

# KO TAKU REO

## Deaf Education New Zealand

### Job Description / Performance Agreement

NAME:

POSITION: Human Resources Business Partner

TENURE: Fulltime (Choice - FT 12mths CHCH or Perm [Auck])

RESPONSIBLE TO: Head of Human Resources

DIRECT REPORTS: No direct - Serves as Coach/Mentor leader staff

DIMENSIONS OF  
RESPONSIBILITY: Human Resources Responsibilities  
Professional Leadership  
Professional Relationships and Values

#### DESCRIPTION:

Reporting to the Head of HR the HRPB will focus on expanding the accessibility of HR service to the organisation by [i.] providing a comprehensive, professional and efficient service covering strategic & operational support, advice & information to senior leaders; and, [ii.] working with senior staff & the HR team, in the area of employment relations, reporting, resource planning, staff recruitment and oversight of human resource policies and procedures. The HRPB will support a coordinated approach to the development, management and implementation of HR activities; including Health and Safety initiatives as needed.

The HRPB position is responsible for aligning business objectives with employees and management across service areas by formulating partnerships to deliver HR service to management and employees, reflecting the business objectives of the organization. The HRPB maintains an effective level of business literacy about the service areas strategic plans, its culture and challenges.

- Make our people processes effective and easy
- Create an environment where our people are empowered to put students first
- Create strategic and tactical HR solutions to address organizational needs
- Enhance capability and organizational performance outcomes

Efficient Human Resources processes support and enhance teacher performance so that excellent outcomes for our students are more accessible.

SIGNED \_\_\_\_\_  
Resources Business Partner

DATE \_\_\_\_\_ Human

SIGNED \_\_\_\_\_  
Head of Human Resources

DATE \_\_\_\_\_

## DIMENSIONS OF RESPONSIBILITY

### Dimension One – Human Resources Business Partner Responsibilities

The Human Resources Business partner will ensure the efficient and timely development and functioning of Human Resources processes with Ko Taku Reo and will assist the Head of Human Resources in associated tasks.

Criteria	Key Tasks/Indicators
<b>Operational HR</b> The HR department creates systems, processes and procedures that enable the organisation to provide fair, reasonable and competitive terms and conditions of employment while simultaneously minimising work force risk	<ul style="list-style-type: none"> <li>• Applies Corporate Service Goals structure to develop resolutions to problems</li> <li>• Conducts regular meetings with education service areas heads.</li> <li>• Consults with line management, providing HR guidance as appropriate.</li> <li>• Analyzes trends and metrics in partnership with the HR group to develop solutions, programs, and policies.</li> <li>• Maintains in-depth knowledge of legal requirements related to day-to-day management of employees, reducing legal risks and ensuring regulatory compliance.</li> <li>• Demonstrate financial awareness and fidelity around the application of HR processes</li> <li>• Contributes to the development of a sustainable workforce development plan</li> </ul>
<b>Coaching</b> Coaching and mentoring Build effective relationships with our people leaders to become a trusted advisor who can upskills and develop staff, encouraging a culture of accountability, trust and self sufficiency	<ul style="list-style-type: none"> <li>• Ensure advise, support and solutions are relevant, pragmatic and consistent</li> <li>• Work collaboratively with people leaders to co-construct solutions</li> <li>• Provides HR policy guidance and interpretation.</li> <li>• Provides guidance and input on service are restructures, workforce planning and succession planning.</li> <li>• Assists in advising and assisting Leaders on employment relations issues and implementing and socialising organisational change.</li> <li>• Identifies issues and recommendations made for management and leadership development.</li> <li>• Identifies individual/group leader coaching needs.</li> </ul>

