levels
- Ability to build and sustain high trust relationships through distributive leadership
- Ability to lead and motivate a team and build leadership capability
- Ability to anticipate problems and to be proactive in problem solving
- Ability to work well under pressure

Desired

- Experience within Deaf and Hard of Hearing or Special Education settings
- Experience with, and awareness of, Deaf Culture and the Deaf community

Personal Attributes

Essential

- Supports 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
- Is able to engage with families/whanau in a positive and respectful way that promotes quality relationships based on learner outcomes