



Coordinator (Level 3) POSITION PROFILE

PART A: POSITION DESCRIPTION

Position Title: Coordinator Level 3 Head of Campus or Head of School Operations	Location: Aspect Schools
Group: Education	Reports to: Deputy Principal

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 evidenced-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

To collaborate as a team of specialists including teachers, teachers' aides, school therapists, co-ordinators, administrators and other Aspect staff to support the students within Aspect's education programmes. 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

To work within a team using a person-centred and family-focused approach to implement the Aspect Comprehensive Approach (ACA). This role is to support and partner the teaching team, parents/carers and other members of the school community with high quality, evidence based education and intervention that is student focused. The Coordinator is responsible for leading and supervising a team of Teachers/Teacher's Aides and where appropriate, Coordinator/s (Level 1 and 2) and is a core member of the school's School Leadership Team.

Outcomes

Key Result Area	Requirements & Expectations	Success Indicators
<p>Aspect Comprehensive Approach</p> 	<ul style="list-style-type: none"> Oversee and support staff to develop & implement an Individual Program (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 the NSW Education Standards Authority (NESA) and Aspect's Autism specific areas of learning (if and where applicable) <p><i>* Role may also have on-class teaching responsibilities – see Special Education Teacher Position Profile</i></p>	<ul style="list-style-type: none"> All IP plans reviewed and completed within agreed timeframe Model knowledge and understanding of ACA through teaching practices, training and development of staff and development of policies and plans Lead the schools on going continuous improvement in demonstrating person centred and student focussed planning and practices.
Recruitment & Selection	<ul style="list-style-type: none"> Manage end-to-end recruitment of school staff Maintain e-recruitment system Co-ordinate the recruitment drive for new staff in time for next school year Ensure on-boarding processes for new starters are followed though (includes reference checking, organising functional assessments, issuing employment contract/schedule, payroll forms) 	<ul style="list-style-type: none"> Candidates interviewed and appointed in a timely manner E-Recruitment system kept current with status updates and notes New staff supported through effective induction and training program
Supervision, Management & Training	<ul style="list-style-type: none"> Lead, manage and develop the Induction and training of staff Lead, manage and develop direct reports such as Coordinator level 1 & 2, Senior Teaching staff, Grounds and Maintenance Person Manage operational and performance issues involving staff. Partner with Principal in performance management issues Take a lead role in professional development of staff Manage the maintenance of the facilities and services of the school Develop and maintain Return To Work programmes for injured workers in conjunction with WHS Consultant Effective communication with Principal, WHS 	<ul style="list-style-type: none"> Leadership skills evident through strong relationships, proactive management of performance issues and highly developed mentoring and coaching skills. Through supervision and observation, identify PD needs of staff Coordinate Professional Development Days and Staff meetings School facilities and services are always tidy, well maintained, safe and operational Implementing the RTW Plans with the main goal of a safe and speedy return to pre injury duties

	Consultant/Safety Reps/HSR's and Injured worker	
Relationship Building (internal and external)	<ul style="list-style-type: none"> • Develop and foster effective working relationships with staff and colleagues • Take a lead role in the School Leadership Team – leveraging from opportunities to develop knowledge and practice from other professionals • Participate in community committees • Directly work with Aspect Fundraising and school P&F to increase fundraising opportunities across school. 	<ul style="list-style-type: none"> • Highly developed skills in leveraging from the strengths of individuals and creating a strong, cohesive team • Effectively managing diversity of opinion, attitudes, goals and experience to positive or constructive outcomes • Highly developed skills in regards to sensitive, personal and complex matters
Strategic and Operational Planning	<ul style="list-style-type: none"> • Work in partnership with Principal in daily operational running of the school • Provide input into the Aspect strategic planning process • Direct Involvement in Education Project Meetings • Direct involvement in Schools Future Planning Meetings. 	<ul style="list-style-type: none"> • School business plan objectives are achieved within school year • Strategic planning objectives are clearly identified, articulated to relevant people and achieved
Financial Management & Budgeting	<ul style="list-style-type: none"> • Manage operational budget • Collect data and maintain records Partner Principal with strategic plans and budget process • Oversee Co-ordinator levels with fund raising activities/school events/activities 	<ul style="list-style-type: none"> • Understanding and knowledge of the school budget in order to identify anomalies or inconsistencies • Regular tracking/ measurement of costs and expenses against budget Identify opportunities for expense management
Specific Program of Work	<ul style="list-style-type: none"> • Manage specific program of work which could include areas such as research, curriculum, enrolments, wait list, transition of students in/out of Aspect service. • Manage Aspect Practice and Model Class priorities and areas of focus. 	<ul style="list-style-type: none"> • Key milestones of the project are scheduled and achieved within agreed timeframes
Safeguarding the people we support	<p>Aspect is committed to providing an environment free from abuse, neglect and exploitation of the people we support.</p> <p>Coordinators, Managers and executive are responsible for ensuring staff:</p> <ul style="list-style-type: none"> • Follow safeguarding guidelines as outlined in Aspects Safeguarding guidelines as outlined in 	<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

	<p>Aspects Safeguarding the People We Support policy and Code of Conduct.</p> <ul style="list-style-type: none"> • 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 next level Managers to any concerns and/or issues that may warrant investigation <p>Managers and Executive 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) <p>Promote a safeguarding culture and educate staff in understanding the need for ongoing vigilance</p>	<p>resolution and learnings used to inform improved practice.</p> <ul style="list-style-type: none"> • 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
Work, Health & Safety	<p>It is a requirement for all staff to:</p> <ul style="list-style-type: none"> • 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. • Participate in the staff consultation process about work health & safety matters • Understand and adhere to Aspect's Code of Conduct 	<ul style="list-style-type: none"> • Observe at all times Aspect's safety policy and procedures are followed including site specific work practices and management instructions • All hazards, incidents and injuries are reported to management as per Aspect's risk management procedures • Health safety and welfare of self and others is ensured as far as reasonable • Actively participate in safety consultation as required

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
		Leadership & Management	Using appropriate interpersonal styles and methods to inspire and guide individuals (subordinates, peers and superiors) toward goal achievement, modifying behavior to accommodate tasks, situations and individuals involved. Strategic leadership, maximizing performance, managing change, solutions focused.
		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 on the autism spectrum • Experience in developing IP's and curriculum suited to students on the spectrum or a related disability is preferred • Demonstrated leadership capability 	
	Qualifications/ Licence	<ul style="list-style-type: none"> • Recognised University or Tertiary teaching qualifications (as determined by NESAs) • Minimum of 3 years' experience in a special education teaching role <u>and</u> experience in a Coordinator level (1 or 2) position (in exceptional circumstances here this condition cannot be met – approval must be obtained by the National Operations Director or National Director, Education) • Depending on the school's location/requirements it may be essential to have a current, valid driver's licence • Minimum of 0.8 full time equivalent status (required to fulfil the requirements of the role) • Depending on the school's location/requirements it may be essential to have a current driver's 	

		licence
	Job Requirements	<ul style="list-style-type: none"> • LR class licence to drive a school bus (desirable) • Working With Children Check WWCC (NSW) (essential) • International Police Check (IPC) if relevant • National Police Check (NPC) appropriately cleared

PART C: APPROVED BY

Position Approved by: Elizabeth Gadek (Date) _____

PART D: ACKNOWLEDGEMENT OF INCUMBENT

I have read and understood the requirements of the position

Name: _____ (Date) _____