



## Special Education Teacher POSITION PROFILE

### **PART A: POSITION DESCRIPTION**

<b>Position Title:</b>	Special Education Teacher	<b>Location:</b>	Aspect Schools
<b>Group:</b>	Aspect Education	<b>Reports to:</b>	Principal
<b>Industrial Award Coverage:</b>	Independent Schools NSW Teachers (Hybrid Model) Multi- Enterprise Agreement	<b>Classification Level:</b>	Step Level 5 to Experienced teacher (depending accreditation/experience)

### **Organisation Purpose**

a different brilliant<sup>®</sup> - understanding, engaging and celebrating the strengths, interests and aspirations of people on the autism spectrum.

Vision	Mission	Values
The best opportunities for people on the autism spectrum	We work with people of all ages on the autism spectrum, delivering evidence-informed solutions that are person-centred, family-focused & customer-driven	We are passionate about people, about being positive and about what's possible

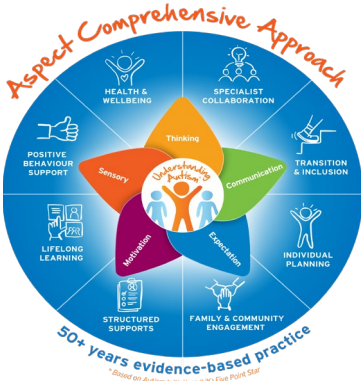
### **Team Purpose**

To collaborate as a team of specialists including teachers, teachers' aides, school therapists, co-ordinators and administrators to support the students with education programmes and therapeutic activities. Work within a team using a person-centred approach to deliver the Aspect Comprehensive Approach ACA to teach students the skills to be the best they can be and allow them to positively engage with their community.

## Position Purpose

To work within a team using a person-centred and family-focused approach to deliver Aspect Comprehensive Approach (ACA) and its aims. This role is to teach, coach and mentor students to be the best they can be and enable them to positively engage within their community.

## Outcomes

Key Result Area	Requirements & Expectations	Success Indicators
<p>Aspect Comprehensive Approach (ACA)</p> 	<ul style="list-style-type: none"> <li>To develop, implement, assess, evaluate and monitor a range of special education and therapeutic support activities designed to meet the individual needs of students, including an Individual Program (IP) for each of their students</li> <li>Plan and effectively implement class and individual student programs that meet the NSW Education Standards Authority (NESA) and Aspect's requirements and ensure that individual student outcomes are attained as noted in each IP.</li> <li>Work towards provision of educational programs that will prepare students for transition and aid their participation in their local community.</li> <li>Implement Aspect's Visual Support and Positive Behaviour Support Policies.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates effective use of different teaching strategies and techniques from the ACA to suit individual student's needs</li> <li>Applies comprehensive knowledge and understanding of the curriculum, assessment and reporting requirements to learning and teaching programs</li> <li>Advocates "student-centred" approach in day to day teaching and learning</li> </ul>
<p>Students' Progress</p>	<ul style="list-style-type: none"> <li>Develop an annual IP for each student following Aspect's IP process and in accordance with Aspect's Individual Plan Policy.</li> <li>Maintain and provide regular reports and program documentation as established under Aspect's Individual Plan Policy.</li> <li>Contribute to the ongoing evaluation of the IP process</li> <li>Develop and effectively implement Positive Behaviour Support plans in accordance with policy</li> </ul>	<ul style="list-style-type: none"> <li>IP is completed and maintained for each student</li> <li>Completion of mid-year and end-of-year reports for each student</li> <li>Complete and review Risk Assessments</li> <li>Documented, practised and maintained PBS plans</li> </ul>
<p>Teamwork (internal &amp; external)</p>	<ul style="list-style-type: none"> <li>Lead, support and provide training to teacher aides assigned to their classroom and at times also supervise volunteers and students on practicum.</li> </ul>	<ul style="list-style-type: none"> <li>Models and encourages colleagues to share knowledge and experiences to develop engaging</li> </ul>

Key Result Area	Requirements & Expectations	Success Indicators
	<ul style="list-style-type: none"> <li>• Partner with Learning Support Team (LST) to formulate a supportive IP for students – leveraging from each other’s qualifications, skills &amp; experience</li> <li>• Liaise with members of the wider educational and local community to provide opportunities for participation of students in more inclusive settings.</li> <li>• Understand and make effective use of support services within Aspect and outside Aspect.</li> <li>• Participate and contribute to staff meetings and other working groups as required by the school principal.</li> </ul>	<p>learning &amp; teaching programs through regular meetings</p>
Professional Development	<ul style="list-style-type: none"> <li>• Demonstrate competency in the <i>Australian Professional Standards for Teachers</i></li> <li>• Participate in Aspect training, school specific training, e.g. Safety Intervention (SI), and professional development activities to keep knowledge and skills related to autism up to date</li> <li>• Keep up to date with evidenced informed education techniques and best practice with a specific focus on autism</li> <li>• Meet with Supervisor for support and supervision at least once per term</li> <li>• Participate in professional development internal and external to Aspect</li> </ul>	<ul style="list-style-type: none"> <li>• Achieves and maintains accreditation as defined by the <i>Australian Professional Standards for Teachers</i></li> <li>• Actively seeks to expand knowledge and skills of education and best practice using research and workplace knowledge</li> <li>• Demonstrates initiative and personal responsibility for all Professional Development in addition to that which Aspect provides</li> </ul>
Relationship building	<ul style="list-style-type: none"> <li>• Establish effective and professional relationships with colleagues, students, parents, carers and the wider school community</li> </ul>	<ul style="list-style-type: none"> <li>• Responsive in all communications</li> </ul>
Safeguarding the people we support	<p>Aspect is committed to providing an environment free from abuse, neglect and exploitation of the people we support. Staff are expected to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a duty of care to students</li> <li>• Treat students with dignity and respect</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrated evidence that issues/concerns are escalated/reported to supervisor/manager</li> <li>• Completion of Child Protection online training</li> </ul>

