Aspect Treetop School - School Support Officer
POSITION PROFILE

PART A: POSITION DESCRIPTION

Position Title:	**School Support Officer**	*Location:*	**Aspect Treetop School**
Group:	**Education**	*Reports to:*	**Principal**

Organisation Purpose

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

Team Purpose

To collaborate as a team of specialists including teachers, school support officers, school therapists, co-ordinators, administrators and other Aspect staff, using a person-centred approach, to deliver the Aspect Comprehensive Approach (ACA) to teach students the skills to be the best they can be and allow them to positively engage with their community.

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Position Purpose

To assist teachers in the delivery of the Aspect Comprehensive Approach (ACA) through the student's Individual Programs (IPs), i.e. assessment and learning activities, in an Autism Spectrum Australia (Aspect) school. This role supports teachers with positive behaviour support, community access programs and the integration of students into less restrictive settings.

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Key Result Area	Requirements & Expectations	Success Indicators
Aspect Comprehensive Approach (ACA) 	• Assist teachers to implement the Aspect Comprehensive Approach for Education (ACA) • Collect data to assist and develop IPs. • Be familiar with students' IP outcomes/priorities. • Assist teachers to implement the IPs. • Collect data for ongoing assessments • assist teachers in working towards the provision of educational programs that move students to a mainstream or less specialised setting and aid their participation in the local community • Be familiar with the curriculum.	• Observe, record and report data relevant to students IP's • Comprehensive knowledge of students IP • Actively participate in implementing and ongoing support of students IP's • Through collaboration with teachers, students meet their goals to be the best they can be • Understands the expectations of Aspect's ACA and curriculum and demonstrate in the classroom
Student Support	• Be responsible for the welfare and safety of pupils in the classroom, playground, school activities or excursions and elsewhere in the course of professional duties and have ongoing 'duty of care' at all times • Use Positive Behaviour Support Programs to facilitate the development of self-management in students with challenging behaviour • Support teaching and learning through use of visually based alternative and augmentative functional communication systems based on assessment of individual needs/strengths of each student to facilitate the participation of students in daily life • When required supervise a small group of children without a teacher present • Support strategies for student well-being	• Students are safe and any behavioural concerns or incidents are reported to the teacher /school management immediately • Demonstrates effective planning, preparation and organisation for daily activities • Students are positively supported at all times using the tools agreed with the Teacher i.e. visuals, PBS practices, well-being strategies

Professional/Development Skills	• Maintain knowledge of current theory and practise of professional domains relevant to the education of children on the autism spectrum (AS) under the guidance of the school • Develop an annual learning plan and actively work towards achieving the objectives set in conjunction with School Management	• Participate and implement skills gained at professional development as directed by the Principal • Annual learning plan objectives are met within agreed timeframes
Safeguarding the people we support	Aspect is committed to providing an environment free from abuse, neglect and exploitation of the people we support. Staff are expected to: • Demonstrate a duty of care to students • Treat students with dignity and respect • Complete mandatory Child Protection training and implement into day to day operations and practice • Be vigilant and maintain a heightened sensitivity to recognising signs of abuse, neglect or exploitation and escalate/report those signs/concerns • Escalate/report other staff practices which deviate from policy/procedure • Adhere to student's individual plans recognising their personal needs, choices and control	• Demonstrated evidence that issues/concerns are escalated/reported to supervisor/manager • Completion of Child Protection on-line training • Personal commitment and day to day demonstration of competency in safeguarding
Work, Health & Safety Requirements	It is a requirement for all staff to: • 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.	• Aspect's safety policies 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

		• Exercise duty of care in the health, safety and welfare of pupils and ensure they are treated with dignity and respect • Participate in the staff consultation process about work health & safety matters	• 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	**Student Support**	Make genuine effort to listen to & understand the student; anticipating the needs of the client. Supervise a small group of students without a teacher present as required.
		Flexibility/Adaptability	Is open to change, can think independently, exercises independent initiative and judgement
		Attention to Detail	Follows a method of work that is organised, logical and accessible ensuring information is accurate and meets information and reporting needs of the school.
		Teamwork	Active participation in and facilitation of team effectiveness. Providing professional and prompt support to the Education team as required.
		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 showing a depth of understanding of the characteristics of autism and related teaching practices.
	Knowledge & Experience	• Knowledge and understanding of Autism • Individualised Education Plan (IP) practices in Special Education is desirable • Experience with students on the autism spectrum desirable • Ability to perform complex tasks with limited direction	
	Qualifications/ Licence	• Certificate and / or experience in schools and autism • Depending on the school's location/requirements it may be essential to have a current, valid driver's licence.	

	Job Requirements	• May supervise a small group of students without a teacher present • May supervise up to three employees • A Light Rigid (LR) Driver's licence is desirable

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)   _____