



## Coordinator (Level 3) POSITION PROFILE

### **PART A: POSITION DESCRIPTION**

<b>Position Title:</b> Coordinator School Operations (Level 3)	<b>Location:</b> Aspect Schools
<b>Group:</b> Education	<b>Reports to:</b> Principal
<b>Industrial Award Coverage:</b> Multi-Enterprise Agreement	<b>Classification Level:</b> Relevant Teacher step + level 3 coordinator

### **Organisation Purpose**


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

<b>Vision</b>	<b>Mission</b>	<b>Values</b>
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

### **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 work in collaboration with the Principal and other members of the leadership team to provide educational leadership in the school and community. The role fosters an environment of continuous improvement through initiative, evidence informed practice and evaluative thinking. The Coordinator 3 is responsible for leading teaching and learning under direction of the Principal and collaboratively with other members of the leadership team. They are also responsible for developing self and others, leading improvement, innovation and change, supporting the Principal to lead the management of the school and engaging and working with the community.

## Outcomes

Key Result Area	Requirements & Expectations	Success Indicators
<p>Aspect Comprehensive Approach (ACA)</p> 	<ul style="list-style-type: none"> <li>Accountability for the implementation and ongoing review of the Aspect Comprehensive Approach (ACA) for all students including individual plans, transition and positive behaviour support.</li> </ul> <p>Leading professional development in the Aspect Comprehensive Approach for all staff</p>	<ul style="list-style-type: none"> <li>Evidence of the Aspect Comprehensive Approach is reflected in all school programs, classroom practice and school culture</li> <li>All IP plans reviewed and completed within agreed timeframe</li> <li>Model knowledge and understanding of ACA through teaching practices, training and development of staff and development of policies and plans</li> <li>Lead the schools on going continuous improvement in demonstrating person centred and student focussed planning and practices</li> </ul>
Teaching and Learning	<ul style="list-style-type: none"> <li>Coordination and supervision of the academic program of the school through implementation of the NSW curriculum and individualised adjustments.</li> <li>Coordination of Professional development for teachers to maintain teacher accreditation</li> </ul>	<ul style="list-style-type: none"> <li>Teaching staff comply with school curriculum requirements including programming, delivery and assessment</li> <li>Teaching and learning aligned to the Australian professional standards for teachers.</li> <li>To achieve and maintain teacher accreditation with NSW Education Standards Authority (NESA).</li> </ul>
Recruitment & Selection	<ul style="list-style-type: none"> <li>Manage end-to-end recruitment of school staff</li> <li>Maintain e-recruitment system</li> <li>Co-ordinate the recruitment drive for new staff in time for next school year</li> <li>Ensure on-boarding processes for new starters are followed though (includes reference checking, organising functional assessments, issuing employment contract/schedule, payroll forms)</li> </ul>	<ul style="list-style-type: none"> <li>Candidates interviewed and appointed in a timely manner</li> <li>E-Recruitment system kept current with status updates and notes</li> <li>New staff supported through effective induction and training program</li> </ul>
Supervision, Management & Training	<ul style="list-style-type: none"> <li>Lead, manage and develop the Induction and training of staff</li> <li>Lead, manage and develop direct reports such as</li> </ul>	<ul style="list-style-type: none"> <li>Leadership skills evident through strong relationships, proactive management of performance issues and highly</li> </ul>

	<p>Coordinator level 1 &amp; 2, Senior Teaching staff, Grounds and Maintenance Person</p> <ul style="list-style-type: none"> <li>• Manage operational and performance issues involving staff.</li> <li>• Partner with Principal in performance management issues</li> <li>• Take a lead role in professional development of staff</li> <li>• Manage the maintenance of the facilities and services of the school</li> <li>• Develop and maintain Return to Work programmes for injured workers in conjunction with WHS Consultant</li> <li>• Effective communication with Principal, WHS Consultant/Safety Reps/HSR's and Injured worker</li> <li>• Occasional on class teaching responsibilities may be required.</li> </ul>	<p>developed mentoring and coaching skills.</p> <ul style="list-style-type: none"> <li>• Through supervision and observation, identify PD needs of staff</li> <li>• Coordinate Professional Development Days and Staff meetings</li> <li>• School facilities and services are always tidy, well maintained, safe and operational</li> <li>• Implementing the RTW Plans with the main goal of a safe and speedy return to pre-injury duties</li> </ul>
Relationship Building (internal and external)	<ul style="list-style-type: none"> <li>• Develop and foster effective working relationships with staff and colleagues</li> <li>• Take a lead role in the School Leadership Team – leveraging from opportunities to develop knowledge and practice from other professionals</li> <li>• Participate in community committees</li> <li>• Directly work with Aspect Fundraising and school P&amp;F to increase fundraising opportunities across school.</li> </ul>	<ul style="list-style-type: none"> <li>• Highly developed skills in leveraging from the strengths of individuals and creating a strong, cohesive team</li> <li>• Effectively managing diversity of opinion, attitudes, goals and experience to positive or constructive outcomes</li> <li>• Highly developed skills in regards to sensitive, personal and complex matters</li> <li>• •Model Aspect values through communication both internal and external</li> </ul>
Strategic and Operational Planning	<ul style="list-style-type: none"> <li>• Assist the Principal on delivering and achieving the School's Improvement Plan (SIP)</li> <li>• Work in partnership with Principal in daily operational running of the school and perform other duties as required by the Principal.</li> <li>• Provide input into the Aspect strategic planning process</li> <li>• Support the principal in development of leadership meeting agendas and accept delegation to chair a range of meetings at the discretion of the Principal</li> </ul>	<ul style="list-style-type: none"> <li>• School Improvement plan (SIP) objectives are achieved within school year</li> <li>• School operational policies and procedures are clearly identified, articulated to relevant people and achieved</li> </ul>

