

Position Description

Special Educator

Why work with us

We're building a public education system which is genuinely recognised as world-class - where every preschool and school is great and where there is growth for every child and student.

We are one team, statewide. Everyone in public education works together, united behind our vision because what we're doing today will improve the futures of children in South Australia.

We're making a difference so South Australia thrives.

Our values

We are part of the South Australian public sector and share the values of:

							
SERVICE	PROFESSIONALISM	TRUST	RESPECT	COLLABORATION & ENGAGEMENT	HONESTY & INTEGRITY	COURAGE & TENACITY	SUSTAINABILITY
We proudly service the community and the South Australian Government.	We strive for excellence.	We have the confidence in the ability of others.	We value every individual.	We create solutions together.	We act truthfully, consistently, and fairly.	We never give up.	We work to get the best results for current and future generations of South Australians.

About this role

Student Support Services works with schools and preschools to provide support to assist them in meeting the needs of all children. The role requires the incumbent to positively participate in the ongoing development and review of a service model that supports the provision of integrated and targeted services to sites to assist them in meeting the needs of children and young people with additional needs.

The trend of increasing learner complexity is well documented in the literature. Increasing numbers of children and young people are being identified with complex learning difficulties and disabilities often with co-existing conditions such as autism and attention deficit/hyperactivity disorder. Increasing numbers of children are in schools who have difficulties arising from premature birth, have survived infancy due to advances in medical interventions, have rare neurological disorders and foetal alcohol syndrome. Behavioural issues are becoming increasingly more challenging and complex with a range of co-morbidity factors (including mental health) that require skills and expertise to identify underlying causes to better address the needs of the children and young people.



The Special Educator is a member of a multidisciplinary team and works with children and young people with additional needs including learning difficulties, developmental delays, disability, giftedness and health issues, and their families, and preschool and school staff. The Special Educator is placed in a team but may be required to provide services elsewhere. This position includes a particular focus on supporting children and young people with autism. The Special Educator assists in the development of supportive planning and strategies to improve outcomes for children and young people.

Position title	Special Educator
Classification	STL2
Division	Support and Inclusion
Directorate	Student Support Services
Location	Various Offices
Reports to	Senior Educator
Direct reports	Nil
Role description date	April 2022

What you will do (key outcomes)

1. Provide in-depth consultation to sites to support site staff in providing more effective differentiated teaching
2. Apply comprehensive assessment processes to determine the nature of the needs and the type and level of support required.
3. Apply specialist knowledge and professional judgment in the selection and implementation of evidence-based interventions in a range of contexts.
4. Develop multi-levelled child centred interventions across the 3 waves of intervention that include proactive, targeted and intensive management strategies in partnership with preschool and school staff and parents
5. Provide a broad range of professional direct and consultative services at the individual, group, whole site and group of preschools/schools level, including supporting sites to develop personalised learning plans, adjustments and accommodations, curriculum modifications, reports and recommendations (including funding, special options, facility upgrades) in partnership with preschools, schools and families.
6. Provide preschools and schools with direct and hands on support to model the application of teaching and learning interventions and strategies within an educational context.
7. Undertake case coordination and management of learners requiring multiple services within and outside the agency.
8. In conjunction with Senior Educator manage and prioritise personal workload by developing workload management plans and efficiency initiatives.
9. Contribute to a range of capacity building initiatives such as provision of training and development to staff and families modelling and provision of information, strategies and resources.
10. Proactively seek opportunities to improve work practices and services, by monitoring service access and outcomes, emerging trends and community needs, and contributing to ongoing evaluation of services within a framework of state-wide consistency.

11. *Provide a high-quality service by meeting professional and service delivery standards, updating knowledge and skills, engaging in reflective practices through professional supervision and being openly transparent regarding workload and work practices.*
12. *Seek client feedback on services and respond proactively to client complaints and feedback, and as required, contribute to investigations of client complaints, with a view to informing systematic improvements in services.*
13. *Contribute to discipline-specific and multi-professional research, service development, innovative practices and initiative and advances of techniques used, through research (under direction), data analysis, evaluation of services and development of recommendations to assist management decision making.*
14. *Consult and liaise with non-government and other government organisations in the provision of services.*
15. *Contribute to the provision of strategic information for the department by the analysis and interpretation of local data on behalf of the Senior Educator*
16. *Help to maintain a safe and healthy working environment by proactively reporting incidents, hazards and injuries.*

The capabilities you will bring (key competencies)

- *Demonstrates in-depth knowledge regarding evidence-based interventions for children with additional needs, gained through achievement of a recognised qualification and can apply professional knowledge and aptitude in the context of a school or preschool.*
- *Engages with other professionals in needs-based assessments, development, implementation, and evaluation of evidence based proactive and targeted strategies to support sites to understand and manage the range of needs of children and young people.*
- *Values individual diversity and models this in all interactions. Adapts approach to suit individual differences whilst not compromising on service delivery or outcomes.*
- *Works effectively and maintains positive outlook under pressure. Manages setbacks, criticism and tension in meeting the service needs of the client group.*
- *High level communication skills and works collaboratively and develops productive relationships with peers, staff and stakeholders. Interacts confidently and employs perception, good listening and questioning skills and is able to communicate with people from diverse cultures and backgrounds.*
- *Develops and accomplishes shared goals by taking an active role in the team through contributing ideas, knowledge, and expertise. Works collaboratively to achieve team goals.*
- *Demonstrate knowledge and commitment to promoting and creating a safe and inclusive work environment, and the legislative requirements of Equal Opportunity and Work Health and Safety legislation.*

Who you will work with (key relationships)	Qualifications
<p>Direct working relationship: Senior Educators</p> <p>Internal Working Relationships: Speech Pathologists, Psychologists, Occupational Therapists, Social Workers Truancy, Behaviour Support Coaches, Special Educators, Special Educators (Hearing), educators and site leaders in pre-schools and schools</p> <p>External working relationships: Government and non-government agencies, professional associations and interstate systems/sectors</p>	<p>Essential: Current full teacher registration.</p> <p>Desirable: Tertiary qualification in special education.</p>

Eligibility
<p>Appointments made under section 121 of the <i>Education and Children's Services Act 2019</i> may provide health, social or other non-education services to schools, preschools and children's services centres.</p> <p>Positions will require the application of specialist education related skills and knowledge required for managing education programs, or administration of education standards requiring specific knowledge of site functions and operations.</p>

Corporate responsibilities	Special conditions
<p>Keep accurate and complete records</p> <p>Act appropriately in line with the Public Sector Code of Ethics at all times</p> <p>Support diversity and promote an inclusive workplace for everyone</p> <p>Maintain a commitment to Work Health and Safety legislative requirements</p>	<p>You may need a current driver's license and be willing to drive (<i>remove if not required</i>)</p> <p>You may be asked to work out of hours</p> <p>You may need to travel within or outside South Australia</p> <p>You need to achieve mutually agreed performance goals</p> <p>You must have a current Working with Children Check</p> <p>You must do Responding to Risks of Harm, Abuse and Neglect – Education and Care training</p> <p>You must be an Australian resident or provide evidence you have a current work permit</p>

Assessed by: Name, Title		Approved by: Sarah Anstey, Director Student Support Services	
Date: Month, Year		Date: April 2022	