



Coordinator One POSITION PROFILE

PART A: POSITION DESCRIPTION

Position Title: Coordinator (1)	Location: Aspect Schools
Group: Education	Reports to : Principal
Industrial Award Coverage: Independent Schools NSW Teachers (Hybrid Model) Multi-Enterprise Agreement	Classification level: Relevant Teacher step + level 1 coordinator

Organisation Purpose

a different brilliant ® - 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, administrators and other Aspect staff to support the students with education programmes. To work within a team, using a person-centred approach, to deliver the 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 support and partner the teaching team, parents/carers and other members of the school community with high quality, evidence informed practice that is student focused and deliver quality educational standards. The Coordinator is responsible for leading and supervising a team of Teachers/Teachers Aides and may be a member of the school's Learning Support Team (LST).

Outcomes

Key Result Area	Requirements & Expectations	Success Indicators
<p>Aspect Comprehensive Approach (ACA)</p> 	<ul style="list-style-type: none"> Oversee and support staff to develop & implement an Individual Program (IP) for each student Be familiar with the students' IP priority outcomes and support teachers to measure, assess and monitor students' progress Plan and effectively implement class and individual student programs that meet the State registration compliance and the IP goals <p><i>* Role has on-class teaching responsibilities – see Special Education Teacher Position Profile</i></p>	<ul style="list-style-type: none"> All IP plans reviewed and completed within agreed timeframe Model knowledge and understanding of ACA through teaching practices, training and development of staff and development of policies and plans Provide feedback to staff on implementing the ACA elements and class programs Update supervisor on progress of all staff and students Demonstrate best practice in on class role
<p>Supervision, Management and Training</p>	<ul style="list-style-type: none"> Recruitment, induction and training of staff (teachers/teacher aides) Assist with staffing, casual relief, support rosters, volunteers/visitors and student practicums Assist as delegated with operational matters involving staff. Support Principal & Coordinator (3) in performance management issues as specified or delegated. Take a lead role in professional development of staff Responsibility for managing Return To Work 	<ul style="list-style-type: none"> Recruit and induct staff in a timely and thorough manner School staffing meets the needs of students Supporting Principal & Coordinator (3) with performance management issues for e.g effective note taking, decision making around corrective actions and improvement plan development

	programmes for injured workers in conjunction with WHS Consultant	<ul style="list-style-type: none"> • Through supervision and observation, identify PD needs of staff • Work to RTW Plans with the main goal of a safe and speedy return to pre-injury duties
Relationship Building (internal and external)	<ul style="list-style-type: none"> • Develop and foster effective working relationships with staff and colleagues • Work in collaboration with Learning Support Team (LST) – leveraging from opportunities to develop knowledge and practice from other professionals • Participate in community committees 	<ul style="list-style-type: none"> • Model Aspect values through communication both internal and external • Model Aspects Code of Conduct at all times across both internal and external matters.
Strategic and Operational Planning	<ul style="list-style-type: none"> • Assist Principal and (coordinator 3) in daily operational running of the school Provide input into the Aspect strategic planning process as part of the school leadership team. 	<ul style="list-style-type: none"> • School business plan objectives are achieved within school year • Strategic planning objectives are clearly identified, articulated to relevant stakeholders and achieved
Financial management & Budgeting	<ul style="list-style-type: none"> • Administer teaching resource expenditure within budget (where this is a delegated area of responsibility). • Collect data and maintain records • Provide input into strategic plans and budget process 	<ul style="list-style-type: none"> • Working within designated budget • Ensuring all data and information requirements are submitted to agreed timeframes
Specific Program of Work	<ul style="list-style-type: none"> • Lead and administer specific program of work which could include areas such as curriculum, enrolments, wait list, transition of students in/out of Aspect service, funding submissions, school events planning 	<ul style="list-style-type: none"> • Key milestones of program of work are scheduled and achieved within agreed timeframes
Safeguarding the people we support	<p>Aspect is committed to providing an environment free from abuse, neglect and exploitation of the people we support.</p> <p>Coordinators, Business Managers, Principals are responsible for ensuring staff:</p> <ul style="list-style-type: none"> • Follow safeguarding guidelines as outlined in Aspects <i>Safeguarding the People We Support</i> policy and Code of Conduct. • Complete all mandatory safeguarding training 	<ul style="list-style-type: none"> • Internal reporting systems, procedures and policy requirements are adhered to and fulfilled (i.e. Riskman reporting/actions) • All external reporting agencies are notified as required and within timeframes • Investigations are followed

