Outreach Support Lead	
NAME	
TENURE	- Fixed Term (Project – to support transitional change to 4 Regions) Fixed Term to end of year - Part-time South Island 0.6 with 0.4 / North Island 0.8 with 0.2 Teaching component - Start Date:
PLACE OF WORK	Based in Region they will be working in.
DEPARTMENT	Outreach
REPORTING TO	Head of Outreach (Acting)
DIRECT REPORT(S)	None
FUNCTIONAL RELATIONSHIPS	- Senior Leadership - Team Leads - All of Outreach team
TRAVEL	National/Regional as required

SCOPE OF THE ROLE	To strengthen leadership throughout Outreach with a secondary focus on ensuring high quality delivery of RTD service to students/akonga.
KEY ACCOUNTABILITIES *Schoolwide quality of leadership (Team Leaders)* *The Outreach School Support Lead supports and guides professionally, in alignment with the strategic direction and with a focus for improved outcomes for learners.*	
Professional Leadership *Establish change-based relationships*	• Establishes change relationship through active coaching and mentoring • Applies reflective listening to support and lead outcome-based decision making • Supports the Team Lead to ensure relationships/problems/outcomes/PLD reflect Outreach School strategic aims • Applies problem-solving methodology to overcome obstacles • Provides mentoring and induction (and backfilling where necessary) using Outreach school best practice guideline
Uses an array of interpersonal skills	• Builds and role models trusting relationships through caring for others, and demonstrating personal integrity • Effectively manages the supporting and challenging of others • Supports the Team Lead to establish, model and maintain professional relationships and behaviours which focus on the RTD team • Teach and respond to TLs in a knowledgeable and adaptive way.
Evaluates self-effectiveness in relation to outcomes	• Gathers evidential data to inform focus of work and show value added.
Schoolwide quality of practice (RTD)	• Works collaboratively to ensure consistency of best practice to align the service nationally.

Key opportunities are identified and delivered to strengthen nationwide consistency of quality RTD service delivery	• Establishes and maintains effective working relationships to ensure deliverables are met. • Shares expertise and models a range of effective strategies based on context to enhance delivery nationwide. (See Appendix 1)
Professional Conduct, relationships, and values *Engages in appropriate professional relationships and demonstrates commitment to professional values.*	[Code of conduct](#) ✋ 🖐
Our Code, Our Standards – Teachers Council	[Our-Code-Our-Standards-Nga-Tikanga-Matatika-Nga-Paerewa.pdf](#)

PERSON SPECIFICATION	
REQUIREMENT	• Current RTD experience • Excellent communication skills • Current and clean Driver's License • NZSL proficiency and/or investment to growing NZSL skills (NZSL lessons provided) • Deaf Cultural awareness • Able to provide evidence of a working knowledge of NZ Curriculum, Deaf Studies, and Deaf Culture in our work context.
DESIRABLE	• Experience working in a coaching/mentor role • Skilled in carrying out internal review processes to gather data to understand where the gaps / challenges are. • Exceptional relationship management skills. • Effective questioning skills • Can unpack information, rather than taking at face value • Ability to teach/mentor/guide in different ways, using the one the most suits the learner

	• Can create and use good systems and processes • Genuine interest/understanding in pedagogy and practice • Able to 'stay in their lane' • Able to break down larger pieces of work into manageable, sequential chunks. • Accountable for time / self-management • Builds and maintains positive work relationships • Pragmatic problem solver • Welcomes constructive feedback and engages in personal reflective practice • Solution focused and forward thinker • Manages conflict with respect, diplomacy, and a view to win/win outcomes
ATTRIBUTES	• High levels of integrity and professionalism • Innovative • Creative • Methodical • Meticulous • Confident • Approachable, friendly, 'people-person' • Firm but fair • Common-sense • Analytical • Kind

SIGNED: DATE:

_____ _____

(enter name)
Outreach Support Lead

_____ _____

(enter name)
Acting Head of Outreach

Appendix One

SUPPORTING DOCUMENT; RTD ROLE

The points below reflect the big picture skills required.
To ensure clarity of the role, there will need to be an unpacking of the 'actions' required to fulfill these goals.
This would form the basis of PLD to support the staff in the role.

Professional Practice Competencies: RTD

A Resource Teacher of the Deaf (RTD) must demonstrate adaptability and flexibility to meet the diverse needs of learners, cater to various cohort groups, and operate effectively across different educational settings. Success in this role depends on strong communication and relationship-building skills.
An RTD has the specific skill of identifying needs through short term intervention, with a primary focus of supporting adults to support the learner

Learner-Centered Expertise
- Confidently supports learners across all age levels.
- Skilled in caseload management to optimize travel efficiency and time allocation.
- Proficient in developing accurate learner profiles to identify individual hearing-related challenges.
- Competent in assessing curriculum gaps based on gathered data and assessments.
- Deep understanding of the New Zealand Curriculum, including its achievement phases and developmental scope.

Audiological and Technical Proficiency
- Strong working knowledge of audiological terminology.
- A deep understanding of audiological conditions and an awareness of the challenges DHH learners face in accessing speech and sound in educational settings.
- Recognises the varying degrees of hearing loss and their impact is essential for empowering DHH students to develop strong self-advocacy skills.
- Proficient in troubleshooting hearing aids across all models and makes.
- Skilled in troubleshooting RM (remote microphone) devices across all models and makes.

Collaboration and Professional Support
- Provides effective advice and guidance to mainstream teaching colleagues, ensuring shared responsibility for DHH learners.
- Clearly communicates the RTD's unique role and expertise to mainstream teachers and school leaders.
- Leads professional learning and development (PLD) initiatives to inform school staff of learner needs and challenges.

- Build strong working relationships with school professionals to facilitate support, collaboration, and smooth transitions between schools.

Whānau Engagement and Cultural Responsiveness
- Effectively communicates the RTD role to whānau in an accessible and supportive manner.
- Demonstrates cultural sensitivity by valuing and incorporating whānau perspectives.
- Prioritizes a 'whānau-first' approach when fostering relationships and delivering support.

Enhancing Learning for DHH Students: Key Teaching Competencies
- Clearly defines and demonstrates aims and objectives through well-informed planning and teaching.
- Creates an inclusive learning environment that acknowledges and addresses the unique challenges of DHH learners.
- Builds trust and fosters collaboration, enabling RTDs to maximize learning opportunities within limited time frames.
- Utilizes scaffolding techniques by connecting new concepts to prior knowledge and providing worked examples.
- Encourages learners to apply new knowledge across different contexts.
- Promotes critical thinking skills among DHH learners.
- Effectively monitors and assesses student progress across key curriculum areas.

Maximizing Support for DHH Learners Through ORS Funding and Criteria

- Familiar with ORS (Ongoing Resourcing Scheme) criteria and funding as it relates to DHH learners.
- Can discuss and assess ORS criteria indicators and analyze their impact on the challenges faced by learners with hearing loss.
- Adapts teaching strategies to align with ORS funding provisions, ensuring learners receive appropriate support and resources.
- Collaborates with support staff, specialists, and families to enhance educational outcomes for DHH students.

Championing Māori Success in Education
- Works effectively within the bicultural context.
- Practices and develops the meaningful use of te reo Māori in authentic contexts.
- Actively supports and addresses the educational aspirations of Māori learners.
- Sets and promotes high expectations for the success and achievement of Māori ākonga.