

Position Profile

Position:	Head of Distance Education
Org unit:	Aspect Education
Direct Manager	Maryanne Gosling
Direct reports:	Coordinators, Teachers, TAs, Administrators
Industrial coverage:	Non-award
ANZSCO code:	TBC
Position approved by	Maryanne Gosling, National Director of Education
Date reviewed:	Every 3 years

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 grow Aspect's Distance Education program as a destination for learning and excellence in accordance with contemporary evidence-based learning principles for Autistic students.

Position Purpose

To lead the strategic development, operational delivery, and continuous improvement of Aspect's Distance Education program. This role will ensure high-quality, autism-specific online education aligned with Aspect's mission, while also driving business growth, innovation, and sustainability across NSW, SA and other future jurisdictions. The role will become a major driver for improved student outcomes for children on the autism spectrum and their families, providing new pathways that cater for student who can't participate in traditional face-to-face schooling

Key Accountabilities

Strategic Leadership & Business Development

- Lead the implementation of the 2026–2028 Distance Education Growth Plan.
- Design and deliver a teaching, learning and wellbeing framework that encompasses online pedagogies, digital innovation and individualised pathways for autistic learners.
- Establish and manage central leadership and hub-based delivery models.
- Provide strategic advice and accountability to key Aspect stakeholders in the formation of product marketing and recruitment strategies.
- Proactively establish and sustain partnerships with staff, parents, other government agencies, community groups, industry and business in order to grow the program
- Evaluate and refine delivery models, onboarding, and staff PL frameworks.

Aspect Leadership Capabilities

Lead self:	Role models Aspect Leadership Framework behaviours and capabilities to build a culture of collaboration with their 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:	

Operational Management

- Proactively engage with Aspect Executive, Aspect Principals, families, government agencies, community groups, industry and business to new business opportunities and growth of the Aspect Distance Education Program.
- Lead and embed effective governance practices ensuring strategic alignment with system priorities, policy and audit requirements.
- Manage budgeting, staffing, physical infrastructure, and technology across multiple sites.
- Collaborate with internal teams and services to support program delivery, staffing and growth.
- Within the Aspect school system frameworks, development and delivery for professional learning programs for all program staff, including oversight, delegation of induction and training of staff.
- Maintain appropriate records are maintained from support, professional learning and supervision meetings including regular review of individual's performance plans.
- Grow an expert workforce.
- Ensure that staff meet the expected standards of service provision as outlined in relevant legislation, regulations and organisational standards.

Teaching, Learning and Wellbeing

- Provide visionary leadership for the development of the Teaching, Learning, and Wellbeing program, drawing on a comprehensive understanding of the unique needs of autistic students and the essential support required from staff.
- Offer strategic guidance to align best practices in online pedagogy with the goal of enhancing educational outcomes for autistic students.
- Collaborate with existing shared service resources and, in alignment with Aspect's mission, vision, and values, develop innovative approaches to program delivery.
- Create a program-wide culture dedicated to continuous improvement in teaching and wellbeing practices, encouraging ongoing professional growth and adaptation. Maintain an expert understanding of curriculum and personalised learning, mentoring other in the development of evidence-based strategies for teaching, learning and wellbeing.
- Ensure a focus on the analysis of student literacy, numeracy and wellbeing data in order to guide program priorities and improve student learning outcomes.
- Seamlessly integrate teaching, learning and technology to optimise student learning and wellbeing outcomes within the remote learning paradigm.

Safeguarding the people we support

Aspect is committed to providing an environment free from abuse, neglect and exploitation of the people we support. Aspect leaders 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 internal platforms (Riskman)
- 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
- 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

- Ensure that safe systems of work are in place for distance education delivery, including hybrid workplace arrangements.
- Lead and hold staff accountable for meeting their WHS responsibilities in online and classroom-based learning.
- Keep up to date with WHS matters relevant to education, online delivery, and psychosocial hazards.
- Understand the risks associated with distance education operations, including staff workload, student behaviours of concern, and technology use.
- Ensure staff have the resources, training, and supports needed to manage risks.
- Respond promptly to information about hazards, risks, or incidents reported through RiskMan or raised by staff.
- Oversee compliance with WHS legislation, Aspect procedures, and education regulations.
- Monitor and verify that safety processes and resources are actively implemented by staff.

Aspect's Approach - Principles of Practice

Aspect's approach describes the principles that guide how we provide high quality supports and services to Autistic participants, students and their families/carers. Our practices are underpinned by the latest evidence, guided by input from the individual and their support network, and are continuously adapted to meet each person's unique needs:

- Autistic partnerships: We embed Autistic perspectives in everything we do, ensuring our services, research and governance are shaped by lived experiences.
- Strengths based: We focus on individuals' abilities and interests.
- Person centred: We put the person at the centre of everything we do, tailoring supports and services to each individual's unique needs.
- Evidence informed: We use research to guide and shape our practices.
- Collaboration: We prioritise the views and preferences of Autistic individuals while working with their support networks to gain a well-rounded understanding of their needs, strengths and goals.
- Continuous improvement: We evaluate our practices to find ways to improve our supports and services.

Attributes and Capabilities

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

Leadership	Visionary and strategic thinker with a passion for inclusive education. Proven ability to lead change and build high-performing teams working across sites in a hybrid model.
Business Acumen	Strong commercial and financial literacy. Experience in business development, product innovation, and partnership cultivation. Experience in growing an existing business.
Online Teaching and Learning	Strong technical and pedagogical aptitude for online learning delivery in the context of Autism specific, neurodiverse and trauma informed and school refusal contexts.

Key motivator	Inspires and motivates families, staff, school communities and partners to set positive goals for every learner, including students, staff and self. Committed to professional development related to education and for working with autistic students with the intention to strive for excellence.
Managing relationships	Uses personal qualities and social and interpersonal skills to best manage the program recognising the importance of emotional intelligence, empathy, resilience and personal wellbeing to staff and stakeholders. Demonstrates capacity to manage 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.
Communication & Collaboration	Exceptional interpersonal and stakeholder management skills. Ability to build trust and lead cross-functional teams.

Essential Requirements

Knowledge and Experience

- Significant, long term experience in education leadership, with strongly demonstrated experience in leading strategic transformation, engaging with key stakeholders in the education sector to grow new programs, increase enrolments and achieve results for students.
- Deep experience in online or distance education delivery.
- Proven success in scaling educational programs and managing multidisciplinary teams.
- Demonstrated success in creating and leading effective professional learning and building the capacity of teachers as leaders in learning.
- Outstanding professional record of building and maintaining programs for diverse student populations
- A proven ability to manage financial, human and physical resources in an educational setting.

Qualifications and Licences

- Tertiary qualifications in Education (essential).
- Post-graduate qualification in Educational Leadership, Business or relevant area of study.
- Working with Children Check and National Police Clearance.
- Registration as accredited teacher in NSW (essential, with additional accreditation within SA or other states highly regarded)
- A valid driver's licence and own car.

Functional Capacity Requirements

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. 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
Sustained concentration, decision-making and problem solving	Continuously
Resilience to psychosocial demands (staff stress, student/family concerns, conflict management)	Often
Sitting and computer use (online platforms, video conferencing, reporting	Continuously
Postural positioning – crouching, kneeling, stooping	Rarely
Standing, walking within office / school environment	Occasionally
Reaching, pulling, pushing, lifting < 10kg, carrying	Rarely
Fine motor skills – keyboarding and digital document handling	Continuously

Acknowledgement of the Incumbent

I have read and understood the requirements of the position

Name: _____ (Date) _____