Financial Management & Budgeting	<ul style="list-style-type: none"> <li>• Work with Principal to manage the operational budget</li> <li>• Collect data and maintain records that enable the school to effectively and efficiently manage resources.</li> <li>• Support the Principal with strategic planning and budget process</li> <li>• Oversee Co-ordinator levels with fund raising activities/school events/activities</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding and knowledge of the school budget in order to identify anomalies or inconsistencies</li> <li>• Regular tracking/ measurement of costs and expenses against budget Identify opportunities for expense management</li> </ul>
Specific Program of Work	<ul style="list-style-type: none"> <li>• Manage specific program of work in consultation with the Principal. Could include areas such as research, curriculum, enrolments, wait list, transition of students in/out of Aspect service.</li> </ul>	<ul style="list-style-type: none"> <li>• Key milestones of the project are scheduled and achieved within agreed timeframes</li> </ul>
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, Business Managers, Principals are responsible for ensuring staff:</p> <ul style="list-style-type: none"> <li>• Follow safeguarding guidelines as outlined in Aspects <i>Safeguarding the People We Support</i> policy and Code of Conduct.</li> <li>• Complete all mandatory safeguarding training</li> <li>• Comply with mandatory reporting and legal requirements</li> </ul> <p>Coordinators are required to:</p> <ul style="list-style-type: none"> <li>• Alert Principal to any concerns and/or issues that may warrant investigation</li> </ul> <p>Principals are required to:</p> <ul style="list-style-type: none"> <li>• Be the escalation point for all concerns and/or issues and investigate, in consultation with relevant business unit (i.e. HR/Quality)</li> <li>• Promote a safeguarding culture and educate staff in understanding the need for ongoing vigilance</li> </ul>	<ul style="list-style-type: none"> <li>• Internal reporting systems, procedures and policy requirements are adhered to and fulfilled (i.e. Riskman reporting/actions)</li> <li>• All external reporting agencies are notified as required and within timeframes</li> <li>• Investigations are followed through to resolution and learnings used to inform improved practice.</li> <li>• Learning Management System (LMS) confirms staff have completed mandatory training</li> <li>• Voice survey results report staff are comfortable to raise concerns and/or issues and they are acted upon</li> </ul>
Work, Health & 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"> <li>• Injury rates are low or negligible</li> <li>• Work, Health &amp; Safety matters are included as part of regular meetings</li> <li>• Incident forms and safety risks are forwarded on time to the WHS Consultant</li> </ul>

	<ul style="list-style-type: none"> <li>• Fulfil your obligations to ensure Aspect complies with its work health and safety obligations under WHS laws.</li> <li>• Hold managers within your business unit accountable for their health and safety responsibilities.</li> <li>• Fulfil your duty to exercise due diligence. Due diligence means you must: <ul style="list-style-type: none"> <li>○ acquire and keep up to date knowledge of work health and safety matters</li> <li>○ understand the operations of the business and the hazards and risks involved</li> <li>○ ensure appropriate financial and physical resources and processes are provided to enable hazards to be identified and risks to be eliminated or minimised</li> <li>○ ensure information regarding incidents, hazards and risks is received and the information is responded to in a timely way</li> <li>○ ensure the business has, and implements, processes for complying with any legal duty or obligation</li> <li>○ verify the provision and use of resources and processes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• RTW plans are in place for any injured employee</li> <li>• WHS matters are included as part of regular meetings</li> <li>• Identified hazards, issues or risks are evaluated and appropriate management controls applied</li> </ul>
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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

		<b>Leadership &amp; Management</b>	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.
		<b>Technical/Professional Knowledge</b>	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.
	Essential Job Requirements	<ul style="list-style-type: none"> <li>• Knowledge and/or experience in teaching in the disability sector, particularly with students on the autism spectrum</li> <li>• Experience in developing IP's and curriculum suited to students on the spectrum or a related disability is preferred</li> <li>• Demonstrated leadership capability</li> <li>• Highly Accomplished/ Lead Teacher Accreditation or Experienced Teacher Accreditation (desirable)</li> <li>• Recognised University or Tertiary teaching qualifications (as determined by NESA)</li> <li>• Minimum of 3 years' experience in a special education teaching role and experience in a Coordinator level (1 or 2) position (in exceptional circumstances here this condition cannot be met – approval must be obtained from the National Director, Education)</li> <li>• Depending on the school's location/requirements it may be essential to have a current, valid driver's licence</li> <li>• Minimum 0.8 full time equivalent status (required to fulfil the requirements of the role) and expected to return to min 0.8 FTE (or substantive full-time role) within 2 years of taking parental leave</li> <li>• Depending on the school's location/requirements it may be essential to have a current driver's licence</li> <li>• LR class licence to drive a school bus (desirable)</li> <li>• Working with Children Check WWCC (NSW) (essential)</li> <li>• International Police Check (IPC) if relevant</li> </ul>	

## **PART C: APPROVED BY**

Position Approved by: Maryanne Gosling, National Director, Aspect Education    May 2022