

# KO TAKU REO

## Deaf Education New Zealand

### Job Description / Performance Agreement

NAME:

POSITION: Physiotherapist

TENURE:

RESPONSIBLE TO: Integrated Services Lead

DIMENSIONS OF  
RESPONSIBILITY: Physiotherapist Responsibilities  
Professional Conduct  
Professional Relationships and Values

DESCRIPTION:

The Physiotherapist supports learners so that they experience positive physical and well-being outcomes. They focus on learning, social participation, self-care skills and transition/work skills. They collaborate with families, whānau and teaching teams to use everyday activities to maximise student outcomes. They are responsible for keeping abreast of best practices in their field and working to upskill to directly impact learner success.

SIGNED \_\_\_\_\_  
Physiotherapist

DATE \_\_\_\_\_

SIGNED \_\_\_\_\_  
Integrated Services Lead

DATE \_\_\_\_\_

## DIMENSIONS OF RESPONSIBILITY

### Dimension One – Physiotherapist Responsibilities

The Physiotherapist works alongside families, schools and other agencies to help learners participate in school.

Criteria	Key Tasks/Indicators
Learners are supported and provided with tools and equipment to learn and achieve within the classroom setting.	<ul style="list-style-type: none"> <li>• Observes, assesses and works closely with children and young people with special education needs.</li> <li>• Identifies, sets up and provides advice about the support, equipment and technology a child or young person may need.</li> <li>• Works to adapt activities and tasks so the student can learn skills that become useful in adulthood.</li> <li>• Adapts equipment or the school environment to support student need.</li> <li>• Utilises technology to support students to access learning materials and to capture student's abilities.</li> <li>• Supports children and young people to develop the skills to manage themselves in their daily life.</li> </ul>
Collaboration with families, schools, teachers and professionals leads to positive outcomes for learners.	<ul style="list-style-type: none"> <li>• Works alongside families, schools and other agencies to help children and young people participate in school.</li> <li>• Works with teachers to ensure all students are part of the class community.</li> <li>• Facilitates students working alongside each other and learning together.</li> <li>• Works alongside colleagues and other professionals to share ideas and knowledge.</li> </ul>

	<ul style="list-style-type: none"> <li>• Works closely with Ko Taku Reo's Occupational Therapist in developing plans and providing support to children, young people and teachers.</li> </ul>
Physiotherapists are responsible for keeping abreast of best practice in their field and learning from their community.	<ul style="list-style-type: none"> <li>• Keeps up to date with latest evidence and pedagogy.</li> <li>• Takes part in ongoing training.</li> <li>• Takes advantage of opportunities to share and extend knowledge and skills.</li> <li>• Seeks out and engages in opportunities to take part in projects or working groups.</li> </ul>

## Dimension Two – Professional Conduct

The Physiotherapist 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"> <li>• Builds 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>• Manages the delicate balance between supporting and challenging others.</li> <li>• Encourages and participates in opportunities for professional conversations that help to share expertise and strategies.</li> <li>• Is open and responsive to professional conversations and feedback.</li> </ul>

<p>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.</p>	<ul style="list-style-type: none"> <li>• Supports and models behaviours in a way that articulates, supports and furthers the organisation's mission, vision and strategic direction.</li> <li>• Works with Integrated Services Lead 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>• Assists in reviewing how personal and departmental practice aligns with the mission, vision and strategic direction, suggesting improvements and implementing change.</li> </ul>
<p>Competence in relation to change management is evident throughout the organisation.</p>	<ul style="list-style-type: none"> <li>• Adopts a philosophy that recognises the importance of ongoing innovation and change.</li> <li>• Assists in change implementation that is focussed on a smooth transition to lead to the adoption of new practices.</li> <li>• Contributes within areas of speciality to ensure that change is informed by best practice and communicated effectively.</li> <li>• Understands that change on a large scale invariably needs a team approach to leadership.</li> <li>• Shows ability to communicate the rationale for any change.</li> <li>• Monitors the impact of the change and adjusts when needed.</li> </ul>
<p>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.</p>	<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> </ul>

	<ul style="list-style-type: none"> <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 Physiotherapist 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>• Engages in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> <li>• Ākonga</li> <li>• Colleagues, support staff and other professionals</li> <li>• Agencies, external stakeholders, groups and individuals in the community</li> </ul> </li> <li>• Has a team-focused ethic and contributes to the corporate life of the organisation.</li> <li>• Fosters a climate of trust, modelling collegiality by working in partnership with other staff.</li> <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 and organisations, 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 inclusivity throughout the organisation, ensuring all learners feel they belong.</li> </ul>

	<ul style="list-style-type: none"> <li>• Takes all reasonable steps to provide and maintain an environment that is physically, socially, culturally and emotionally safe.</li> <li>• Takes all reasonable and practical steps to ensure the health and safety of self and 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 their own confidence in culturally responsible practice.</li> <li>• Acknowledges and respects the languages, heritages and cultures of all.</li> <li>• 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>
Staff are committed to ongoing learning, engaging in both formal and informal professional learning and development in their professional practice.	<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-</li> </ul>

	<p>reflection is engaged, and that there is progress towards and/or achievement of performance indicators.</p> <ul style="list-style-type: none"> <li>• Identifies professional learning goals in consultation with colleagues and communicates these to the appraiser when establishing 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>
Any additional tasks and/or responsibilities are completed, as requested by the Integrated Services Lead.	<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>

## Qualifications

### Essential

- Bachelor's Degree in Health Science (Physiotherapist) or its equivalent
- Registered with the Physiotherapist Board of New Zealand

## Professional Competencies

### Essential

- 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
- Willingness to learn NZSL
- 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 change
  - see the big picture and work with details
  - think strategically, communicating and influencing at all levels
  - build and sustain high trust relationships
  - 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

- Supports the organisation's guiding values 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