

# KO TAKU REO

## Deaf Education New Zealand

### Job Description / Performance Agreement

NAME:

POSITION: Teacher of the Deaf

TENURE:

RESPONSIBLE TO: Assistant Head of Enrolled School  
Provision Lead Teacher

DIRECT REPORTS: Teacher Aides of the Deaf  
Educational Interpreters

DIMENSIONS OF RESPONSIBILITY: Teacher of the Deaf Responsibilities  
Professional Conduct  
Professional Relationships and Values  
Professional Knowledge in Practice

DESCRIPTION:

The Teacher of the Deaf is a specialised teacher, who delivers high quality education and services to learners who attend a Deaf Bilingual Provision of the Enrolled School Ko Taku Reo Deaf Education New Zealand. Teachers of the Deaf teach learners who are enrolled in Ko Taku Reo, attending school in a satellite classroom that is based in a mainstream school setting. Both schools work in partnership enabling learners to access the partner school programmes and community, when appropriate.

Please note that all teaching positions are based on the Teaching Council Code and Standards. These criteria recognise that teaching is a highly complex activity, drawing on repertoires of knowledge, practices, professional attitudes and values to facilitate academic, social and cultural learning for students with diverse learning needs. The Code and Standards are viewed as interdependent and overlapping.

SIGNED \_\_\_\_\_  
Teacher of the Deaf

DATE \_\_\_\_\_



SIGNED \_\_\_\_\_

DATE 31<sup>st</sup> March 2026

Olivia Gorman  
Deputy Principal, Teaching & Learning

## DIMENSIONS OF RESPONSIBILITY

### Dimension One – Teacher of the Deaf Responsibilities

Teaching throughout Ko Taku Reo Deaf Education New Zealand demonstrates excellence in teaching, delivering positive student outcomes.

Criteria	Key Tasks/Indicators
<p>Teaching and Learning is of a high level/standard and focused on improving outcomes for learners.</p>	<ul style="list-style-type: none"> <li>• Establishes and maintains learning-focussed relationships with learners where there is a shared ownership and responsibility for learning.</li> <li>• Effectively engages learners as active participants in their learning, including in defining their own goals and evaluating and reflecting on their progress.</li> <li>• Demonstrates high expectations for all learners in lifting student academic and wellbeing outcomes.</li> <li>• Collaborates with colleagues to regularly review and feedback on best practice.</li> <li>• Creates an environment where learners can be confident in their identity, language and culture and as citizens of Aotearoa/New Zealand.</li> </ul>
<p>Enrolled School data is gathered formally and informally and appropriately analysed to inform best practice in teaching and learning.</p>	<ul style="list-style-type: none"> <li>• Gathers, analyses and uses appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning.</li> <li>• Implements assessment procedures as determined by the Enrolled School, Ko Taku Reo Deaf Education New Zealand.</li> <li>• Ensures that assessment data and student information held is accurate and complete.</li> </ul>

	<ul style="list-style-type: none"> <li>• Supports data analysis to produce reports on individual students and cohorts of students at specified times.</li> <li>• Involves whānau in the collection and use of information about the learning of ākongā.</li> </ul>
Student behaviour positively reflects the Enrolled School philosophy and procedures are followed to create a safe and caring learning environment for all ākongā.	<ul style="list-style-type: none"> <li>• Follows and upholds the Positive Behaviour Strategy Philosophy in the Provision.</li> <li>• Contributes to ongoing review and feedback relating to the Enrolled School behaviour procedures.</li> <li>• Collaborates and endorses partner school behaviour management procedures when appropriate.</li> </ul>
Participates in assuring systems and processes relevant to the School service are current and fit for purpose.	<ul style="list-style-type: none"> <li>• Follows current systems and process relevant to the efficient running of the Provision.</li> <li>• Provides attendance data for learners and liaises with parents/whānau when required.</li> <li>• Participates in the review of policies and procedures to ensure they are fit for purpose.</li> </ul>
Teachers work with Hearing Assistive Equipment to ensure students have their technology working at optimal levels. Equipment includes: Hearing Aid/s, Cochlear Implant Processor/s, BAHA/s and RM systems.	<ul style="list-style-type: none"> <li>• Demonstrates a knowledge of audiometric teaching and remediation of hearing loss.</li> <li>• Checks, troubleshoots and manages issues with Cochlear Implants, Hearing aids and assistive listening devices within the field.</li> <li>• Liaises with parents, audiologists/habilitationists and other specialists regarding hearing aids, FM/RM, CI.</li> </ul>

## Dimension Two – Professional Conduct

The Teacher of the Deaf is professional, works in alignment with the strategic direction and in a manner that improves outcomes for all ākongā.

