

KO TAKU REO

Deaf Education New Zealand

Job Description / Performance Agreement

NAME:

POSITION: Van Driver (ECE)

TENURE:

RESPONSIBLE TO: Early Childhood Preschool Lead

DIMENSIONS OF
RESPONSIBILITY: Driving Service
Professional Conduct
Professional Relationships and Values

DESCRIPTION:

The Van Drivers are responsible for the safe and timely delivery of the learners between their homes and the Preschool before and after school. It is the responsibility of these people to form working relationships with the Parents/Caregivers, the child and the Head of the Preschool. Their first priority is to ensure the safety and wellbeing of the learners when in transit. The position involves daily contact with the Preschool children, their families/whānau, good communication, a clean driver's licence and up-to-date knowledge of health and safety regulations is essential. Please note that this role is based in Auckland.

SIGNED _____
Van Driver (ECE)

DATE _____

SIGNED _____
Head of Early Years

DATE _____

DIMENSIONS OF RESPONSIBILITY

Dimension One – Driving Service

The Van Driver provides a safe and efficient transport service for children travelling to the Preschool on Archibald Road.

Criteria	Key Tasks/Indicators
There is a safe and efficient daily transport service provided between home and Preschool for enrolled children.	<ul style="list-style-type: none"> • Works with a colleague to provide a safe service for the children. • Picks up/drops off children according to the transport list compiled by teachers. • Ensures timely pick up and drop off. • Communicates with families and Preschool staff if there are any delays in the service. • Follows safe driving practices at all times. • Ensures all children are secured in approved car/booster seats which have been installed as per manufacturer instructions.
Communication between home and Preschool is specific and detailed to the needs of the children.	<ul style="list-style-type: none"> • Communicates with Preschool staff about any health, safety or wellbeing information relating to a child or family. • Communicates with parents about any health, safety or wellbeing information relating to their child when on the service. • Keeps a written record of incidents or concerns, which is shared with Preschool staff as soon as practicable.
Vehicle maintenance and safety is actively managed before the start of each service.	<ul style="list-style-type: none"> • Conducts daily visual checks of the vehicle before travelling including tyre checks, car seat installation, windscreen condition, petrol levels.

	<ul style="list-style-type: none"> • Immediately reports any compromises in the safety of the vehicle and organises alternative transport. • Monitors the inside condition of the vehicle and attends to this on a regular basis to keep it clean and hygienic.
Health and safety decisions during the service are made in a proactive and considered manner.	<ul style="list-style-type: none"> • Drives to the NZ road rules in a defensive and focused way at all times. • Prioritises the safety and wellbeing of the children in the vehicle at all times. • Ensures the children are never left alone in a vehicle without adult supervision. • Is able to think on the spot with the needs of the children as first priority during an accident or emergency situation. • Reports all accidents, injuries or emergencies as per the organisations reporting procedures.

Dimension Two – Professional Conduct

The Van Driver is professional, acts 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"> • Builds trusting relationships through active listening, caring for others, and demonstrating personal integrity. • Conducts themselves with exemplary practice, and is a role model to others. • Manages the delicate balance between supporting and challenging others. • Encourages and participates in professional conversations that help to share expertise and strategies.

	<ul style="list-style-type: none"> • Is open and responsive to professional conversations and feedback.
<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"> • Supports and models behaviours in a way that articulates, supports and furthers the organisation’s mission, vision and strategic direction. • Works with the Preschool Lead to ensure Preschool tasks and deliverables align with the strategic direction of the organisation. • Works collaboratively with colleagues to embed the strategic direction into all areas of the organisation. • Assists in reviewing how personal and departmental practice aligns with the mission, vision and strategic direction, suggesting improvements and implementing change.
<p>Competence in relation to change management is evident throughout the organisation.</p>	<ul style="list-style-type: none"> • Adopts a philosophy that recognises the importance of ongoing innovation and change. • Assists in change implementation that is focussed on a smooth transition to lead to the adoption of new practices. • Contributes within areas of speciality to ensure that change is informed by best practice and communicated effectively. • Understands that change on a large scale invariably needs a team approach to leadership. • Shows ability to communicate the rationale for any change.
<p>A proactive approach to problem solving is adopted as they take steps to work through problems to create solutions.</p>	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • Identifies and reports any risk to appropriate people in a timely manner. • Monitors the impact of the change and adjusts when needed.
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Dimension Three – Professional Relationships and Values

The Van Driver engages in appropriate professional relationships and demonstrates commitment to professional values.

Criteria	Key Tasks/Indicators
Professional and effective relationships are established at all levels throughout the organisation.	<ul style="list-style-type: none"> • Engages in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> • Ākonga • Colleagues, support staff and other professionals • Agencies, external stakeholders, groups and individuals in the community • Has a team-focused ethic and contributes to the corporate life of the organisation. • 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.
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"> • Promotes 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.

	<ul style="list-style-type: none"> • 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.
<p>There is respect and commitment to all heritages, languages and cultures within Ko Taku Reo Deaf Education New Zealand.</p>	<ul style="list-style-type: none"> • Takes responsibility for growing their own confidence in culturally responsible practice. • Acknowledges and respects the languages, heritages and cultures of all. • Demonstrates commitment to the bicultural partnership in Aotearoa and a commitment to understanding of Te Tiriti o Waitangi. • Develops understanding and use of tikanga and te reo Māori. • 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 culture.
<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"> • Commits to developing personal skills in the use of NZSL. • 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. • Identifies professional learning goals in consultation with colleagues and communicates these to the appraiser when establishing performance expectations.

	<ul style="list-style-type: none"> • Identifies and initiates learning opportunities to advance personal professional knowledge and skills. • Participates responsibly in professional learning opportunities within the learning community.
<p>Any additional tasks and/or responsibilities are completed, as requested by the Early Childhood Preschool Lead.</p>	<ul style="list-style-type: none"> • 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.

Qualifications

Essential

- NZ Drivers Licence

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 and understanding of the core business of lifting student achievement and wellbeing, as this prioritises resources
- Knowledge of Workplace Health and Safety reporting obligations for schools in NZ
- Proficient in NZSL (or a willingness to learn)
- Skill in 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
 - build and sustain high trust relationships
 - anticipate problems and to be proactive in problem solving

Desirable

- Ability to work well under pressure

Personal Attributes

Essential

- Committed to the organisation's guiding principles of 'Grow, Excel, Choose and Belong'
- Is motivated to be part of the development of 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