**Accessibility Administrator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Kaupapa | Purpose

The Accessibility Administrator is a key member of the wider Student Support Team - Ratonga Ākonga. This important role provides a high quality, dedicated administration service that supports the provisions of the Accessibility team to provide support for ākonga with a disability, in a professional, mana enhancing and supportive manner.

**Reports to:** Pastoral Care Code Manager as Team Lead

**Team:** Ratonga Ākonga

**Date:** June 2024

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**Ngā mahi | Do**

* Appropriately direct ākonga, kaimahi and other stakeholder enquiries
* Provide efficient and effective administrative support to the Accessibility Team including Casual Support Workers (CSWs)
* Ensure that ākonga records are processed efficiently, maintained for accuracy, and filed securely
* Ensure loan equipment is registered, checked-in, checked-out, and stored safely
* Maintain confidentiality of information
* Coordinate Casual Support Workers schedules and timesheets
* Liaise with kaiako and ākonga to coordinate note-taker and examination support
* Ensure marketing material and Accessibility forms and team materials are updated and maintained
* Provide administration support for future developments, community events and promotions
* Contribute to a range of student support team projects and events which support the diverse range of learners at Toi Ohomai

##### Demonstrate commitment to:

**Te Tiriti o Waitangi.** Through our developing understanding of our obligations and our connection with Te Tiriti o Waitangi as both individuals and as an organisation.

**Ākonga at the Centre.** Through prioritising the experience, wellbeing, and success of our ākonga in our decision-making process.

**Equity.** Through recognition, empowerment, and inclusion we can give greater acknowledgement of the unmet needs of Māori, Pacific and disabled ākonga and their whānau.

**Vocational Education and Training Excellence.** Through quality provision for all ākonga, meeting the regional needs of employers and communities.

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**Pūkenga | Have**

**Essential:**

* Minimum Level 3 qualification relating to business administration OR equivalent proven experience in business administration
* Experience using platforms and software commonly used for educational / administrative purposes (for example; SMS, Microsoft Teams, Google, Microsoft Office Suite)
* Commitment to respecting the rights of people with a disability and supporting them to achieve their goals
* Ability to relate to people with disabilities and/or diverse learning needs in a positive and affirming manner
* Highly developed organisational skills and proven ability to meet deadlines
* Excellent time management, record keeping, administration skills and ability to multi-task
* Excellent written and verbal communication skills
* Ability to work within, and contribute to, a cohesive, supportive team environment

**Desirable:**

* Level 4 qualification relating to business administration or equivalent experience
* Experience with tertiary systems and terminology
* Experience in a busy and demanding administrative role
* Experience working with people with disabilities and/or people with diverse learning needs
* Knowledge and understanding of culturally responsive practices
* Use of platforms and software commonly used for educational / administrative purposes (SMS, Microsoft Teams, Google, Microsoft Office Suite)

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**Waiaro | Be**

**Authentic and Inclusive:** Promote an environment of inclusion and authenticity, where all contributions are valued, . Be courageous to disrupt inequities for all, including Māori, Pacific and disabled peoples. Hold the conviction that meaningful partnerships with Māori/iwi will contribute to progress for all.

**Connected:** Integrate waiora-sustainable thinking into your everyday mahi, meeting the needs of the present, without compromising our ability to meet our needs for the future. Embrace the interconnectedness of environmental, social, economic and cultural wellbeing.

**Collective:** Seek progress over perfection, moving forward with aroha, empathy and persistence. Maintain a focus on results and delivery to build a sustainable, world class, vocational education and training network. Lean into transformation, challenge the status quo and choose courage over comfort to create better results for Toi Ohomai | Te Pūkenga, employers, ākonga and their whānau.

**Self-awareness:** Navigate yourself, and lead others through change with confidence, understanding how to create the conditions you and others need to thrive. Demonstrate humility, be reflective and self-aware, always seeking to grow personally and as a leader.

**Ako:** Hold lifelong learning as vital in connection, hauora, and continuous improvement both personally and professionally. No matter your role, recognise your mahi contributes to making a positive difference for our ākonga and their whānau, and their ability to create thriving communities. Recognise Te Tiriti o Waitangi as a powerful mechanism for taking positive action in Aotearoa, and a pathway to achieve equity for all.

**Mana tāngata:** Contribute to a connected, creative, compassionate workplace, where teams are committed to growth, learning and achieving our shared purpose. Create a safe environment for learning and development, in all you do, including Te Tiriti, equity, academic and professional excellence. Recognise kaimahi and whānau wellbeing are interconnected, when we support personal and professional growth we contribute to Te Oranga/participation in society.

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**Ngā Hononga Mahi | Working relationships**

**Internal:** Ākonga, Accessibility Facilitators, Casual Support Workers, Manager, Head of Learner Services, Student Support and Services Teams, Other Toi Ohomai Internal teams as required, Kaiako

**External:** Community Organisations as required, Ākonga support persons and whanau

#### Resource delegations and responsibilities:

**Financial:** None

**People:** None