



Special Education Teacher

POSITION PROFILE

PART A: POSITION DESCRIPTION

Position Title: Special Education Teacher	Location: Aspect School
Group: Education & Research	Reports to: Principal

Organisation Purpose

Vision	Mission	Values
The best opportunities for people on the autism spectrum	We deliver person-centred solutions which are flexible, responsive and evidence-informed, with people of all ages on the autism spectrum	We are passionate about people, about being positive and about what's possible

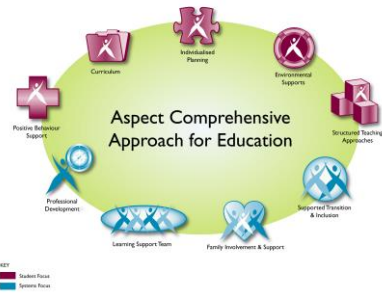
Team Purpose

To collaborate as a team of specialists including teachers, teachers' aides, school therapists, co-ordinators and administrators to support the students with education programmes and therapeutic activities. Work within a team using a person-centred approach to deliver the ACAE to teach students the skills to be the best they can be and allow them to positively engage with their community.

Position Purpose

To work within a team using a person-centred and family-focused approach to deliver **Aspect Comprehensive Approach Education (ACAE)** and its aims. This role is to teach, coach and mentor students to be the best they can be and enable them to positively engage within their community.

Outcomes

Key Result Area	Requirements & Expectations	Success Indicators
<p>Aspect Comprehensive Approach to Education (ACAE)</p> 	<ul style="list-style-type: none"> To develop, implement, assess, evaluate and monitor a range of special education and therapeutic support activities designed to meet the individual needs of students, including an Individual Educational Program (IEP) for each of their students Plan and effectively implement class and individual student programs that meet the Board of Studies, Teaching and Educational Standards (BOSTES) and Aspect's requirements and ensure that individual student outcomes are attained as noted in each IEP. Work towards provision of educational programs that will prepare students for transition and aid their participation in their local community. Implement Aspect's Visual Support and Positive Behaviour Support Policies. 	<ul style="list-style-type: none"> Demonstrates effective use of different teaching strategies and techniques from the ACAE to suit individual student's needs Applies comprehensive knowledge and understanding of the curriculum, assessment and reporting requirements to learning and teaching programs Advocates "student-centred" approach in day to day teaching and learning
<p>Students' Progress</p>	<ul style="list-style-type: none"> Develop an annual IEP for each student following Aspect's IEP process and in accordance with Aspect's Individual Plan Policy. Maintain and provide regular reports and program documentation as established under Aspect's Individual Plan Policy. Contribute to the ongoing evaluation of the IEP process Develop and effectively implement Positive Behaviour Support plans in accordance with policy 	<ul style="list-style-type: none"> IEP is completed and maintained for each student Completion of mid-year and end-of-year reports for each student Complete and review Risk Assessments Documented, practised and maintained PBS plans
<p>Teamwork (internal & external)</p>	<ul style="list-style-type: none"> Lead, support and provide training to teacher aides assigned to their classroom and at times also supervise volunteers and students on practicum. Partner with Learning Support Team (LST) to formulate a supportive IEP for students – leveraging from each other's qualifications, skills & experience 	<ul style="list-style-type: none"> Models and encourages colleagues to share knowledge and experiences to develop engaging learning & teaching programs through regular meetings

	<ul style="list-style-type: none"> • Liaise with members of the wider educational and local community to provide opportunities for participation of students in more inclusive settings. • Understand and make effective use of support services within Aspect and outside Aspect. • Participate and contribute to staff meetings and other working groups as required by the school principal. 	
Professional Development	<ul style="list-style-type: none"> • Demonstrate competency in the <i>Australian Professional Standards for Teachers</i> • Participate in Aspect training, school specific training, (e.g. Nonviolent Crisis Intervention) and professional development activities to keep knowledge and skills related to ASD up to date • Keep up to date with evidenced informed education techniques and best practice with a specific focus on ASD • Meet with Supervisor for support and supervision at least once per term • Participate in professional development internal and external to Aspect 	<ul style="list-style-type: none"> • Achieves and maintains accreditation as defined by the <i>Australian Professional Standards for Teachers</i> • Actively seeks to expand knowledge and skills of education and best practice using research and workplace knowledge • Demonstrates initiative and personal responsibility for all Professional Development in addition to that which Aspect provides
Relationship building	<ul style="list-style-type: none"> • Establish effective and professional relationships with colleagues, students, parents, carers and the wider school community 	<ul style="list-style-type: none"> • Responsive in all communications
Work, Health & Safety Requirements	<p>It is a requirement for all staff to:</p> <ul style="list-style-type: none"> • Ensure they meet all the inherent health requirements of the role • Take reasonable care for own health and safety • Comply, so far as the worker is reasonably able, with any reasonable instruction that is given by the person conducting the business or undertaking to allow the person to comply with legislative requirements • Report unsafe conditions or practices, and make suggestions to their manager on improving work, health & safety at Aspect. 	<ul style="list-style-type: none"> • Demonstrated personal responsibility and commitment to safe working practices • Hazards, issues or risks are reported and appropriately acted upon • Work, Health & Safety matters are raised as part of regular meetings

	<ul style="list-style-type: none"> • Exercise duty of care in the health, safety and welfare of students and ensure they are treated with dignity and respect • Participate in the staff consultation process about work health & safety matters • Understand and adhere to Aspect's Code of Conduct 	
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PART B: POSITION CRITERIA

Position Criteria	Capabilities	Collaboration	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.
		Teamwork (Co-operation)	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.
		Planning and Organising	Establishing a course of action for self and/or others to accomplish a specific goal; planning appropriate allocation of resources
		Tolerance for Stress	Maintaining a stable performance under pressure and/or opposition (such as time pressure, job ambiguity or challenging situations).
		Technical/Professional Knowledge	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.
	Knowledge & Experience	<ul style="list-style-type: none"> • Knowledge and/or experience in teaching in the disability sector, particularly with students with an autism spectrum disorder, intellectual disability and/or challenging behaviours. • Experience in developing IEP's and curriculum suited to students with an autism spectrum disorder or a related disability is preferred. 	
	Qualifications/ Licence	<ul style="list-style-type: none"> • Recognised University or Tertiary teaching qualifications (as determined by the Board of Studies). • 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 	

	Job Requirements (Essential)	<ul style="list-style-type: none">• Working with Children Check/National police criminal history check• Attendance at Aspect staff development days and team meetings (which may fall on a non-work day)
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PART C: APPROVED BY

Position Approved by: Dr. Trevor Clark (Date) _____

PART D: ACKNOWLEDGEMENT OF INCUMBENT

I have read and understood the requirements of the position

Name: _____ (Date) _____