

KO TAKU REO

Deaf Education New Zealand

Job Description / Performance Agreement

NAME:

POSITION:

Teacher Aide of the Deaf

TENURE:

RESPONSIBLE TO:

Assistant Head of School
Provision Lead Teacher

DIMENSIONS OF
RESPONSIBILITY:

Teacher Aide of the Deaf Responsibilities
Professional Conduct
Professional Relationships and Values

DESCRIPTION:

The Teacher Aide of the Deaf works in partnership with Teaching Teams to promote the learning and welfare of Deaf/Hard of Hearing learners by providing practical learning support. This requires working in a variety of classroom contexts, tailoring and implementing programmes according to the needs of the individual students.

SIGNED _____
Teacher Aide of the Deaf

DATE _____

SIGNED _____
Head of Enrolled School

DATE _____

DIMENSIONS OF RESPONSIBILITY

Dimension One – Teacher Aide of the Deaf Responsibilities

The Teacher Aide of the Deaf provides support to teachers/specialists/tutors in a variety of classroom contexts. Teacher Aides of the Deaf may collaborate with other colleagues to perform a variety of activities, as outlined below.

Criteria	Key Tasks/Indicators
Teacher(s) will be provided class support to deliver the curriculum.	<ul style="list-style-type: none"> • Supports teacher(s) in clarifying and explaining instructions, ensuring the student(s) understand concepts and language of the class. • Supports the learning and management of allocated students in a range of settings, including small groups and 1:1. • Works with the wider class so that the teacher can work with small groups or individual students. • Assists/encourages students to use equipment and materials provided. • Follows the teacher’s pedagogical approach, supporting play based and student-led learning programmes.
Student progress is monitored in specific remedial/extension programmes, under the direction of the teacher.	<ul style="list-style-type: none"> • Maintains reliable and accurate data related to students. • Maintains informal and/or formal records of student progress, as directed. • Reports to the Teaching Team on student progress, while working toward individual goals. • Contributes information towards IEP meetings, as requested.
Relationships and communications with students are built in a positive, bi lingual, bi cultural learning environment.	<ul style="list-style-type: none"> • Maintains boundaries and a professional approach in relationships and interactions with students.

	<ul style="list-style-type: none"> • Uses effective communication strategies to support teachers and other staff. • Provides clear effective modelling of the appropriate communication mode. • Liaises with language/culture specialists at Ko Taku Reo Deaf Education New Zealand, when required, in the development of strategies and resources that support a bi lingual bi cultural environment.
<p>Positive strategies are implemented to assist in the management of student behaviour to create an environment that is safe, secure and organised.</p>	<ul style="list-style-type: none"> • Follows the school's behaviour management policies, philosophy and process. • Understands student's behaviour levels and responds with appropriate attitudes and approaches to de-escalate behaviour. • Seeks and responds positively to advice on student behaviour management. • Supports supervision of students during interval, lunchtimes and on EOTC events, as required. • Recognises when others need to be made aware of progress and changes concerning student wellbeing. • Supports student's social and emotional wellbeing in liaison with the Teaching Team. • Works with Specialist staff to assist students with feeding, mobility positioning, toileting and other self-care procedures to ensure that safety, privacy and dignity is maintained.

Dimension Two – Professional Conduct

The Teacher Aide of the Deaf 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"> • 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 opportunities for professional conversations that help to share expertise and strategies. • Is open and responsive to professional conversations and feedback.
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.	<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 Teachers to ensure 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.
Competence in relation to change management is evident throughout the organisation.	<ul style="list-style-type: none"> • Adopts a philosophy that recognises the importance of ongoing innovation and change.

	<ul style="list-style-type: none"> • 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. • Monitors 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.	<ul style="list-style-type: none"> • In partnership with teachers: • Systematically and critically engages with evidence and to reflect on and refine practice. • Actively seeks the input and feedback from 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

A Teacher Aide of the Deaf 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 ākongā.	<ul style="list-style-type: none"> • Engages in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> • Ākongā • Teaching colleagues, support staff and other professionals • Whānau and other carers of ākongā

	<ul style="list-style-type: none"> • 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.
<p>There is commitment to promoting the emotional, mental and physical wellbeing of all persons within Ko Taku Reo Deaf Education New Zealand.</p>	<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. • 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.

	<ul style="list-style-type: none"> • 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. • 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 Provision Lead/Teacher.</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

Desirable

- Possible but not limited to course completion and qualifications;
 - New Zealand Certificate in Education Support (Level 4)
 - New Zealand Certificate in Education Support and Care (Level 3)
 - Diploma for Education Support Workers
 - Certificate in Health and Wellbeing, Social and Community Services, Community Facilitation Strand (Level 4)
 - Certificate in Educational Support eg Disability studies
 - NZSL Courses
 - Youth work
 - Blind and Low Vision
 - MAPA Training
 - ADHA
 - Autism Spectrum
 - Other qualifications that add value and lift student achievement and wellbeing of Deaf/Hard of hearing students
- Has a current drivers licence

Professional Competencies

Desirable

- Knowledge and understanding of how education operates within the New Zealand setting
- Proficient in NZSL or a willingness to learn
- Skill and competence in IT
- Organisational skills and time management
- Excellent interpersonal skills
- Sound communication skills (verbal and/or NZSL)
- Openness and willingness to support change
- Ability to:
 - see the big picture and work with details
 - build and sustain high trust relationships
 - anticipate problems and to be proactive in problem solving
 - work flexibly to meet the needs of students
- Experience within Deaf and Hard of Hearing or Special Education settings
- Experience with, and awareness of, Deaf Culture and the Deaf community

Personal Attributes

Essential

- 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/whānau in a positive and respectful way that promotes quality relationships based on learner outcomes
- 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