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| **Position:** | Aboriginal Education Liaison Officer |
| **Team:** | Aspect Education |
| **Org unit:** | Aspect Schools |
| **Reporting manager:** | Principal and School Coordinators |
| **Industrial coverage:** | Independent Schools NSW (Support and Operational Staff) Multi-Enterprise Agreement |
| **Classification:** | School Assistant – Level 3 |
| **Position number:** | Not applicable |
| **ANZSCO code:** | 4221 |
| **AON code:** | Not applicable |
| **Approval status** | Draft |
| **Date reviewed:** | August 2024 |

**Organisation purpose**

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

Vision: The best opportunities for people on the autism spectrum.

Mission: We work with people of all ages on the autism spectrum, delivering evidence-informed solutions that are person-centred, family-focused, and customer-driven.

Values: We are passionate about people, about being positive, and about what’s possible.

**Team purpose**

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

**Position purpose**

The purpose of the role is to support the principal in leading:

* A culturally safe and inclusive school environment for students, teachers and school community members
* Staff in being culturally competent in the local context
* Effective engagement with Aboriginal and Torres Strait Islander community members relating to student learning, wellbeing and engagement

**Key accountabilities**

**Work with teachers to:**

* Support Aboriginal cultural awareness for all students with particular reference to Aboriginal students
* Help maintain effective relationships between Aboriginal students, Aboriginal parents, the Aboriginal community and school staff
* Support staff relating to meetings with Aboriginal families regarding the educational progress of their children and attend meetings where requested
* Assist Aboriginal students in all school activities, including excursions as requested

**Work as part of a school team to support students:**

* In relation to their school participation and programs
* In relation to their attendance and retention

**Other Duties:**

* Build effective partnerships with local Indigenous agencies and representatives in order to support student outcomes and pathways
* Liaising with the Principal and staff on protocols for interacting with the Aboriginal community in relation to staff and Aboriginal students in the school and Aboriginal education activities
* Performing other related duties as required by the Principal

**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 into 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, 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.
* 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.

**Criteria and experience**

* Demonstrated experience and expertise working in educational and/or community settings with a focus on supporting Aboriginal and Torres Strait Islander families
* Demonstrated experience in engaging with Aboriginal and Torres Strait Islander families and communities
* Established and ongoing links with the local and/or wider Aboriginal and Torres Strait Islander community that can support the development of community programs and student pathways
* Qualifications and/or experience (see below) relevant to Aboriginal and Torres Strait Islander Education and/or cultural settings. This is inclusive of being able to demonstrate knowledge and understanding of Aboriginal and Torres Strait Islander cultures, histories and contemporary educational issues affecting Aboriginal and Torres Strait Islander people.
* Effective communication and interpersonal skills, in particular the ability to relate well to students and to work in teams with staff members.
* Initiative and the ability to handle a number of tasks concurrently, working independently and flexibly to adjust to changing situations.

**Requirements for the role**

* Being Aboriginal or Torres Strait Islander is a genuine occupational qualification for this position as described under section 14 (d) of the NSW Anti-discrimination Act 1977. In order to ensure this qualification is considered, submission of corroborated acknowledgment of Aboriginality is welcomed. (Desirable)
* Current Senior First Aid Certificate (Desirable / willing to obtain)
* Current unrestricted Class C Driver’s Licence (Desirable)
* Current paid Working with Children Check (WWCC) number

**Functional capacity requirements**

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| 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.  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.*”  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](https://www.autismspectrum.org.au/about-autism/what-is-autism/positive-behaviour-support-at-aspect).  Aspect provides comprehensive safety intervention training to all staff who work directly with students. | ***Note:*** *Frequency refers to an approximate percentage of time in a typical shift or period on duty:*  *Rarely: Up to 7%*  *Occasionally: 8% to 33%*  *Often: 34% to 66%*  *Continuously: More than 66%* |
| **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, writing | Often |