KO TAKU REO

Deaf Education New Zealand

Job Description / Performance Agreement

NAME:

POSITION: Outreach Team Lead

TENURE:

RESPONSIBLE TO: Regional Leader, Outreach Team

DIRECT REPORTS: RTDs in team

DIMENSIONS OF RESPONSIBILITY:
Team Lead Responsibilities
Professional Leadership
Professional Relationships and Values
Professional Knowledge In Practice

DESCRIPTION:

The Outreach Team Lead works to support their designated local team, comprising of a group of RTDs and an NZSL Tutor, in providing improved educational and social achievement outcomes for Deaf and Hard of Hearing students. They work to provide well-coordinated, consistent, equitable, evidence based professional service for the local area of deaf students and their families. They belong to a team of Lead Teachers within their designated region and work closely with their Regional Leader. They also develop and maintain collaborative practices across a range of stakeholders including MOE, audiologists, learner support networks and parent groups. They collaborate with their team in developing and implementing an integrated service for learners based on equitable, responsive caseload management processes.

SIGNED _____ **DATE** _____
Outreach Team Lead

SIGNED _____ **DATE** _____
Stephanie Sullivan
Head of Regional Outreach Services

DIMENSIONS OF RESPONSIBILITY

Dimension One – Team Lead Responsibilities

The Outreach School Team Lead looks to guide and provide leadership to their local team of RTDs to improve RTD practices to meet the learning needs of students within their designated area through effective caseload management and management of learner data.

Criteria	Key Tasks/Indicators
Key opportunities are identified to improve the Outreach School, with regular review to plan for changing needs.	• Identifies key opportunities to improve and develop the Outreach School at their local level. • Provides advice and support to teaching staff in their team. • Facilitates team meetings to set programme delivery and overview of expectations. • Works collaboratively to develop principles and practices that align the service nationally, collaborating with Regional Leaders around ideas and initiatives. • Establishes and maintains effective working relationships, sharing expertise and modelling effective communication strategies working with Deaf and Hard of Hearing students. • Works with the Regional Leaders and Head of Outreach School and others to identify staffing needs within their local areas. • Provides regular snapshots of their team's progress to Regional Leaders. • Implements initiatives that support the integration of direct and indirect RTD practices.

RTDs are fully supported to achieve in their roles and to best meet the learning needs of students.	• Provides support and guidance to RTDs in their team, through ongoing communication via meetings, email, phone or txt message. • Leads RTDs to achieve school goals by articulating the strategic plan and Outreach School annual professional development plan. • Develops initiatives for the service and provides information to the Regional Leader for milestone reporting. • Facilitates peer-coaching of RTDs in their team, growing a staff mindset of ongoing improvement through guidance and advice. • Provides a mentoring and induction programme for new staff using Outreach school best practice guidelines. • Ensures induction and mentoring addresses the need for staff organisation and preparedness to provide a range of services (Scopes of Practice). • Works in collaboration with other services to develop professional development opportunities for RTDs. • Completes the appraisal process for staff by providing guidance to RTDs and completes observations, feedback and attestation reporting.
Caseloads are managed through supporting RTDs and mainstream teachers, ensuring knowledge sharing, and ongoing effective communication.	• Liaises with Regional Leaders, other Lead teachers, RTDs and mainstream schools, ensuring they have access to relevant information. • Contributes to the organisation and facilitation of IEPs, ensuring meetings are held bi-annually and assessment data and notes are provided. • Facilitates stakeholder and forum meetings where appropriate.

	• Develops effective timetables for self, RTDs and tutors in the team to ensure the maximizing time allocated to learners and schools. • Supports mainstream teachers and other RTDs to ensure the inclusion of Deaf and Hard of Hearing students into hearing classrooms and the wider school community. • Leads the team with mainstream teacher educational opportunities about DHH learners in their area.
Accurate data is recorded and reported, with appropriate sharing and discussion between colleagues.	• Leads in the collection of data information to be reported to the Regional Leader and Head of Outreach School. • Analyses data and discusses data trends in conjunction with the Outreach Leadership team. • Analyses data to inform how effectively the service is delivered across regions. • Facilitates team-based inquiry to lift student achievement in line with the Board's Student Achievement foci. • Conducts ongoing review of assessment and delivery practices, ensuring they are relevant and realistic in relation to service delivery frameworks. • Liaises with the Outreach Leadership Team on assessment principles/practise for Deaf and Hard of Hearing learners receiving services. • Collaborates with MOE (AODC), sharing professional information on specific casework to provide seamless support across agencies.
Sufficient data is gathered to determine the learning needs of ākonga and ensure the right degree of advice and guidance to school, learners and families.	• Implements systems and processes to ensure information is gathered to enable appropriate recommendations. • Plans relevant intervention and implements appropriate actions, modelling this to others in the team as part of a wider RTD training programme.

	• Assesses needs and determines level of support for learners. • Prioritises students, ensuring their needs are monitored and reviewed regularly. • Considers student and family voice when determining support, providing ongoing advice and guidance.

Dimension Two – Professional Leadership

The Outreach School Team Lead leads professionally, in alignment with the strategic direction and in a manner that improves outcomes for all ākonga.

