# Accessibility Support Worker

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# Kaupapa | Purpose

The casual Accessibility Support Worker is a member of the Student Support Team. The aim of the role is to provide high quality note taker and reader/writer support to ākonga who have a disability and require support to access the learning. The Accessibility Support Worker works closely with the Accessibility Facilitators and/or the Accessibility Administrator who coordinates their utilisation and assignment of ākonga and work hours.

**Reports to:** Team Leader - Accessibility

**Team:** Toi Ohomai | Te Pūkenga Student Support Team

**Date:** 2025

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Toi Ohomaitanga: how we act and behave at Toi Ohomai will be guided by our values**



**Whanaungatanga –** we build and nurture relationships and connections

**Toitūtanga –** we are courageous and humble in our pursuit of excellence

**Manaakitanga –** we uphold and strengthen the mana of others and our communities

**Kotahitanga –** we are united in our shared purpose

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Ngā mahi | Do**

**Key competencies:**

* To take legible notes; summarise key information in lectures, tutorials, in-person and online classes.
* To provide notes by the end of each class only to the ākonga the note-taker is assigned to.
* To liaise with the tutor regarding their time-table
* To respond to ākonga preferences regarding structure/details and style of notes.
* To inform teaching kaimahi of your presence in the class and your role as a note-taker.
* To maintain a professional role as a support worker, to always maintain confidentiality.
* To present professionally and maintain professional decorum
* To undertake the role of exam supervisor, reader and writer, or a combination of both for assessments and exams.
* To ensure that the procedures and guidelines for exam arrangements are carried out.
* To complete and return time sheets and support worker record sheet signed by ākonga and/or the tutor.
* To provide adequate notice to the ākonga and Accessibility team if you are unable to attend lecture, tutorials or class.
* To keep the Accessibility team informed of any changes regarding availability for work, changes in contact details.
* To attend any relevant training or workshops related to this role.
* To always treat the ākonga with the same respect that you would expect yourself.

**Expected outcome:**

* Notes are provided by the end of each class only to the ākonga the note-taker is assigned to

**Note:**

The above Key Performance Indicators are provided as a guide only. You are expected in your role to undertake any and all reasonable and lawful instructions and / or delegated tasks given by your manager, or someone in a position authorised to give such instruction. The precise performance measures for this position should be discussed between the jobholder and manager as part of the performance development process.

##### 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.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Pūkenga | Have**

**Qualifications**

* Certificate in Level 4 and above for any tertiary qualification

**Knowledge / Experience**

* Previous experience of taking notes in an educational environment
* Work or study within a tertiary environment

**Skills and Attributes**

* Accurate spelling and grammar
* Ability to provide clear, succinct and relevant materials for ākonga in their preferred format
* Clear and legible handwriting at speed
* Well organised, punctual and reliable
* Have a positive attitude towards equality and access for people with disabilities
* Basic computing skills
* The ability to communicate sensitively and tactfully, both orally and in writing, with individuals at all levels of study.

**Change to position description**

From time to time, it may be necessary to consider changes in the position description in response to the changing nature of our work environment; including but not limited to technological requirements or statutory changes. Such change may be initiated as necessary by the manager of this position. This Position description may be reviewed as part of the preparation for performance planning for the annual performance cycle.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**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.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Ngā Hononga Mahi | Working relationships**

**Internal:** Accessibility Team Leader, Accessibility Facilitator, Accessibility Administrator, Student Support Manager, Student Services Team and Other Toi Ohomai Kaimahi

**External:** N/A

#### Resource delegations and responsibilities:

**Financial:** N/A

**People:** N/A