

KO TAKU REO

Deaf Education New Zealand

Job Description / Performance Agreement

POSITION: Head of Enrolled School

RESPONSIBLE TO: Director of Educational Services

DIRECT REPORTS:

- Deputy Head of Enrolled School
- Provision Lead – South Auckland
- Provision Lead – North & West Auckland
- Provision Lead – Christchurch & Wellington

DIMENSIONS OF RESPONSIBILITY:

- Professional Leadership
- Functional Relationships
- Strategic Focus & Direction
- Review and Reporting

DESCRIPTION: The Head of Enrolled School is responsible for providing strategic direction and leadership to Enrolled School middle leaders throughout New Zealand. These leaders support enrolled school staff in implementing initiatives and programmes to lift student achievement and wellbeing outcomes. This includes the development and management of systems and processes that underpin effective teaching planning, assessment and reporting.

SIGNED _____
Head of Enrolled School

DATE _____

SIGNED _____
Director of Educational
Services

DATE: _____

DIMENSIONS OF RESPONSIBILITY

DIMENSION ONE – Teaching and Learning Leadership		
Professional Standards	Key Tasks	Performance Indicators
Teaching and learning is of a high level and is focused on improving outcomes for learners.	<ul style="list-style-type: none"> Oversees the middle leaders in the delivery of the New Zealand curriculum, and the learning support delivery model. Stays up to date with all requirements and guidelines in the delivery of curriculum. Monitors curriculum delivery through planning and review, and acts on opportunities for service improvement. Collaborates with middle leaders to plan teaching teams meetings in relation to curriculum and best practice. Leads data driven practice to inform teaching, planning, assessing, and reporting. 	<ul style="list-style-type: none"> Curriculum delivery is effective and positively influences student achievement and wellbeing. The curriculum delivery is in line with the NZ Curriculum and is in accordance with the IEP guidelines and the learning support delivery model. The curriculum delivery is up to date with current thinking and informed by best practice. Middle leaders are supported in lifting student achievement and wellbeing outcomes. The Enrolled School operates as an effective unit.
Systems and processes relevant to the Enrolled School are current and fit for purpose.	<ul style="list-style-type: none"> Supports and regularly reviews current systems and process relevant to the Enrolled School. Monitors compliance around any events and takes responsibility for this. 	<ul style="list-style-type: none"> Operational and educational systems are incorporated into the Enrolled School.

<p>Policies and procedures are monitored to ensure they are fit for purpose and in line with best practice.</p>	<ul style="list-style-type: none"> • Monitors relevant policies and procedures. • Identifies and recommends changes to policies and procedures. 	<ul style="list-style-type: none"> • Policies and procedures are fit for purpose.
<p>Diversity is represented throughout the Enrolled School.</p>	<ul style="list-style-type: none"> • Considers ways in which the school needs to adapt to reflect cultural, social and economic change. • Ensures that Deaf culture is embedded throughout the Enrolled School. • Works collaboratively to ensure principles of the Treaty of Waitangi are demonstrated in the enrolled school. • Demonstrates principles of equity and access in action. • Ensures support services are delivered in a context appropriate to the learner's home culture, language, and family values. 	<ul style="list-style-type: none"> • The Enrolled School reflects diversity. • The organisation reflects and adapts to cultural, social and economic change. • High quality Te reo Māori and NZSL is evident in teaching programmes. • Deaf and Hard of Hearing learners have quality learning opportunities. • Learning needs of all learners are recognised, responded to, and met. • Learners and their whānau are satisfied that their cultural needs are considered.
<p>The transition programmes are supported, and optimum practice is aligned across New Zealand.</p>	<ul style="list-style-type: none"> • Ensures senior learners leave our school with empowered and enable to participate meaningfully in New Zealand communities. • Assists in the development of virtual modules, transition programmes, pathways into tertiary education and employment. 	<ul style="list-style-type: none"> • Upon leaving our school, learners have fostered independence in areas including, but not limited to: home and living, financial, employment, and the establishment of positive relationships and networks.

Educational Corridors around New Zealand provide seamless pathways for learners.	<ul style="list-style-type: none"> Ensures that in areas with cohorts of learners, there are pathways for learners. This will be done flexibly and responsively. 	<ul style="list-style-type: none"> Educational Corridors are developed and facilitate seamless transitions for learners across the school.
Using student data to develop and support appropriate and responsive teaching initiatives.	<ul style="list-style-type: none"> Develops and implements strategies to grow and improve teaching and learning contexts. Establish meaningful working relationships with a wider range of partners. Track progress and report developments accordingly. 	<ul style="list-style-type: none"> New teaching and learning contexts are developed in places where there are sufficient cohorts of learners.
Actively track attendance, focusing on increasing learner attendance to positively influence student learning.	<ul style="list-style-type: none"> Tracks and reports attendance Follows up on absences. Liaises with parents/whānau regarding attendance. 	<ul style="list-style-type: none"> Student attendance increases.
Managing the Section 37 Agreement process with the Ministry of Education.	<ul style="list-style-type: none"> Liaise with Whanau, RTD, HODC, Mainstream Schools and Residential staff. Communicating and discussions with MoE. Meet once a term with the MoE to discuss all applications and provision recommendations. Oversee placement visit for student and Whanau. Advise Residential staff and Provision Lead of visit and further enrolments. Approve application for SESTA 	<ul style="list-style-type: none"> Ensure a smooth process of the enrolment and transition to and from school.