<p>Workplace Culture</p> <p>Create a workplace culture that is problem solving, collaborative, team concept rich (there is no 'I' in team) working towards shared outcomes</p>	<ul style="list-style-type: none"> <li>• Works closely with management and employees to improve work relationships, build morale, and increase productivity and retention.</li> <li>• Process issues related to the management of staff wellbeing/welfare.</li> <li>• Provided leadership and modelling and review and change process</li> <li>• Support and provide data and analytical review around all areas of workforce management</li> <li>• Challenges autonomous 'I' culture thinking</li> </ul>
<p>Human Resources Recruitment and Placement</p> <p>Recruitment processes are thorough and attract a high calibre of applicant, ensuring training and development is in place to further develop staff.</p>	<ul style="list-style-type: none"> <li>• Recruitment – role need analysis, interviewing skills, <u>role marketing</u>, identifying key talent</li> <li>• Assists in recruitment processes to attract high quality candidates, and develop advertising materials, toolkits, policies, and procedures.</li> <li>• Supports the Head of Human Resources in all matters relating to recruitment, ensuring information is accurate, and systems and processes are complete.</li> <li>• Ensures comprehensive onboarding (induction &amp; orientation) processes are completed for all new staff.</li> <li>• Develops contract terms for new hires, promotions and transfers.</li> </ul>
<p>Training</p> <p>Professional learning opportunities exist to enhance and extend primary knowledge; dealing with gaps, reacting to new concepts and building depth in individual and organisational capability</p>	<ul style="list-style-type: none"> <li>• Work with leaders on training plans, collate information on training needs</li> <li>• Analyses skills gaps opportunities to maximise staff capability</li> <li>• Identifies training needs for service areas</li> <li>• Participates in evaluation and monitoring of training programs to ensure success. Follows up to ensure training objectives are met.</li> <li>• Works the Head of Professional Development to coordinate PD for staff</li> </ul>
<p>Human Resources Performance Management</p> <p>Performance management practices and processes support and recognise high performance, manage poor performance and motivate staff to achieve performance goals.</p>	<ul style="list-style-type: none"> <li>• Assists the Head of Human Resources by contributing to the policy and process development of performance management documentation, appraisal, professional Growth Cycle (teachers) accountability and staff motivation.             <ul style="list-style-type: none"> <li>- Assistance and Personal Guidance</li> <li>- Dispute resolution</li> <li>- Terminations</li> <li>- Personal grievances</li> <li>- Change management</li> <li>- Exit Interviews</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Provides guidance to Senior Leaders to ensure high performance is recognised, poor performance is managed, and that staff are motivated to meet performance goals.</li> <li>• Manages and resolves complex employee relations issues. Conducts effective, thorough, and objective investigations.</li> <li>• Provides day-to-day performance management guidance to line management (e.g. coaching, counseling, career development, disciplinary actions).</li> <li>• Identify people related, reputational and/or organisational risks and take action to minimize their impact</li> <li>• Assist with appraisal processes and outcomes e.g. goal setting, accountability plans</li> <li>• Provide ER advice as requests and applying relevant CA T's &amp; C's</li> <li>• Involved with external processes as needed – e.g. lawyers, insurers, ACC, investigators, MBIE</li> <li>• Conduct investigations and respond to employee concerns or complaints</li> </ul>
<p>Health and Safety – Policy/Practice, Advice/Guidance</p> <p>Health and Safety policies, processes, practices, advice, and support are timely and knowledgeably provided.</p>	<ul style="list-style-type: none"> <li>• Works in collaboration to review &amp; improve policies, processes &amp; practices.</li> <li>• Ensures Ko Taku Reo Deaf Education New Zealand provides a safe physical environment for all properties under their management.</li> <li>• Provides advice on and ensures H&amp;S policies and processes are met and that all learners, staff, contractors, visitors and external agencies are safe on site.</li> <li>• Identifies and minimises risk in relation to H&amp;S through understanding potential risks, identifying and acting to minimise risk, and reporting risk to appropriate persons.</li> <li>• Connects with EOTC on Health and Safety systems, processes and implementation that is informed by best practice and current pedagogy.</li> <li>• Advises in a manner that is effective, timely, collegial and encourages engagement.</li> <li>• Works to ensure staff feel comfortable to seek advice, guidance or recommendation.</li> <li>• Supports leaders and other to develop , implement and monitor Return to Work programmes.</li> </ul>

## Dimension Two – Professional Leadership

The HRBP is professional, works in alignment with the strategic direction and in a manner that improves outcomes for all staff & 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"> <li>• Builds and roles models 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>• Leads with exemplary practice, acting as a mentor for staff.</li> <li>• Effectively manages the balance between supporting and challenging others.</li> <li>• Provides opportunities for professional conversations that help to share expertise and strategies.</li> <li>• Empowers and encourages staff in their personal and professional growth, ensuring they feel supported in their roles.</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>• Drives and models behaviours in a way that articulates, supports and furthers the organisation's mission, vision and strategic direction.</li> <li>• Collaborates with the Head of Human Resources to ensure tasks and deliverables align with the strategic direction of the organisation.</li> <li>• Works collaboratively with colleagues to embed the strategic direction into all areas of the organisation.</li> <li>• Reviews how personal &amp; departmental practice aligns with the mission, vision and strategic direction, suggesting improvements and implementing change.</li> </ul>
Competence in relation to change management is evident throughout the organisation.	<ul style="list-style-type: none"> <li>• Fosters and drives a philosophy that recognises the importance of ongoing innovation and change.</li> <li>• Ensures changes are implemented smoothly in a way that is most likely to lead to the adoption of new practices.</li> </ul>

