

Position Profile



Position:	System-Level Curriculum Officer
Team:	Aspect Education
Org unit:	Aspect Education
Industrial coverage:	Non-award
AON Code:	
ANZSCO code:	
Approval status	Approved by National Manager, Learning & Leadership 09.02.2026
Date reviewed:	February 2026

About Aspect

Our purpose: A **different brilliant**[®] - understanding, engaging, and celebrating the strengths, aspirations, and interests of people on the autism spectrum.

Our vision: Together we are creating a world where Autistic people are seen and valued, and have access to the right support to live, learn, work and play.

Our values: THRIVE – Teamwork, Honesty & Integrity, Respect, Inclusion, Vibrant, Excellence

Team Purpose

To promote the Aspect school system as a place of learning and excellence in accordance with contemporary evidence-based learning principles for autistic students.

Position purpose

'Lead the Future of Inclusive Curriculum Design – Make a Difference for Every Autistic Learner'

This key role will work closely with the National Manager, Learning & Leadership, to shape and strengthen curriculum design and delivery across our schools.

With a strong focus on inclusive practice and innovation, this role will provide expert advice on programs, assessment, and evidence-based teaching strategies across literacy and numeracy, while embedding best-practice approaches for Autistic learners.

This role will lead the continued rollout of new curriculum syllabuses in NSW and SA, support assessment initiatives and collaborate with teacher champions and curriculum writers to develop high-quality resources and professional learning materials.

Key Accountabilities

Leadership

- Champion inclusive teaching and learning strategies, embed autism-specific best practice and provide expert guidance on curriculum planning for students with autism, promoting inclusive, differentiated practices.
- Provide high level advice and support to schools in developing a system wide approach to curriculum planning, delivery, and compliance.
- Contribute to system-wide educational projects, resource development, and school improvement planning.

Stakeholder Engagement and School Support

- Regularly visit schools to advise on program implementation and to support staff in improving literacy and numeracy outcomes through data-informed and evidence-based practices.
- Provide targeted curriculum and pedagogical support for distance education teachers and students, ensuring inclusive, evidence-based practices that promote engagement and achievement in literacy and numeracy.
- Support teachers working in multi-stage classrooms and assist in the development of integrated and interdependent units of work that engage diverse learners.

Curriculum Design, Development and Quality Assurance

- Establish, manage, and supervise curriculum and assessment writers and writing teams to collaboratively write and refine Scope and Sequence documents, unit programs, and professional learning modules for shared use across the network.
- Research and develop recommendations for system endorsed teaching and learning programs.
- Contribute to building work pathway options for students, including curriculum models that support real-world, post-school outcomes.

Professional Learning

- Proactively identify system-wide professional learning needs and develop modules and professional learning related to curriculum, teaching, and learning.
- Develop and present modules and professional learning related to curriculum, teaching, and learning.

Aspect's Approach

- Models knowledge and understanding of the Aspect Approach to supporting autistic learners by embedding the approach into teaching practices, professional learning of staff and development of policies and plans.
- Fosters a commitment to equity and a culture of inclusion through responding to the diverse learning needs of all students.

- Supports staff to embed appropriate structured supports in every classroom to meet the needs of students according to their individual learning needs (refer to Aspect's Five-Point Star).

Other Responsibilities

Safeguarding the People We Support

Aspect is committed to providing an environment free from abuse, neglect, and exploitation of the people we support. Staff are expected to:

- Follow safeguarding guidelines as outlined in Aspect's Safeguarding the People We Support policy and Code of Conduct.
- Complete mandatory Code of Conduct training and implement day-to-day operations and practice.
- Be vigilant and maintain a heightened sensitivity to recognising signs of abuse, neglect or exploitation and escalate/report those signs/concerns.
- Escalate/report other staff practices which deviate from policy/procedure.

Work Health and Safety

All staff are required to:

- Take reasonable care for their own health and safety
- Comply, as 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.
- Report unsafe conditions or practices, and make suggestions to their manager on improving work, health & safety at Aspect.
- Participate in the staff consultation process about work health & safety matters.
- Understand and adhere to Aspect's Code of Conduct.

Essential Requirements

Knowledge and Experience

- Demonstrated expertise in curriculum design, implementation, and compliance across multiple stages.
- Experience in supporting students with autism /and or additional needs through inclusive, differentiated, and evidence-based practices.
- Strong capability in using data to inform teaching, assessment, and improve student outcomes.
- Experience leading curriculum initiatives, mentoring staff, and supporting collaborative work across schools and diverse contexts.
- Ability to lead professional learning aligned to system-wide teaching and learning priorities.
- Excellent communication and stakeholder management skills and demonstrated experience in taking a consultative approach to their work

- Capacity to manage competing priorities with initiative, flexibility, and a team-oriented approach
- Willingness to travel to provide in school support
- Working with Children Check clearance (or ability to obtain)
- National Police Clearance (or ability to obtain)
- International Police Check (IPC), if relevant.

Qualifications/License

- A Bachelor of Education Degree or higher.
- Current accreditation with relevant authorities such as NSW Institute of Teachers or ISTAA (preferably at Experienced Teacher OR Professional Excellence level).
- Current driver's license.

Desirable Attributes

- Knowledge of work pathways and transition planning for students with diverse learning needs.
- Ability to work autonomously and as part of a team.
- A proactive and solution-focused approach.
- Worked with the NSW/SA/ Australian Curriculum.
- Tertiary and/or post-graduate qualifications in educational leadership and/ or disability are desirable.

Reporting lines

Direct manager:	National Manager – Education Learning & Leadership
Direct reports:	Nil