

Position Profile



Position:	Aspect School Principal
Team:	Education
Org unit:	School Leadership team
Reporting manager:	Deputy National Director
Direct reports	All School Teaching and non-teaching staff
Industrial coverage:	Non-award
Classification	Not applicable
Position number:	Not applicable
ANZSCO code:	1343
AON code:	Principal
Approval status	Approved
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

As Principal you will:

- establish and drive an explicit, coherent and context-appropriate school improvement vision and agenda with a focus on high expectations for staff and students
- foster positive relationships between staff, families, students and all stakeholders, actively seeking ways to build a strong connection with the local and wider community to enhance student learning, engagement, wellbeing, and opportunity
- build a culture of continuous improvement through supporting and monitoring the professional learning and leadership growth of teaching staff.

Professional Practices:

Leadership

- Leads with Aspect's vision, mission, and values to create a cohesive school culture founded on a shared commitment that all students can learn and, together, school staff can make a difference to student outcomes
- In partnership with the school community and the Education Executive leads the school's strategic planning process to improve student outcomes through:
 - Setting high standards for student and staff performance and wellbeing
 - Engaging staff in developing and articulating the school's vision, priorities and targets,

which are reflected in the School's annual action plans and School Improvement agenda.

- Models the importance of respectful, caring relationships to student success, and embeds an inclusive school culture that is student centred and welcoming to parents and families.

Aspect Leadership Capabilities

Lead self:	Role models Aspect Leadership Framework behaviours and capabilities to build a culture of collaboration and systemness with their School Leadership team, peers, and more broadly with leadership networks across Aspect. Refer to the Aspect Leadership Framework .
Lead others:	
Lead organisation – operations:	
Lead organisation – strategy:	
Lead organisation – innovation and change:	

Teaching, Learning and Wellbeing

- Creates a school-wide culture focused on continually learning how to improve teaching and wellbeing effectiveness
- Maintains expert knowledge of curriculum and personalised learning and leads others to develop evidence-based teaching, learning and wellbeing strategies
- Ensures a focus on the analysis of student literacy, numeracy and wellbeing data in order to guide school priorities and improve student learning outcomes
- Effectively integrates teaching, learning and technology to support student learning and wellbeing outcomes

Aspect Comprehensive Approach (ACA)

- Overall accountability for implementation of the ACA
- Models knowledge and understanding of ACA through embedding in 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)
- Leads and support transition and inclusion processes

Operational Matters

- Proactively engages with Aspect Education Executive, families, government agencies, community groups, industry and business to sustain partnerships and pursue new business opportunities and growth of satellite programs for the school
- Leads and embeds effective governance practices ensuring strategic alignment with system priorities, policy and audit requirements
- Engages with key managers and programs of work across Aspect including the Autism Friendly Team and Aspect research projects, ensuring effective and efficient use of resources (financial, human and physical)
- Provides direction (support and supervision practices) for all school staff, and delegates to relevant personnel as required, including Therapists (in liaison with their Line Manager when required)
- Manages school operating budgets in consultation with finance business partners.
- Leads development and delivery of professional learning programs for all school staff, regular review of individual's performance plans, oversight, delegation of induction and training of staff, ensuring that appropriate records are maintained.

Safeguarding the people we support

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

- Ensuring that staff:
 - follow safeguarding guidelines as outlined in Aspects Safeguarding the People We Support Policy and Code of Conduct
 - monitor and investigate incidents on Riskman
 - complete all mandatory safeguarding training
 - comply with mandatory reporting and legal requirements
- alert next-level managers to any concerns and/or issues that may warrant investigation
- being the escalation point for all concerns and/or issues and investigate, in consultation with the relevant business unit
- promoting a safeguarding culture and educating staff in understanding the need for ongoing vigilance
- Leading a strong safety culture whereby safety is everyone's responsibility.

Work health and safety

- Principals are required under the work health and safety legislation to ensure Aspect has arrangements in place to comply with its work health and safety obligations under WHS laws
- Hold staff within your school accountable for their health and safety responsibilities
- Fulfil your duty to exercise 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 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.

Attributes and Capabilities

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

Leadership	Successful experience in an educational system leadership position or previous school principal role with proven knowledge and experience in contemporary pedagogical curriculum and assessment. A strong resonance with Aspect's mission, vision and values
Managing relationships	Use personal qualities and social and interpersonal skills to best manage the school recognising the importance of emotional intelligence, empathy, resilience and personal wellbeing in the leadership and management of the school and its community to ensure Aspect's shared culture and vision. Demonstrated capacity to lead staff development, and wellbeing, including staff onboarding and induction processes
Decision making	Ability to define challenges clearly and seek positive solutions, often in collaboration with others. Know when decisions are required and have the ability to use the available evidence, information and resources to support, inform and communicate their decisions
Business management	Strategic planning, financial astuteness and judgment, effective management of operations
Key motivator	Inspire and motivate children/young people, families, staff, the school community and its partners to set positive goals for every learner, including students, staff and self. Commitment to professional development related to

	education and for working with autistic students with the intension to strive for excellence
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Essential requirements

Knowledge and Experience

- Demonstrated experience in successfully leading a School community, effectively optimising the school's human, financial and physical resources to deliver high quality organisational and educational outcomes
- Professional experience working with children on the autism spectrum or other disabilities
- Demonstrated ability to articulate and create a shared improvement agenda that aligns with system priorities and embeds evidence-based practice with high expectations for student outcomes and teacher practice
- Demonstrated ability to think and act strategically; initiate and drive change and ensure a culture of continuous improvement
- Demonstrated capacity to effectively analyse and respond to student data on academic performance, behaviour, and wellbeing to enhance learning outcomes
- Proven strong interpersonal and communication skills with demonstrated capacity to build productive trusting relationships with students, staff, families and all stakeholders.

Desirable

- Experience working across more than one school setting
- Tertiary qualifications in educational leadership and disability are desirable.

Qualifications / Licence

- Essential relevant tertiary qualifications in education and meet the requirements of registration with the relevant state
- Depending on the school's location/requirements it may be essential to have a current driver's licence - LR class licence to drive a school bus (desirable), with limited interstate travel
- 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 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