	<p>transport or conveyancing.</p> <ul style="list-style-type: none"> • Oversees the process and approves the Section 37 agreement applications for Day and Residential student enrolments. • Ensure clear communication with MoE, Whanau, AODC, RTD and Provision Leads throughout process until enrolment is complete. 	
<p>Management of Stand-down process; positive behaviour management, Physical Restraint process.</p>	<ul style="list-style-type: none"> • Follow school policy and process. • Liaise with Executive Leaders for decision making. • Communication with caregivers and Whanau; before and after stand-down. • Safety plan, maintaining students' behaviour; after returning to school. • Support wrap around service at the center where the student is placed. • Problem solving, finding solutions for best outcome of the child's needs. 	<ul style="list-style-type: none"> • Fair and robust process for student stand-downs. • Ensuring the school environment is safe for students and staff.

DIMENSION TWO – PROFESSIONAL LEADERSHIP		
Professional Standards	Key Tasks	Performance Indicators

<p>All direct reports are supported and perform effectively in their roles.</p>	<ul style="list-style-type: none"> • Models leadership that promotes and champions team work, inclusion and open communication. • Supports and guides all direct reports, encouraging self-development. • Ensures all direct reports have access to professional development opportunities • Addresses any concerns with the performance of direct reports. 	<ul style="list-style-type: none"> • Leadership is effective and informed by best practice. • Direct reports are supported, and feel supported, in their roles. • The Head of Enrolled School has the knowledge and insight to sign off on documentation related to direct reports. • All staff within the Enrolled School service are performing at or above standard, and engage in annual appraisal. • All staff can access professional development. • Staff performance issues are addressed, and dispute resolution processes are engaged, when necessary.
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There is culturally responsive practice and understanding of Aotearoa New Zealand's cultural heritage evident throughout the organisation.	<ul style="list-style-type: none"> • Takes responsibility for growing their own, and others' confidence in culturally responsible practice. • Uses Te Tiriti o Waitangi as the foundation, valuing what each learner brings with them. • Demonstrates inclusivity where all learners feel they belong. • Ensures all learners know and can honour New Zealand's heritage. • Demonstrates, develops and implements strategies, plans and policies to realise learners' potential and educational success as Māori. 	<ul style="list-style-type: none"> • Culturally responsible practice is evident throughout the organisation. • Te Tiriti o Waitangi is respected and foundational to the service. • All learners feel that they belong. • Strategies, plans and policies are in place to realise learners' potential and success.
Recruitment processes are effective throughout the Enrolled School.	<ul style="list-style-type: none"> • Supports recruitment to grow the capability and capacity of all staff. • Provides authentic pathways for Deaf and Hard of Hearing staff into leadership • Assists in ensuring effective workforce planning. 	<ul style="list-style-type: none"> • Staff within the Enrolled School service are innovative, competent, and the best people for the role. • Deaf and Hard of Hearing leadership support, training and development opportunities.
Resources for the department are well managed.	<ul style="list-style-type: none"> • Resources are effectively and efficiently designated and monitored. • Seeks support from the Executive Team and reports on resource management. 	<ul style="list-style-type: none"> • The allocation of resources enhances delivery in the Enrolled school. • There is appropriate distribution of resources to meet student learning needs.

A physically and mentally safe working environment is provided for staff in all areas of the Enrolled School.	<ul style="list-style-type: none"> Ensures all staff within the Enrolled School adhere to the Health and Safety Policy. Communicates with the Director of Teaching & Learning on any Health and Safety related matters that present a risk to the health and/or safety of staff or learners. 	<ul style="list-style-type: none"> Staff and learners within the Enrolled School work within a healthy and safe environment. The Director of Teaching & Learning and the Health and Safety Officer is informed of any issues that present a risk to Health and Safety.
Is professional in their appearance and manner, and conducts themselves in a manner to positively reflect Ko Taku Reo.	<ul style="list-style-type: none"> Represents the organisation positively and works to achieve its objectives. 	<ul style="list-style-type: none"> The Head of Enrolled School and the organisation are perceived positively.

DIMENSION THREE – FUNCTIONAL RELATIONSHIPS		
Professional Standards	Key Tasks	Performance Indicators
<p>Functional working relationships are developed and maintained between the Head of Enrolled School and:</p> <ul style="list-style-type: none"> All other Senior Leaders Partner school leaders The wider Deaf Community External partners 	<ul style="list-style-type: none"> Supports staff in the development of teaching and learning programmes in liaison with Middle Leaders. Makes constructive contributions to the Senior Leadership Team vision for the school. Develops and maintains effective professional relationships, fostering a climate of trust. Models collegiality and working in partnership. 	<ul style="list-style-type: none"> All professional relationships are positive and collegial. Staff all work in collaboration, leading to a positive and productive working environment for all.

