



PART A: POSITION DESCRIPTION

Position Title: School Principal	Location: Aspect Schools
Group: Education	Reports to: National Director, Aspect Education/Deputy National Director, Aspect Education
Industrial Award Coverage: non-award	Classification Level: not applicable

Organisation Purpose

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

Vision	Mission	Values
The best opportunities for people on the autism spectrum	We work with people of all ages on the autism spectrum, delivering evidence-informed solutions that are person-centred, family-focused & customer driven.	We are passionate about people, about being positive and about what's possible

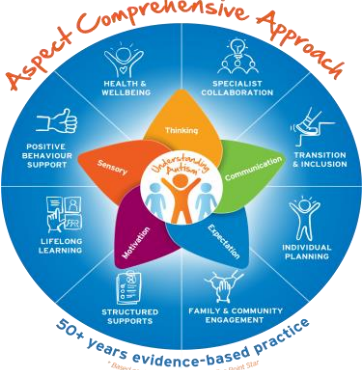
Team Purpose

Lead a school culture that demonstrates Aspect's Mission, Vision and Values. To work within a team, using a person-centred approach, to implement the **Aspect Comprehensive Approach (ACA)** to teach students the skills, knowledge and strategies they require to achieve their potential and facilitate them to positively engage with their community.

Position Purpose

Provide expert educational leadership to the school to ensure every student is developing the necessary skills to positively engage in their current and future environments. Promote family focused and person-centred approaches in all aspects of the school.

Outcomes

Key Result Area	Requirements & Expectations	Success Indicators
<p>Aspect Comprehensive Approach (ACA)</p> 	<ul style="list-style-type: none"> • Lead, motivate and monitor staff to develop & implement an Individual Plan (IP) for each student. • Be familiar with the students' IP priority outcomes and support teachers to measure, assess and monitor students' progress. • Plan and effectively implement class and individual student programs that meet State registration requirements. 	<ul style="list-style-type: none"> • All IP plans reviewed and completed within agreed timeframe and meet students' individual goals. • Model knowledge and understanding of ACA evident through school's teaching practices, training and development of staff and development of policies and plans.
<p>Professional Practices</p>	<ul style="list-style-type: none"> • Develop an effective culture for leading, designing and managing the quality of teaching and learning and for students' achievement in all aspects of their development. • Develop self and others by working with and through others to build a professional learning community that is focused on the continuous improvement of teaching and learning. • Principals are responsible for leading improvement, innovation and change. 	<ul style="list-style-type: none"> • Have a current knowledge and understanding of research into autism, teaching, learning and child development and apply such research to the needs of the students through the ACA. • Model values and ethical perspectives in relation to their own practice and uphold Aspect's mission, vision and values. • Consistently apply Aspect's performance and development processes with success celebrated, underperformance addressed and complacency challenged. • Regularly review their practice and implement change in their leadership and management approaches. • Work as part of the Aspect Education team to refine and develop the ACA. • Work as part of the Aspect Education team encouraging continuous improvement projects (CIP) by staff in conjunction with Aspect Practice.