Key Result Area	Requirements & Expectations	Success Indicators
	<ul style="list-style-type: none"> <li>• Complete mandatory Child Protection training and implement into day to day operations and practice</li> <li>• Be vigilant and maintain a heightened sensitivity to recognising signs of abuse, neglect or exploitation and escalate/report those signs/concerns</li> <li>• Escalate/report other staff practices which deviate from policy/procedure</li> <li>• Adhere to student's individual plans recognising their personal needs, choices and control</li> </ul>	<ul style="list-style-type: none"> <li>• Personal commitment and day to day demonstration of competency in safeguarding</li> </ul>
Work, Health, Safety and Wellbeing Requirements	<p>It is a requirement for all staff to:</p> <ul style="list-style-type: none"> <li>• Take reasonable care for own health and safety</li> <li>• Comply, so far as the worker is reasonably able, with any reasonable instruction that is given by the person conducting the business or undertaking to allow the person to comply with legislative requirements</li> <li>• Report unsafe conditions or practices, and make suggestions to their manager on improving work, health &amp; safety at Aspect.</li> <li>• Exercise duty of care in the health, safety and welfare of pupils and ensure they are treated with dignity and respect</li> <li>• Participate in the staff consultation process about work health &amp; safety matters</li> <li>• Understand and adhere to Aspect's Code of Conduct</li> </ul>	<ul style="list-style-type: none"> <li>• Observe at all times Aspect's safety policies and procedures are followed including site specific work practices and management instructions</li> <li>• All hazards, incidents and injuries are reported to management as per Aspect's risk management procedures</li> <li>• Health safety and welfare of self and others is ensured as far as reasonable</li> <li>• Actively participate in safety consultation as required</li> </ul>

## **PART B: POSITION CRITERIA**

<b>Capabilities</b>	<b>Collaboration</b>	Working effectively with others in Aspect (outside the line of authority) such as peers to accomplish Aspect and school goals and to identify and resolve problems.
	<b>Teamwork (Co-operation)</b>	Active participation in and facilitation of team effectiveness; taking actions that demonstrate consideration of the feelings and needs of others and being aware of the effects of your behaviour on others.

	<b>Planning and Organising</b>	Establishing a course of action for self and/or others to accomplish a specific goal; planning appropriate allocation of resources
	<b>Tolerance for Stress</b>	Maintaining a stable performance under pressure and/or opposition (such as time pressure, job ambiguity or challenging situations).
	<b>Technical/Professional Knowledge</b>	Having achieved a satisfactory level of technical and professional skills/knowledge in job related areas, keeping up with current developments and trends in areas of expertise.
<b>Knowledge &amp; Experience</b>	<ul style="list-style-type: none"> <li>• Knowledge and/or experience in teaching in the disability sector, particularly with students who are on the autism spectrum, who may have an intellectual disability and/or challenging behaviours.</li> <li>• Experience in developing IP's and curriculum suited to students on the autism spectrum or a related disability is preferred.</li> </ul>	
<b>Qualifications/ Licence</b>	<ul style="list-style-type: none"> <li>• Recognised University or Tertiary teaching qualifications (as determined by the relevant state education department).</li> <li>• Depending on the school's location/requirements it may be essential to have a current driver's licence (per relevant state legislation)</li> <li>• A Light Rigid (LR) Driver's licence is desirable</li> </ul>	
<b>Job Requirements (Essential)</b>	<ul style="list-style-type: none"> <li>• NSW Working with Children Check for paid employment</li> <li>• Attendance at Aspect staff development days and team meetings (which may fall on a non-work day)</li> <li>• International Police Check (IPC) if relevant</li> </ul>	
<b>Functional capacity requirements</b>	<p>In providing services to the people Aspect supports, the nature of the work in Aspect Education inherently involves some exposure to behaviours of concern from our students.</p> <p>A behaviour of concern is defined by the NSW Department of Education as, <i>“a challenging, complex, or unsafe behaviour that requires more persistent or intensive interventions. It does not include low-level, developmentally appropriate behaviours, such as testing boundaries and rules, which are simple to redirect and minimised through universal behaviour support strategies.”</i></p> <p>Behaviours of concern occur for a reason and communicate important information about a student's stress, distress and skill development. They are typically outlined in a student's behaviour support plan, along with the interventions expected, based on a positive behaviour support (PBS) approach. You can learn more about Aspect's approach to PBS on our <a href="#">website</a>.</p>	<p><b>Note:</b> Frequency refers to an approximate percentage of time in a typical shift or period on duty:</p> <p>Rarely: Up to 7%</p> <p>Occasionally: 8% to 33%</p> <p>Often: 34% to 66%</p> <p>Continuously: More than 66%</p>

	Aspect provides comprehensive Safety Intervention training to all staff who work directly with students.	
	<b>Requirement</b>	<b>Frequency</b>
	Resilience to behaviours of concern	Often
	Sitting, standing, walking	Continuously
	Postural positioning – crouching, kneeling, stooping	Often
	Reaching, pulling, pushing, lifting < 10kg, carrying	Occasionally
	Fine motor skills – keyboarding and writing	Often

**PART C: APPROVED BY**

Position Approved by: National Director, Aspect Education      (Date) \_\_\_\_\_