Quality engagement parents and whānau to support learners.	<ul style="list-style-type: none"> • Fosters a climate of trust and co-operation between the school and the community. • Recognises and is supportive of the needs of learners and whānau within the community, including cultural competencies. • Ensures reporting to parents is timely and thorough, with current and complete assessment data. • Has a knowledge of ways to develop school and home connections and can use them to support the best outcome for the student. 	<ul style="list-style-type: none"> • Ko Taku Reo and its community have a strong and positive relationship. • Parents and whānau of learners are included in the life of Ko Taku Reo. • Parents and whānau are well informed about the learning and achievement of their children.
<p>Is effective in developing and maintaining productive partnerships with service providers including, but not limited to:</p> <ul style="list-style-type: none"> • Ministry of Education – National/Regional • BLENNZ • Deaf Aotearoa • NZSL Board • Tertiary providers Training organisations • Social support services • Other stakeholders 	<ul style="list-style-type: none"> • Works in partnership with external organisations in the development of areas related to the Enrolled School. • Liaises with support agencies. 	<ul style="list-style-type: none"> • Positive relationships are developed with all associated organisations and agencies. • Advocacy occurs when issues arise. • Where appropriate, protocols for managing common issues are shared.
There is effective communication to all within the community.	<ul style="list-style-type: none"> • Understands effective communication and accesses the correct communication tools to meet the needs of different 	<ul style="list-style-type: none"> • Communication is effective in connecting with staff and the community, including through the use of NZSL.

	<p>audiences.</p> <ul style="list-style-type: none"> • Learns/builds NZSL proficiency. • Works with appropriate awareness of Deaf culture and Deafhood. • Is able to adapt communication and behaviour to reflect the cultural priorities of learners, parents and other staff as required. 	<ul style="list-style-type: none"> • People from all cultural backgrounds are respected in all communications.
<p>The Head of Enrolled School works with the Director Teaching & Learning and reports on all areas of the service.</p>	<ul style="list-style-type: none"> • Seeks support from the Director of Teaching & Learning. • Informs the Director of Teaching & Learning on progress related to key tasks and projects. • Conveys important information from direct reports to the Director of Teaching & Learning. • Alerts the Director of Teaching & Learning to urgent matters that may present a risk to the School. 	<ul style="list-style-type: none"> • The Director of Teaching & Learning is given an accurate picture of the Head of Enrolled School's tasks and projects. • The Director of Teaching & Learning has access to high quality, important and/or urgent information. • Risk is reported in a timely manner if/when appropriate. • There is open and transparent communication between the Director of Teaching & Learning and Head of Enrolled School.

DIMENSION FOUR – STRATEGIC FOCUS & DIRECTION		
Professional Standards	Key Tasks	Performance Indicators
The Enrolled School fully supports the strategic direction within Ko Taku Reo.	<ul style="list-style-type: none"> Ensures that The Enrolled School service aligns with the strategic direction of Ko Taku Reo. Supports the Director of Teaching & Learning in developing an action plan for the Enrolled School. Works with the Heads throughout Teaching & Learning to ensure all teams align with each other and the strategic direction. 	<ul style="list-style-type: none"> The mission, vision and strategic direction is embedded in all areas of the Core School service. Strategy and direction is developed to align with the best interests of learners, staff and the community of Ko Taku Reo. Regular Team Meetings are attended, with collaborative working relationships developed with the Director of Teaching & Learning, and other Heads throughout the school.

DIMENSION FIVE – REVIEW		
Key Tasks	Key Tasks	Key Tasks
The Professional Growth Cycle process encourages self-reflection and works to increase performance.	<ul style="list-style-type: none"> Engages in annual Professional Growth Cycle process. Participate in and lead Professional Growth dialogue and activities. Identifies personal professional development needs and opportunities for growth. 	<ul style="list-style-type: none"> Annual Professional Growth Cycle documentation is complete. Shows progress towards Professional Growth Goals. Professional development opportunities are identified.

<p>The Head of Enrolled School will assist with and/or complete any other tasks as directed by the Director of Teaching & Learning.</p>	<ul style="list-style-type: none"> • Completes tasks as instructed. 	<ul style="list-style-type: none"> • All tasks are completed efficiently and to a high standard. • Please note that given the interconnectedness of all departments, tasks may be interrelated and may influence other service delivery areas.
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QUALIFICATIONS

Essential

- Tertiary qualification in Education
- Current teacher registration

Desirable

- Postgraduate qualification in Deaf Education

PROFESSIONAL COMPETENCIES

- Experience and expertise in leadership of a multi-faceted teaching staff in a Primary and/or Secondary school
- Current experience in Primary and/or Secondary teaching and leadership
- Experience with, and awareness of, Deaf Culture and the Deaf community
- Knowledge of the New Zealand Education sector
- Knowledge and strength in curriculum development, management and implementation
- 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
- Excellent 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

- Leads the school'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