	<ul style="list-style-type: none"> • Principals lead the management of the school using a range of data management methods and technologies to ensure that the school's resources and staff are efficiently organised and managed to provide an effective and safe learning environment as well as value for money. This includes appropriate delegation of tasks to staff and monitoring of accountabilities and that they are met. • Keep abreast of legislative changes related to Education, across all relevant jurisdictions, and act as required to ensure that Aspect remains compliant. 	<ul style="list-style-type: none"> • Provide timely reports to their manager on matters affecting the school as required. • Meet regularly with their manager to review and plan the work of the school. • Attend and participate in the Management Team Meetings and the Division Meetings as required. • Comply with Aspect's financial and asset management policies and procedures and all directions and instructions issued by the Finance Director or Finance Manager regarding the implementation of these policies and procedures. • Appropriately record and account for all revenue received and expenditure incurred. • Operate within the approved budget and within Aspect managers' financial delegations. • Review all monthly finance and payroll reports and provide feedback to appropriate units of any discrepancies regarding accuracy and completeness. • Contribute to timely and accurate financial reporting to the Executive and Board. • Develop networks to promote of needs of people with autism. • Communicate regularly and effectively with various client groups such as family's other schools and service providers. • Provide the strategic leadership for the school that is centred on building relational trust amongst students, parents, teachers and the wider school community. • Lead the continued development of the school and contribute to the growth and development of Aspect's educational services. • Lead a multi-site school community. • Contribute to the development of Aspect's Strategic and Business Plan as a member of the Management Team. • Implement the Business Plan of the School achieving the identified KPIs.
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	<ul style="list-style-type: none"> Principals engage and work with the community by embracing inclusion building a culture of high expectations. They develop and maintain positive partnerships with students, families and carers, and all those associated with the school's broader community. 	<ul style="list-style-type: none"> Facilitate the school's participation in <i>Aspect Practice</i>, continues improvement activities and research activities. Promote the work of the school and the needs of people with autism with government, other service providers and the wider community. Service program is compliant with legislative requirements. Encouraging active engagement of staff and a strong family and student voice. Seek feedback by means of client satisfaction surveys. Working with Aspect Fundraising and the Parents & Friends group support the generation of additional funding and resources for the school. Communicate, negotiate, collaborate and advocate effectively and relate well to all the school's community.
<p>Safeguarding the people we support</p>	<p>Aspect is committed to providing an environment free from abuse, neglect and exploitation of the people we support.</p> <p>Coordinators, Business Managers, Deputy Principals, Principals are responsible for ensuring staff:</p> <ul style="list-style-type: none"> Follow safeguarding guidelines as outlined in <i>Aspects Safeguarding the People We Support</i> policy and Code of Conduct. Complete all mandatory safeguarding training Comply with mandatory reporting and legal requirements <p>Coordinators are required to:</p> <ul style="list-style-type: none"> Alert Deputy Principal and Principal to any concerns and/or issues that may warrant investigation 	<ul style="list-style-type: none"> Internal reporting systems, procedures and policy requirements are adhered to and fulfilled (i.e. Riskman reporting/actions) All external reporting agencies are notified as required and within timeframes Investigations are followed through to resolution and learnings used to inform improved practice. Learning Management System (LMS) confirms staff have completed mandatory training Voice survey results report staff are comfortable to raise concerns and/or issues and they are acted upon

	<p>Principals are required to:</p> <ul style="list-style-type: none"> • Be the escalation point for all concerns and/or issues and investigate, in consultation with relevant business unit (i.e. HR/Quality) • Promote a safeguarding culture and educate staff in understanding the need for ongoing vigilance 	
<p>Work, Health and Safety</p>	<p>Members of the Aspect management network are considered “officers” according to the WHS Act and accordingly are responsible for ensuring Aspect has arrangements in place to comply with legal obligations.</p> <ul style="list-style-type: none"> • Fulfil your obligations to ensure Aspect complies with its work health and safety obligations under WHS laws. • Hold managers within your business unit accountable for their health and safety responsibilities. • Fulfil your duty to exercise due diligence. Due diligence means you must: <ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> • Injury rates are low or negligible • Work, Health & Safety matters are included as part of regular meetings • Incident forms and safety risks are forwarded on time to the WHS Consultant • RTW plans are in place for any injured employee • WHS matters are included as part of regular meetings • Identified hazards, issues or risks are evaluated and appropriate management controls applied

PART B: POSITION CRITERIA

Position Criteria	Capabilities	Leadership	Strategic leadership, maximizing performance and managing change, solutions focused.
		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.
		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.
	Knowledge & Experience	<ul style="list-style-type: none"> • Experience in successfully managing and developing teams in the education sector including multi-disciplinary teams (special education services preferred). • A proven ability working with government and corporate sector to secure funding. • Demonstrated experience building collaborative and effective relationships with community stakeholders (e.g. P&F, other local schools and community groups). • Professional experience working with children with an autism or a related disorder. • Strong computer skills including Microsoft Office. • A proven ability to financially manage a school. • Demonstrate the principles of professional practice as per Aust. Professional Standards for Principals. 	
	Qualifications	<ul style="list-style-type: none"> • Essential relevant tertiary qualifications in education and meet the requirements of registration with the relevant state based organisation. • Tertiary qualifications in educational management and disability are desirable. 	
	Job Requirements	<ul style="list-style-type: none"> • Current Drivers Licence • Interstate travel • Working With Children Check WWCC (NSW) or Working with Children Check (SA) as relevant • International Police Check (IPC) if relevant • National Police Check (NPC) 	

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.	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%	
	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.		
	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		

PART C: APPROVED BY

Position Approved by: Elizabeth Gadek
 Position: National Director, Aspect Education
 Date: July 2018

