



<b>Position:</b>	Leader of Learning & Wellbeing – Coordinator 1
<b>Team:</b>	Education
<b>Org unit:</b>	School Leadership team
<b>Industrial coverage:</b>	Independent Schools NSW Teachers (Hybrid Model) Multi-Enterprise Agreement
<b>Classification:</b>	Relevant Teacher step + level 1 coordinator
<b>Reporting Line:</b>	Principal, Deputy Principal and or Head of Learning & Wellbeing - Coordinator 3
<b>Direct reports:</b>	Teaching staff
<b>Position number:</b>	NA
<b>ANZSCO code:</b>	TBC
<b>Position Approved by:</b>	Maryanne Gosling, National Director of Education
<b>Date reviewed:</b>	TBC

## 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-centered, 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

As Leader of Learning and Wellbeing – Coordinator 1 (LOWE, C1), to work collaboratively with the School Leadership Team to develop and build the capacity of teachers to learn, teach and lead. To collaborate effectively with team members using a person-centred and family-focused approach to deliver Aspect Comprehensive Approach (ACA) and its aims.

The role will nurture a culture of continuous improvement that is supported through shared knowledge and expertise by working effectively with teachers to model, develop and refine teaching practice.

The role of Leader of Learning and Wellbeing – Coordinator 1 may be appointed as a part-time role. Due to the nature and requirements of the role, approval must be sought from the Education Executive prior to appointing a full-time staff member to a split role as both a teacher and Leader of Learning & Wellbeing – Coordinator 1.

## Key accountabilities

### A Leader of Learning & Wellbeing – Coordinator 1

- may work across multiple sites and/or manage a single or multiple site
- will work in class co-teaching (where two teachers plan, teach, debrief and reflect together), assessing, reviewing and supporting best practice as a Knowledgeable Other
- may be required to take on a teaching allocation or engage in team teaching as required by the principal in accordance with operational needs
- is responsible for leading a program of work and/or supervising small teams of Teachers/Teacher's Aides, strengthening practice through teacher goal-setting, modelling and coaching of staff
- will work closely with the LST to discuss referrals and attends LST meetings as required

## Teaching, Learning and Wellbeing

### As a Lead Learner, you will

- Demonstrate strong pedagogical expertise, be reflective and will coach effectively to promote a shared understanding and clarity around how and what to teach
- Support colleagues through active participation in PLTs and effective use of data to evaluate learning and teaching, identify interventions and modify teaching practice to support the learning strengths and needs of all students
- Ensure best practice in the selection and organisation of curriculum content, and delivery of learning and teaching programs.
- Coordinate professional development for teachers to maintain teacher accreditation with relevant state-based Australian professional standards for teachers. e.g. NSW Education Standards Authority (NESA).
- Lead and support staff in building meaningful partnerships with families that enhance student learning and wellbeing outcomes.

### Aspect Comprehensive Approach (ACA)

- Oversee and support staff to develop & implement an Individual Program (IP) for each student within agreed timeframes
- Lead and support transition and inclusion processes
- Model knowledge and understanding of ACA through teaching practices, professional learning of staff and development of policies and plans.

### Aspect Leadership Capabilities

<b>Lead self:</b>	Role models Aspect Leadership Framework behaviours and capabilities to support a culture of collaboration and systemness with their School Leadership team, peers, and more broadly with leadership networks across Aspect.  Refer to the <a href="#">Aspect Leadership Framework</a> .
<b>Lead others:</b>	
<b>Lead organisation – operations:</b>	
<b>Lead organisation – strategy:</b>	
<b>Lead organisation – innovation and change:</b>	

### Operational Matters

- Lead and deliver day-to-day School Operations aligned to the School Improvement Plan (SIP) and to Aspect policies and procedures, keeping students at the centre of what we do every day.
- Lead and administer a specific program(s) of work which could include areas such as curriculum, enrolments, wait list, transition of students in / out of Aspect service
- Face and embrace conflict productively in order to drive improvement. Support quality performance and seek advice and guidance from senior leaders to address underperformance.
- Contribute and or lead the development of Teaching Sourcing strategies, building Teaching networks with Universities, generating referrals, assisting with staffing, casual relief, support rosters, volunteers/visitors and student practicums.

- Contribute to and participate in School Leadership meetings, Staff Professional Development days, annual mandatory training, coordinate school events and excursions, conduct relevant risk assessments for review to ensure all safety and safeguarding obligations are met.
- Contribute and or lead recruitment of new staff, induction and training of new staff (Teachers / Teachers' Aides) in a timely and thorough manner

### **Safeguarding the people we support**

Aspect is committed to providing an environment free from abuse, neglect and exploitation of the people we support. Leaders of Learning and Wellbeing and Heads of Learning and Wellbeing (Coordinators 1,2,3) are responsible for:

- ensuring that staff:
  - follow safeguarding guidelines as outlined in Aspects Safeguarding the People We Support Policy and Code of Conduct.
  - complete all mandatory safeguarding training.
  - comply with mandatory reporting and legal requirements.
- alerting next-level managers to any concerns and/or issues that may warrant investigation.
- ensuring that internal and external records management and procedures are adhered to and fulfilled, e.g. Riskman reporting and actions; completed mandatory training entered into LMS
- being the escalation point for all concerns and/or issues and investigate, in consultation with the relevant business unit
- promoting a safeguarding culture and educate staff in understanding the need for ongoing vigilance.

### **Work health and safety**

Leaders of Learning and Wellbeing and Heads of Learning and Wellbeing (Coordinators 1,2,3) are required under the work health and safety legislation to ensure Aspect has arrangements in place to comply with legal obligations.

- Liaise with Safety and Wellbeing team to support Return to Work programmes for injured workers in conjunction with the main goal of a safe and speedy return to pre-injury duties
- Fulfil your obligations to ensure Aspect complies with its work health and safety obligations under WHS laws.
- Hold managers within your area of responsibility accountable for their health and safety responsibilities.
- Fulfil your duty of care. Duty of care includes responsibility to:
  - acquire and keep up to date knowledge of work health and safety matters
  - understand the operations of the school and 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 school has, and implements, processes for complying with any legal duty or obligation
  - verify the provision and use of resources and processes.

### **Attributes and Capabilities**

The following attributes and capabilities are needed to perform the role effectively.

<b>Leadership &amp; Management</b>	Demonstrates leadership capability with staff, parent community and broader Aspect community. Using appropriate interpersonal styles and methods to inspire and guide individuals (subordinates, peers and superiors) toward goal achievement, modifying behavior to accommodate tasks, situations and individuals involved. Strategic leadership, maximizing performance, managing change, solutions focused.
<b>Flexibility / Adaptability</b>	Is open to change, can think independently and champion new methods of operation
<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>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

## Essential requirements

### Knowledge and Experience

- Demonstrated success in ensuring a culture of continuous improvement, creating and leading effective professional learning and building the capacity of teachers as leaders in learning
- Demonstrated excellent interpersonal skills; with the ability to work collaboratively and respectfully alongside colleague teachers
- Demonstrated capacity to effectively utilise data to optimise educational outcomes and share evidence-based practice within the school environment.
- Experience in developing IP's and curriculum suited to students who are on the autism spectrum or a related disability is preferred.

### Desirable:

- Prior experience in a special education teaching role
- Willingness to apply for Highly Accomplished Teacher Accreditation

### Qualifications /Accreditation

- 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
- NSW and or SA 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 <a href="#">website</a>.</p> <p>Aspect provides comprehensive Safety Intervention training to all staff who work directly with students.</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>
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