Criteria	Key Tasks/Indicators
<p>Professional conduct is present throughout the organisation, creating a culture that is based on integrity and respect.</p>	<ul style="list-style-type: none"> <li>• Builds trusting relationships through active listening, caring for others, and demonstrating personal integrity.</li> <li>• Participates in the development and delivery of professional learning for staff.</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 professional conversations that help teachers to share expertise and strategies that improve student learning and achievement.</li> <li>• Is open and responsive to professional conversations and feedback.</li> </ul>
<p>All Teaching Teams 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>• Collaborates with Teachers, Provision Lead Teacher and Assistant Head of Enrolled School to ensure teaching and learning practices and programmes 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>• Works with Provision Lead to ensure teaching and learning practices and programmes 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> </ul>

	<ul style="list-style-type: none"> <li>• Encourages all members of staff to recognise and fulfil their statutory responsibilities for all pupils.</li> </ul>
Competence in relation to change management is evident throughout the organisation.	<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 and harnesses 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>
There is proactive approach to problem solving adopted by all, as they take steps to work through problems to create solutions.	<ul style="list-style-type: none"> <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> <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 Teacher of the Deaf engages in appropriate professional relationships and demonstrates commitment to professional values.

Criteria	Key Tasks/Indicators
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<p>Professional and effective relationships are established that focus on the learning and wellbeing of all ākonga.</p>	<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>• Teaching colleagues, support staff and other professionals</li> <li>• Partner school colleagues</li> <li>• Whānau and other carers of ākonga</li> <li>• Agencies external stakeholders, groups and individuals in the community</li> </ul> </li> <li>• Has a team-focused ethic and contributes to the cultural life of the school.</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.</li> <li>• Ensures whānau and other carers are included and regularly informed in the life of the organisation.</li> <li>• Creates opportunities to foster whānau engagement with the school.</li> </ul>
<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"> <li>• Promotes inclusivity throughout the organisation, ensuring all learners feel they belong.</li> <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> </ul>

	<ul style="list-style-type: none"> <li>• Engages with outside agencies and teams to foster the pastoral care of ākongā.</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>
<p>There is respect for, and commitment to best practice around all heritages, languages and cultures, including Bi Lingual Bi Cultural pedagogy.</p>	<ul style="list-style-type: none"> <li>• Takes responsibility for growing others' confidence in culturally responsible practice, as well as their own.</li> <li>• Acknowledges and respects the languages, heritages and cultures of all.</li> <li>• Leads and demonstrates commitment to the bicultural partnership in Aotearoa and a commitment to understanding of Te Tiriti o Waitangi.</li> <li>• Leads and strengthens best practice of Bi Lingual Bi Cultural pedagogy.</li> <li>• Develops understanding and use of tikanga and te reo Māori, building this within their team.</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 school culture.</li> </ul>
<p>Staff are committed to ongoing learning, and leadership learning, engaging in both formal and informal professional learning and development in their professional practice.</p>	<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, setting up a regular cycle for review, ensuring documentation is complete, self-reflection/feedback is engaged, and that</li> </ul>

	<p>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>
<p>Any additional tasks and/or responsibilities are completed, as requested by the Provision Lead or Assistant Head of Enrolled School.</p>	<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>

## Dimension Four – Professional Knowledge in Practice

Fully registered teachers ensure their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all ākongā.