	<ul style="list-style-type: none"> <li>• Is a subject-matter-expert in their area of responsibility, enabling any change to be informed by best practice and communicated effectively.</li> <li>• Understands that large scale change invariably needs a team approach to leadership.</li> <li>• Competently communicates the rationale for any change.</li> <li>• Leads &amp; supports staff development resulting in positive &amp; meaningful change.</li> <li>• Monitors and assesses the impact of the change and adjusts when needed.</li> </ul>
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"> <li>• Systematically and critically engages with evidence and professional literature to reflect on and refine practice.</li> <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 HRBP engages in appropriate professional relationships and demonstrates commitment to professional values.

Criteria	Key Tasks/Indicators
Professional and effective relationships are established throughout the organisation.	<ul style="list-style-type: none"> <li>• Leads and engages in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> <li>- Colleagues, support staff and other professionals</li> <li>- Agencies, external stakeholders, groups and individuals in the community</li> </ul> </li> <li>• Functions a team-focused ethic, contributing to the corporate life of the organisation.</li> <li>• Fosters a climate of trust, modelling collegiality by working in partnership with other staff.</li> </ul>

	<ul style="list-style-type: none"> <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, as appropriate.</li> </ul>
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"> <li>• Promotes and leads 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 &amp; practical steps to ensure the health &amp; safety of self &amp; 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>
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"> <li>• Takes responsibility for growing others' confidence in culturally responsible practice, as well as their own.</li> <li>• Acknowledges and respects the languages, heritages and cultures of all.</li> <li>• Leads and 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 throughout 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 by consulting with colleagues &amp; communicates these to the appraiser to establish performance expectations.</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 Head of Human Resources.</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>

NB = the above descriptors do not represent the complete nature of work and are intended as formative guidelines. As such some aspects of your role may include more or less than noted above. JD's may be checked annually, however will be reviewed every three years to adjust for role creep.



## Qualifications

### Essential

Tertiary HR Qualification or related discipline

### Desirable

Min. Grad. Dip HR and/or HRNZ Chartered Membership

## Professional Competencies

### Essential

- Working knowledge of human resource disciplines e.g. compensation practices, organizational diagnosis, employee and union relations, diversity, performance management, employment laws
- Strong and effective ER knowledge, relationship, negotiation and outcomes skills (unionised environment)
- Can lead, train coach and mentor staff /groups
- Can lead projects change in a complex and dynamic environment
- Demonstrate sound and pragmatic judgement
- High level of written and oral communication skills with the ability to tailor for you audience
- Adept at managing multiple pieces of work and prioritizing the demands of a diverse range of stakeholders,
- Ability to grasp complex business issues to contribute to effective solutions
- Strong org skills with the ability to multi-task and work to tight and competing deadlines, a good eye for detail,
- Skill in systems, strategic planning, implementation, negotiation and reporting
- Skill and competence in IT – MS Office core suites, HRIS & Recruitment software
- Ability to support and lead change
- Ability to see the big picture and work with details
- 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 comprehend, interpret, and apply the appropriate sections of applicable laws, collective agreement, guidelines, regulations, ordinances, and policies.
- Understands the functional requirements of relevant legislation e.g. Children's Act, Holidays Act, ACC, Education & Training Act, Privacy Codes, Payroll etc.

### Desirable

- Knowledge of and the ability to think strategically, communicating and influencing at all levels Knowledge of the New Zealand Education sector
- Experience working in a diverse environment – particular awareness of deaf culture
- Proficient in NZSL (or a willingness to learn)

## Personal Attributes

### Essential

- Leads the organisation's guiding principles of 'Grow, Excel, Choose and Belong'
- 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
- Excellent interpersonal skills, and diplomacy
- Adept and intuitive skills, able to capture and adapt to non-verbal presentations and nuance
- Excellent interpersonal and customer service skills.
- Excellent organizational skills and attention to detail.
- Ability to acquire a thorough understanding of the organization's hierarchy, jobs, qualifications, compensation practices, and the administrative practices related to those factors.
- Excellent time management skills with a proven ability to meet deadlines.
- Strong analytical and problem-solving skills.

### Desirable

- Is motivated to develop a world leading service for Deaf and Hard of Hearing learners and whānau