

KO TAKU REO

Deaf Education New Zealand

Job Description / Performance Agreement

NAME:

POSITION: ORS Verification Coordinator

TENURE: **Fixed term** to end of 2021 School year

RESPONSIBLE TO: Head of Enrolled School

DIRECT REPORTS: N/A

DIMENSIONS OF RESPONSIBILITY: Curriculum Leadership

DESCRIPTION:

This is a new role created to oversee and lead the development of identification, processing and coordination of new ORS applications nationally. The successful candidate is likely to be a SENCO teacher or previous Principal with considerable experience of the Ongoing Resourcing Scheme (ORS) system and processes. They will work closely with teaching teams across the organisation as well Specialists and others who will need to input into the applications. There would also need to be liaison with whanau and external specialists to meet the needs of any application.

SIGNED _____
ORS Application Coordinator

DATE _____

SIGNED _____
Head of Enrolled School

DATE _____

DIMENSIONS OF RESPONSIBILITY

Dimension One – ORS Application Coordinator Responsibilities

Identifies, prioritises, arranges, completes and follows up ORS applications through development of a consistent approach to enhance successful application rate.

Criteria	Key Tasks/Indicators
Assessment of ORS Funding actual and potential	<ul style="list-style-type: none"> • Analysis and assessment of current ORS funding across Ko Taku Reo enrolled students. • Gathers, analyses and uses appropriate assessment information, identifying potential students eligible to apply for ORS verification • Assessment of Student body eligibility for ORS funding • Prioritising the application process and completing applications based on likely success • Initiates applications and gathers all relevant information in appropriate format to support successful ORS Funding applications • Liaison with all stakeholders and completion of applications to successfully achieve ORS funding appropriate to student needs
Process and methodology for ORS funding clearly defined and documented to ensure others can process applications	<ul style="list-style-type: none"> • Sets up and maintains process documentation and makes recommendation on application processing for future use by Ko Taku Reo Deaf Education NZ • Ensures that assessment data and student information held is accurate and complete and stored appropriately. • Supports data analysis to produce reports on students application process pathway. • Adjusts the process based on successful application and updates processes

Administration of ORS Funding applications	<ul style="list-style-type: none"> • Contributes to ongoing review and feedback relating to the ORS funding • Collaborates and endorses outside agency ORS Funding as appropriate
Participates in assuring systems and processes relevant to the School service are current and fit for purpose.	<ul style="list-style-type: none"> • Follows current systems and process relevant to the efficient running of the ORS Funding processing and information gathering • Provides updates on applications and progress and keeps accurate records • Participates in the review of policies, procedures and enrolment status of current students to ensure they are fit for purpose.

Dimension Two – Professional Conduct

The ORS Application Coordinator 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.	<ul style="list-style-type: none"> • Builds trusting relationships through active listening, caring for others, and demonstrating personal integrity. • Participates in the development and delivery of professional learning for staff. • 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 professional conversations that help teachers to share expertise and strategies that improve student learning and achievement. • Is open and responsive to professional conversations and feedback.

<p>All Teaching Teams support the strategic direction to align practice with the best interests of learners, staff and the community.</p>	<ul style="list-style-type: none"> • Supports and models behaviours in a way that articulates, supports and furthers the organisation's mission, vision and strategic direction. • Collaborates with Teachers, Provision Lead Teacher and Assistant Head of Enrolled School to ensure teaching and learning practices and programmes align with the strategic direction of the organisation. • Works collaboratively with colleagues to embed the strategic direction into all areas of the organisation. • Works with Teaching Teams to ensure teaching and learning practices and programmes align with the strategic direction of the organisation. • Works collaboratively with colleagues to embed the strategic direction into all areas of the organisation. • Encourages all members of staff to recognise and fulfil their statutory responsibilities for all ākonga.
<p>Competence in relation to change management is evident throughout the organisation.</p>	<ul style="list-style-type: none"> • 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 and harnesses 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.
<p>There is proactive approach to problem solving adopted by all, as they take steps to work through problems to create solutions.</p>	<ul style="list-style-type: none"> • Explicitly checks own assumptions. • Relates the problem to the wider vision and values of the organisation. • Actively seeks the interpretations of others.

	<ul style="list-style-type: none"> • Anticipates obstacles and how they could be overcome. • Identifies and reports any risk to appropriate people in a timely manner.
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Dimension Three – Professional Relationships and Values

The ORS Application Coordinator engages in appropriate professional relationships and demonstrates commitment to professional values.

Criteria	Key Tasks/Indicators
Professional and effective relationships are established that focus on the learning and wellbeing of all ākonga.	<ul style="list-style-type: none"> • Engages in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> • Ākonga • Teaching colleagues, support staff and other professionals • Partner school colleagues • Whānau and other carers of ākonga • Agencies external stakeholders, groups and individuals in the community • Has 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. • Ensures whānau and other carers are included and regularly informed in the life of the organisation. • Creates opportunities to foster whānau engagement with the school.

<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"> • 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. • Engages with outside agencies and teams to foster the pastoral care of ākonga. • 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.
<p>There is respect for, and commitment to best practice around all heritages, languages and cultures, including Bi Lingual Bi Cultural pedagogy.</p>	<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 Bi Lingual 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.

<p>Staff are committed to ongoing learning, and leadership learning, engaging in both formal and informal professional learning and development in their professional practice.</p>	<ul style="list-style-type: none"> • Commits to developing personal skills in the use of NZSL. • Engages in the appraisal process for self, 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. • Participates responsibly in professional learning opportunities within the learning community.
<p>Any additional tasks and/or responsibilities are completed, as requested by the Provision Lead or Assistant Head of Enrolled School.</p>	<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.

Qualifications

Essential

- Current or previous Full Teacher Registration

Preferred

- Bachelor of Teaching or equivalent Teaching degree
- Post Graduate Diploma in Specialist Teaching (Deaf and Hard of Hearing)

Professional Competencies

- Recent teaching experience
- Experience within Deaf and Hard of Hearing or Special Education settings
- Experience with successful ORS Application processes and in depth knowledge of requirements
- 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
- Skill in organisation and time management
- Excellent interpersonal skills, and diplomacy with internal and external stakeholders
- 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, effectively 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

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 to staff and students
- Demonstrates initiative, energy and vitality