	<ul style="list-style-type: none"> • Comply with mandatory reporting and legal requirements <p>Coordinators are required to:</p> <ul style="list-style-type: none"> • Alert Principal to any concerns and/or issues that may warrant investigation <p>Principals are required to:</p> <ul style="list-style-type: none"> • Be the escalation point for all concerns and/or issues and investigate, in consultation with relevant business unit (i.e. HR/Quality) • Promote a safeguarding culture and educate staff in understanding the need for ongoing vigilance 	<p>through to resolution and learnings used to inform improved practice.</p> <ul style="list-style-type: none"> • Learning Management System (LMS) confirms staff have completed mandatory training • Voice survey results report staff are comfortable to raise concerns and/or issues and they are acted upon
<p>Work, Health & Safety Requirements</p>	<p>Members of the Aspect management network are considered “officers” according to the WHS Act and accordingly are responsible for ensuring Aspect has arrangements in place to comply with legal obligations.</p> <ul style="list-style-type: none"> • Fulfil your obligations to ensure Aspect complies with its work health and safety obligations under WHS laws. • Hold managers within your business unit accountable for their health and safety responsibilities. • Fulfil your duty to exercise due diligence. Due diligence means you must: <ul style="list-style-type: none"> ○ acquire and keep up to date knowledge of work health and safety matters ○ understand the operations of the business and the hazards and risks involved ○ ensure appropriate financial and physical resources and processes are provided to enable hazards to be identified and risks to be eliminated or minimised ○ ensure information regarding incidents, hazards and risks is received and the information is responded to in a timely way ○ ensure the business has, and implements, processes for complying with any legal duty or obligation ○ verify the provision and use of resources and processes. 	<ul style="list-style-type: none"> • Injury rates are low or negligible • Work, Health & Safety matters are included as part of regular meetings • Incident forms and safety risks are forwarded on time to the WHS Consultant • RTW plans are in place for any injured employee • WHS matters are included as part of regular meetings • Identified hazards, issues or risks are evaluated and appropriate management controls applied

PART B: POSITION CRITERIA

Capabilities	Leadership	Demonstrates leadership capability with staff, parent community and broader Aspect community
	Flexibility/Adaptability	Is open to change, can think independently and champion new methods of operation
	Collaboration	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.
	Teamwork (Co-operation)	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.
	Technical/Professional Knowledge	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.
Knowledge & Experience	<ul style="list-style-type: none"> • 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. • Experience in developing IP's and curriculum suited to students who are on the autism spectrum or a related disability is preferred. • Minimum of 3 years' experience in a special education teaching role (in exceptional circumstances where this condition cannot be met – approval must be obtained from the National Director, Aspect Education) 	
Qualifications/ Licence	<ul style="list-style-type: none"> • Recognised University or Tertiary teaching qualifications (as determined by state registration requirements). • Depending on the school's location/requirements it may be essential to have a current driver's licence (per relevant state legislation) • A Light Rigid (LR) Driver's licence is desirable 	
Job Requirements (Essential)	<ul style="list-style-type: none"> • NSW Working with Children Check for paid employment • International Police Check (IPC) if relevant 	

Functional capacity requirements	<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, “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.”</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 website.</p> <p>Aspect provides comprehensive Safety Intervention training to all staff who work directly with students.</p>	<p>Note: 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>
	Requirement	Frequency
	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: Elizabeth Gadek, National Director Education

18 November 2019