



National Manager Education Performance POSITION PROFILE

PART A: POSITION DESCRIPTION

Position Title:	National Manager Education Performance	Location:	Aspect National Office, Frenchs Forest
Group:	Aspect Education	Reports to:	National Director Education

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

Position Purpose

As an instructional leader, the National Manager Education Performance will focus their efforts on the implementation of innovative practices that will positively impact student learning. They will provide high level data analysis expertise to improve processes and outcomes in the context of Autism Specific Education. This role will lead School Leadership teams to build capacity in data literacy and analysis to assist them in strategic and business planning for continuous improvement of student learning outcomes.

Outcomes

Key Results Area:	Requirements & Expectations	Success Indicators
Strategic Planning and Risk Alignment	<ul style="list-style-type: none"> Hold relevant knowledge of current curriculum, teaching and learning trends that enables the instructional leader to ask the important questions about what students are learning in the classroom (<i>Dewitt, 2020, Instructional Leadership</i>) Lead the development of systems and processes to collect, collate and analyse key data sets as the basis of continuous improvement planning across all Aspect schools. Collaborate extensively with the Education Executive team to determine needs for systemisation and development of tools that will assist schools to deliver outcomes for students. Establish streamlined processes for the development of annual school improvement plans that monitor and report on school goals. Use evidence of student needs gained through assessments in all Key Learning areas to inform practice and service delivery. Review the Education 'transition model' (purpose and processes) and data collection and reporting about student outcomes. Collect and analyse customer and stakeholder feedback via the Perspectives: School In Focus tool to inform development of high quality, customer-centred designed programs Use data about existing and potential school capacity to establish understanding of optimal expansion of Aspect schools in the future, so that appropriate goals can be set for year on year growth of school places Investigate new partnerships with higher education institutions in order to explore preservice teacher training program opportunities 	<p>Development of pedagogical approaches that assist in the transfer of knowledge from 'superficial' to 'deep' knowledge for Aspect staff (in their professional learning) and for Aspect students in their learning outcomes.</p> <p>Plan with executive leaders to develop an Aspect-wide data dashboard (or system) for collection and analysis of key school metrics.</p> <p>Each Aspect School will have completed their School Improvement Plan (SIP) by February.</p> <p>Provide each School Principal with the appropriate data to inform planning and decision making for School Improvement Planning.</p> <p>Demonstrate evidence of appropriate potential partnerships for Aspect to engage with and advance strategic pipelines for future workforce initiatives.</p>
Building Capacity	<ul style="list-style-type: none"> Support Principals to build a climate of collective efficacy to positively influence student learning outcomes in their schools. Initiate communications with school leaders and facilitate collaboration and discussion between stakeholders. Mentor and share knowledge with other team members to ensure the maintenance of high-quality deliverables. 	<p>Identify and promote strategies and practices that accelerate student learning.</p> <p>Provide training/ PD for each school Principal to access, analyse and plan using the data sets available that help determine high yield strategies to be used in classrooms alongside ACA frameworks</p>

	<ul style="list-style-type: none"> • Provide advice to school leaders to set school/organisation goals for continuous improvement 	
Education Quality Improvement Programs - Analysis and Reporting	<ul style="list-style-type: none"> • Design and develop systems for measuring student outcomes through rigorous data analysis • Provide a high level of expertise in establishing and defining key metrics to assist in business unit planning through a range of structured research and analysis techniques including facilitated stakeholder workshops, surveys, presentations and coaching activities. • Develop and lead collaborative processes to establish benchmarks for measuring and reporting outcomes across all Aspect schools. • Lead development of Aspect-wide data dashboards and support executives to identify/articulate insights across schools demonstrating growth, opportunities and areas for improvement • Construct and implement systematic collection of data (including student outcomes) to support executives to identify/articulate insights across schools, demonstrating growth, opportunities and areas for improvement • Collect, collate and report on key data/attributes that help schools along their improvement journey to refine whole school improvement practices and strengthen the achievement of every learner. 	<p>Provide school leaders (principals and their teams) with support to identify key school improvement priorities across the school, developing tools for monitoring and evaluating student achievement and setting targets for improvement</p> <p>Lead strategic action planning to support School Improvement work</p> <p>Regularly report the progress of the agreed school improvement focus to Aspect Education Executives</p>
Stakeholder Relationships	<ul style="list-style-type: none"> • Build positive relationships with school teams and central office colleagues to facilitate business process improvements, managing team expectations in a limited resource environment with competing priorities. 	
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"> • 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

	<ul style="list-style-type: none"> Follow safeguarding guidelines as outlined in Aspects Safeguarding the People We Support 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 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) Promote a safeguarding culture and educate staff in understanding the need for ongoing vigilance 	<ul style="list-style-type: none"> 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
Work Health and Safety	<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

Capabilities	Critical / Analytical Thinking	Ability to synthesise multiple data sets to detect patterns between various sources of information that leads to identification of 'problems of practice'. Ability to creatively and logically lead others to solutions that directly helps improve student learning. Ability to undertake objective, critical analysis to draw accurate conclusions that recognise and manage contextual issues
	Project Management	Demonstrated ability to engage stakeholders, use data and manage change to improve service delivery
	Leadership capability	Demonstrated capability to engage, influence, lead and support teams
	Organisation and Planning	Determine overall needs in school improvement planning processes by engaging with all relevant stakeholders and providing change leadership for multiple projects and activities in parallel with the development of new systems.
Knowledge & Experience	<ul style="list-style-type: none">• An experienced qualified senior educator with wide experience in leading and managing schools and/or educational systems• A proven ability working with the government and non-government national and state education sectors.• Professional experience in working with children with special needs an advantage.• Experience in policy development• A proven ability to solve problems and develop evidence informed solutions• Proven experience in data mining• Experience in the interpretation/analysis and synthesis of key education metrics• Extensive experience in writing professional reports, suitable for presentation to the board and the executive teams• Excellent written and spoken communication skills with attention to detail.	
Job requirements	<ul style="list-style-type: none">• National Police Check (NPC) appropriately cleared• Working with Children Check or equivalent state clearance	

PART C: APPROVED BY

Position Approved by National Director of Education, Maryanne Gosling: 10 November 2021