Criteria	**Key Tasks/Indicators**
Professional leadership throughout the organisation is effective, functional and based on integrity and respect.	• 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.	• Drives and models behaviours in a way that articulates, supports and furthers the organisation's mission, vision and strategic direction. • Collaborates with the Regional Leader 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. • Leads and supports teachers to relate roles and tasks to the wider organisation's mission, vision and strategic direction. • Reviews how personal and departmental practice aligns with the mission, vision and strategic direction, suggesting improvements and implementing change. • Disseminates good practice in using assessment data to support future planning across the organisation. • Ensures goals related to assessment data are set in the Annual Plan and development plan, and that these are regularly reviewed. • Encourages all members of staff to recognise and fulfil their statutory responsibilities for all pupils. • Models effective RTD practice with learner contact time of a minimum of 0.8 FTE caseload with release time for team caseload management, team development and appraisal responsibilities.

Leadership in change management is evident throughout the organisation.	• 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. • Has knowledge of the ongoing conditions needed to support shifts in teaching practice. • Monitors and assesses the impact of the change and adjusts when needed.
A proactive approach to problem solving is adopted by all, as they take steps to work through problems to create solutions.	• 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 Outreach School Team Lead 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.	• Leads and engages in ethical, respectful, positive and collaborative professional relationships, based on bi-lingual pedagogy with:
	  • Ākonga
	  • Teaching colleagues, support staff and other professionals
	  • Whānau and other carers of ākonga
	  • Agencies, external stakeholders, groups and individuals in the community
	• 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.
	• 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.

There is commitment to promoting the emotional, mental and physical wellbeing of all persons within Ko Taku Reo Deaf Education New Zealand.	• 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. • Collaborates and co-ordinates 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.
There is respect for, and commitment to best practice around all heritages, languages and cultures, including Bi Lingual Bi Cultural pedagogy.	• 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.

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 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. • Participates responsibly in professional learning opportunities within the learning community.
Any additional tasks and/or responsibilities are completed, as requested by the Regional Leader and/or Head of Outreach School.	• 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.

Dimension Four – Professional Knowledge in Practice

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

Criteria	**Key Tasks/Indicators**
Learning programmes are appropriate, current and well suited to ākonga.	• Conceptualises, plans and implements appropriate learning plans.

	• Clearly articulates the aims of their teaching, gives sound professional reasons for adopting these aims, and implements them in their practice. • Through their planning and teaching, demonstrates their knowledge and understanding of relevant content, disciplines and curriculum documents.
The learning environment is collaborative, supportive and inclusive.	• Actively promotes an inclusive learning environment. • Demonstrates effective management of the learning setting. • Incorporates successful strategies to engage and motivate ākonga. • Fosters trust, respect and cooperation with and among ākonga.
Teachers are subject-matter-experts and have excellent knowledge and understanding of how Deaf/HH ākonga learn.	• Demonstrates in practice their knowledge and understanding of ākonga learning. • Enables ākonga to make connections between their prior experiences and learning and their current learning activities. • Provides opportunities and support for ākonga to engage with, practice and apply new learning to different contexts. • Encourages ākonga to take responsibility for their own learning and behaviour. • Assists ākonga to think critically about information and ideas and to reflect on their learning.
There is an effective response to the diverse language, cultural experiences, and the varied strengths, interests and needs of all.	• Responds effectively to the strengths, interests and needs of all individuals and groups of ākonga. • Demonstrates knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural context of learning in Aotearoa New Zealand.

	• Selects teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse ākonga. • Communicates assessment and achievement information to relevant members of the learning community.
The bicultural context of Aotearoa New Zealand is respected and promoted through teaching and learning.	• Works effectively within the bicultural 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 ākonga Māori. • Displays and actively promotes high expectations in learning for Māori ākonga.
Assessment data is utilised to inform programmes and inform school-wide best practice in teaching and learning.	• Analyses and interprets relevant national, local and school assessment data. • Analyses data at a pupil, cohort and whole school level. • Researches and inspects evidence to inform policies, practices, expectations, targets and teaching methods. • Leads and participates in coordination around production and review of school policy and guidelines on assessment. • Identifies plans to assist with putting in place individual pupil programmes. • Identifies individual programmes needed to meet the needs of all pupils and advise the Director of Teaching and Learning of priorities for expenditure and human resources. • Monitors pupil progress on a termly basis from teacher's ongoing assessments against key learning objectives, providing appropriate staff with summary information. • Communicates assessment and achievement information to relevant members of the learning community.

Critical inquiry and problem solving is utilised by teaching staff in their professional practice.	• Systematically and critically engages with evidence and professional literature to reflect on and refine practice. • 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 ākonga.

Qualifications

Essential

- Current Full Teacher registration
- Teacher of the Deaf qualification

Professional Competencies

Essential

- Recent teaching experience in mainstream teaching and teaching Deaf and Hard of Hearing learners
- Experience and a proven track record in successfully leading a staff
- Experience within Deaf and Hard of Hearing or Special Education settings
- 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
  - 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

Essential

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