

# Position Profile



<b>Position:</b>	<b>Principal – Aspect South Coast School</b>
<b>Team:</b>	Aspect Education
<b>Org unit:</b>	School Leadership Team
<b>Industrial coverage:</b>	Non-award
<b>Approval status</b>	Approved by Deputy National Director, Aspect Education
<b>Date reviewed:</b>	May 2026

## About Aspect

Our purpose: A **different brilliant**<sup>®</sup> - understanding, engaging, and celebrating the strengths, aspirations, and interests of people on the autism spectrum.

Our vision: Together we are creating a world where Autistic people are seen and valued, and have access to the right support to live, learn, work and play.

Our values: THRIVE – Teamwork, Honesty & Integrity, Respect, Inclusion, Vibrant, Excellence.

## 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.

## About Aspect South Coast School

*Aspect South Coast School is a thriving learning community where students, families and staff work in close partnership to deliver specialised education for children on the autism spectrum. The school is committed to the belief that every student can succeed with the right support, placing a strong focus on literacy, numeracy and personalised learning to build confidence and capability.*

*With an evidence-informed practice approach and a clear focus on transition pathways, including supported movement into mainstream settings, students are equipped with the skills they need for life at and beyond school. The Principal will lead the continued strengthening of high-quality teaching, family partnerships and inclusive, future-focused opportunities that enable every student to realise their potential.*

## Position purpose

The Principal is responsible for establishing and driving a clear, coherent and contextually responsive school improvement vision that sets high expectations for both staff and students, while fostering strong, collaborative relationships with staff, families, students and the wider community to enhance learning, engagement and wellbeing.

The role leads a culture of continuous improvement by developing the leadership capability of others, promoting evidence-informed teaching practices, and ensuring operational excellence across all aspects of school functioning. As an instructional leader, the Principal creates the conditions in which every student is known, valued and supported to achieve meaningful educational and post-school outcomes.

Leading within a complex multi-campus environment, the Principal will drive innovation and growth while ensuring a connected and cohesive educational experience for students and families. The successful candidate will demonstrate a commitment to partnering with families and communities to expand opportunities for Autistic learners from K-12 through to successful post-school pathways.

## **Professional Practices**

### **Leadership**

- Leads with Aspect's vision, mission, and values to create a cohesive school culture founded on the belief that all students can learn and flourish.
- Partners with the school community and the Education Executive leads to establish and implement a strategic improvement agenda focused on student outcomes.
- Sets high expectations for student learning, staff performance and wellbeing
- Engages staff in developing and articulating the school's vision, priorities and targets
- Models respectful and caring relationships that foster trust, belonging and inclusion
- Models and promotes the Aspect [LEAD Framework](#), supporting the growth of leadership capability in self and others and fostering a culture of collaboration, reflection and shared responsibility for school improvement.

### **Teaching, Learning and Wellbeing**

- Creates a school-wide culture focused on continually improving teaching, learning and wellbeing effectiveness.
- Maintains expert knowledge of curriculum, personalised and evidenced -informed practice.
- Ensures student literacy, numeracy and wellbeing data are analysed and used to guide school priorities and responsive intervention. Leads staff to implement effective teaching, assessment and wellbeing approaches that improve outcomes for Autistic learners.
- Effectively integrates teaching, learning and technology to enhance student engagement and growth.
- Promotes high aspirations for all students through the development of authentic and individualised learning pathways
- Leads initiatives that strengthen transition planning and post-school opportunities, ensuring students and families are supported from early years through to adulthood.
- Builds staff capability through professional learning, collaborative inquiry and instructional leadership practices that promote excellence in teaching.

### **Aspect Approach – Principles of Practice**

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

- Model and champion Aspect's Approach in all aspects of school leadership and decision-making.
- Embed Autistic partnerships by valuing and incorporating Autistic perspectives into school improvement efforts.
- Promote strengths-based practices that recognise and build on each student's abilities and interests.
- Ensure person-centred approaches are reflected in educational planning and support provision.
- Foster evidence-informed practice through ongoing professional learning and implementation of current research.
- Promote collaboration with students, families, staff and community partners to achieve shared goals.