Criteria	Key Tasks/Indicators
<p>Learning programmes are appropriate, current and well suited to ākongā.</p>	<ul style="list-style-type: none"> <li>• Conceptualises, plans and implements appropriate learning plans.</li> </ul>

	<ul style="list-style-type: none"> <li>• Clearly articulates the aims of their teaching, gives sound professional reasons for adopting these aims, and implements them in their practice.</li> <li>• Through their planning and teaching, demonstrates their knowledge and understanding of relevant content, disciplines and curriculum documents.</li> </ul>
<p>The learning environment is collaborative, supportive and inclusive.</p>	<ul style="list-style-type: none"> <li>• Actively promotes an inclusive learning environment.</li> <li>• Demonstrates effective management of the learning setting.</li> <li>• Incorporates successful strategies to engage and motivate ākongā.</li> <li>• Fosters trust, respect and cooperation with and among ākongā.</li> </ul>
<p>Teachers are subject-matter-experts and have excellent knowledge and understanding of how Deaf/HH ākongā learn.</p>	<ul style="list-style-type: none"> <li>• Demonstrates in practice their knowledge and understanding of ākongā learning.</li> <li>• Enables ākongā to make connections between their prior experiences and learning and their current learning activities.</li> <li>• Provides opportunities and support for ākongā to engage with, practice and apply new learning to different contexts.</li> <li>• Encourages ākongā to take responsibility for their own learning and behaviour.</li> <li>• Assists ākongā to think critically about information and ideas and to reflect on their learning.</li> </ul>
<p>There is an effective response to the diverse language, cultural experiences, and the varied strengths, interests and needs of all.</p>	<ul style="list-style-type: none"> <li>• Responds effectively to the strengths, interests and needs of all individuals and groups of ākongā.</li> <li>• Demonstrates knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural context of learning in Aotearoa New Zealand.</li> </ul>

	<ul style="list-style-type: none"> <li>• Selects teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse ākongā.</li> <li>• Communicates assessment and achievement information to relevant members of the learning community.</li> </ul>
<p>The bicultural context of Aotearoa New Zealand is respected and promoted through teaching and learning.</p>	<ul style="list-style-type: none"> <li>• Works effectively within the bicultural context of Aotearoa New Zealand.</li> <li>• Practices and develops the relevant use of te reo Māori me ngā tikanga-a-iwi in context.</li> <li>• Specifically and effectively addresses the educational aspirations of ākongā Māori.</li> <li>• Displays and actively promotes high expectations in learning for Māori ākongā.</li> </ul>
<p>Assessment data is utilised to inform programmes and inform school-wide best practice in teaching and learning.</p>	<ul style="list-style-type: none"> <li>• Researches and inspects evidence to inform policies, practices, expectations, targets and teaching methods.</li> <li>• Leads and participates in coordination around production and review of school policy and guidelines on assessment.</li> <li>• Identifies plans to assist with putting in place individual pupil programmes.</li> <li>• Identifies individual programmes needed to meet the needs of all pupils and advise the Director of Teaching and Learning of priorities for expenditure and human resources.</li> <li>• Monitors pupil progress on a termly basis from teacher's ongoing assessments against key learning objectives, providing appropriate staff with summary information.</li> <li>• Communicates assessment and achievement information to relevant members of the learning community.</li> </ul>
<p>Critical inquiry and problem solving is utilised by teaching staff in their professional practice.</p>	<ul style="list-style-type: none"> <li>• Systematically and critically engages with evidence and professional literature to reflect on and refine practice.</li> </ul>

	<ul style="list-style-type: none"><li>• Responds professionally to feedback from members of their learning community.</li><li>• Critically examines their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākonga.</li></ul>
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## Qualifications

### Essential

- Current Full Teacher Registration

### Preferred

- Bachelor of Teaching or equivalent Teaching degree
- Post Graduate Diploma in Specialist Teaching (Deaf and Hard of Hearing) or ability to be accepted into this programme and complete it

## Professional Competencies

- Recent teaching experience
- Experience
  - within Deaf and Hard of Hearing or Special Education settings
  - with, and awareness of, Deaf Culture and the Deaf community
- Knowledge
  - of the New Zealand Education sector
  - 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 with internal and external stakeholders
  - communication skills
- Skill and competence in IT
- Ability to:
  - support and lead change
  - see the big picture and work with details
  - think strategically, effectively 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 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
- 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 to staff and students
- Demonstrates initiative, energy and vitality