## **Operational Matters**

- Proactively engages with Aspect Education Leadership Team, families, government agencies, community groups, industry and tertiary partners to strengthen learning opportunities and sustain partnerships
- 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 internal 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.
- Leads strategic initiatives that support innovation and sustainable growth across a multi-campus environment.
- Provides leadership for the ongoing vision, development and delivery of educational opportunities at the Ourimbah campus.
- Identifies and fosters opportunities for community partnerships that enhance student outcomes and support the long-term success of the school.

## **Safeguarding the people we support**

Aspect is committed to providing an environment free from abuse, neglect and exploitation of the people we support. Principals play a critical role in promoting and maintaining a safeguarding culture across the school community. This includes ensuring that staff understand and adhere to Aspect's *Safeguarding the People We Support Policy* and *Code of Conduct*, complete all mandatory safeguarding training, comply with mandatory reporting and legal obligations, and appropriately monitor and investigate incidents through *RiskMan*.

Principals are responsible for escalating concerns that may warrant further investigation and, in consultation with the relevant business unit, acting as the key point of leadership and support when safeguarding issues arise. Through ongoing education, modelling of expectations and a commitment to vigilance, Principals foster an environment where safeguarding is embedded in everyday practice and where the safety and wellbeing of students remain 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

- Principals are responsible for: Holding staff | accountable for their health and safety responsibilities
- Fulfilling their duty of care including:
  - Understanding the operations of the business and the hazards and risks involved
  - Acquiring and maintaining up to date knowledge of work health and safety matters
  - ensuring appropriate financial and physical resources and processes are provided to enable hazards to be identified and risks to be eliminated or minimised
  - ensuring incidents, hazards and risks are responded to in a timely manner
  - ensure the business has, and implements, processes for complying with any legal duty or obligation
  - verify the provision and use of resources and processes.

## **Essential requirements**

### **Knowledge and Experience**

- Demonstrated experience in successfully leading a school community, ideally minimum 5+ years, effectively optimising the school's human, financial and physical resources to deliver high quality organisational and educational outcomes.
- Demonstrated experience leading educational programs that support Autistic students and/or students with disability.
- 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.
- Demonstrated success as an instructional leader, developing the capability of others and fostering a culture of continuous improvement.
- Demonstrated capacity to lead collaboratively, building trusting relationships with staff, students, families and community stakeholders.
- Proven strong interpersonal and communication skills with the ability to engage effectively with diverse stakeholders across complex educational environments.
- Experience leading staff development, mentoring and professional learning initiatives.
- Demonstrated understanding of governance, compliance and regulatory requirements within educational settings.

### **Qualifications/Licences**

- Essential relevant tertiary qualifications in education and meet the requirements of registration with the relevant state i.e. NESAs for NSW, and TRB for South Australia.
- A current driver's license - LR class license to drive a school bus (desirable).
- Current NSW and or SA Working with Children Check for paid employment.
- International Police Check (IPC) if relevant.

### **Desirable**

- Tertiary qualifications in educational leadership and disability are desirable.
- Familiarity with the work of Dr Lyn Sharratt and experience leading collaborative inquiry approaches to school improvement.
- Experience implementing evidence-informed professional learning initiatives aligned to contemporary teaching and learning frameworks, Aspect drives this through the LEARN framework.
- Willingness to include collaborative models of practice informed by Aspect's LEARN Framework, and familiarity with the Australian Council for Educational Research (ACER) School Improvement Framework.
- Experience supporting transition planning, senior pathways and post-school options for students with diverse learning needs.
- Qualifications in educational leadership and/or disability studies.
- Experience developing community partnerships that enhance learning opportunities and student outcomes.

**Reporting lines**

<b>Direct manager:</b>	Deputy Director of Education
<b>Direct reports:</b>	All School Teaching and non-teaching staff